



SCOTTISH EXECUTIVE

Enterprise and Lifelong Learning

Young People's Awareness and Experience of Educational Maintenance Allowances (EMAs) and Their Impact on Choices and Pathways



**YOUNG PEOPLE'S AWARENESS AND
EXPERIENCE OF EDUCATIONAL
MAINTENANCE ALLOWANCES (EMAs) AND
THEIR IMPACT ON CHOICES AND PATHWAYS**

YORK CONSULTING LLP

**SCOTTISH EXECUTIVE SOCIAL RESEARCH
APRIL 2007**

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ACKNOWLEDGMENTS

Appreciation is extended to the members of the research advisory group for their input and observations during the research.

Sincere thanks to staff and pupils in the pilot school and the 29 participatory schools and colleges for their time and effort to accommodate and contribute to the research.

EXECUTIVE SUMMARY

Context

The educational maintenance allowance (EMA), introduced in 2004¹, provides financial assistance to 16-19 year olds from low income families who attend school or college full time. Its original purpose was to increase participation and retention in post-16 education and more recently it has been viewed as a tool to prevent young people from becoming 'Not in Education Employment and Training' (NEET).

It is estimated that 35,000 young people between the ages of 16-19 fall into the NEET category and it has been found that financial incentives can be an important factor in encouraging those at risk of becoming NEET to consider their education, employment and training options.

The EMA comprises a means-tested weekly allowance payable fortnightly during term time and twice yearly bonuses. These are paid directly to the student on satisfactory adherence to a learning agreement made between the young person and the educational establishment.

Aims of the Research

This research was conducted to gather evidence of young people's awareness and experience of the EMA. The work, commissioned by the Scottish Executive's Enterprise and Lifelong Learning Department, aimed to assess the EMA's impact on young people's choices and pathways, in particular to assess if EMAs prevent young people becoming NEET.

Research Approach

The research combined qualitative and quantitative approaches to collect data and the views of 37 stakeholders and 229 young people across 23 schools and 6 colleges in 5 local authority areas.

Interviews with EMA co-ordinators in schools, bursary officers in colleges, EMA lead contacts in Education Authorities and officers in the Scottish Funding Council gathered views and experiences of administering and processing the EMA and the effect it had on young people.

Three groups of young people - 14/15year olds, 16+ year olds EMA recipients and 16+ year olds not in receipt of the EMA were interviewed and surveyed about their EMA awareness and experience. Schools and colleges selected young people for inclusion in the

¹ Phase 1 pilot in East Ayrshire 1999-2000, phase 2 pilots in Dundee, Glasgow and West Dunbartonshire 2001-2

research and amongst the group of consultees they were asked to involve those young people at risk of becoming NEET.

Main Findings

- A range of **promotional activities** were used to raise awareness of the EMA amongst school pupils. These varied as a result of the financial and human resources that were available and the existence of local promotional opportunities. EMA marketing occurred in the summer term, due to the practicalities of the application process. The timing of the promotion reflects the fact that the EMA was not positioned as a NEET prevention tool at the local and area level
- The **EMA conditions were applied differently** between EAs, within schools in the same EA and between FE Colleges, due to a range of factors like different monitoring systems, the amount of control exhibited by the EA, the levels of discretion in schools and the interpretation of Scottish Executive Guidance
- **EMA awareness and understanding** was poor amongst 14/15 year olds. Awareness was normally as a result of being involved in the research or knowing friends of family members in receipt of the EMA. The majority of 14/15 year olds involved in the research could not be considered 'at risk' of becoming NEET, most had aspirations to go to university, college or some form of training. For those who did not have clear plans, a financial incentive like the EMA was considered an influential factor
- The majority of **EMA recipients** were studying Highers and had planned to stay on at school, regardless of the financial allowance. The payments gave recipients greater financial independence, less need to work part time and provided them with more time to study. It did mean that the majority of these pupils did not experience the positive benefits of part time work. The EMA was predominantly spent on personal items and activities. There was no stigma attached to receiving the EMA
- There were **mixed views about the effect of the EMA**. Some pupils felt that the weekly allowance helped them to attend more regularly and increased their punctuality and some felt that working towards the bonus motivated them to study harder
- **College students** tended to place greater importance on the influence of the EMA on their post-16 choices. These students also used the EMA to meet study and travel costs or contribute to general household income and expenditure
- **Parental advice/expectation** along with career or HE aspirations were the key influencers in post-16 pathways. These were always interconnected with other factors like educational ability, school experience and specific course requirements.

Less influential, but still identifiable considerations were: uncertainty and indecision which led to maintaining the status quo, readiness to move into a different learning or working environment and the EMA

- The EMA had some less positive effects, mainly the administrative workload attached to it, a sense of unfairness that existed amongst non-EMA recipients and in some cases it encouraged a small group of young people to stay on at school when alternative EET routes were more appropriate
- A number of **positive EMA effects** were identified, including the improvement in the attendance and punctuality of some young people, increased retention in colleges, increased personal responsibility of young people and important financial support for college students
- EMAs seemed to provide financial incentive to those students who do not need to be encouraged to stay on in education. The **EMA was not an influential factor** for the majority of young people in this study. However, the involvement of a low number of pupils at risk of becoming NEET has meant that the research has found limited evidence to ascertain whether the EMA is having an impact on preventing young people in Scotland from becoming NEET

CHAPTER 1 - INTRODUCTION

1.1 York Consulting Limited Liability Partnership (YCL) was commissioned by the Enterprise, Transport and Lifelong Learning Department (ETLLD) to undertake qualitative research on Educational Maintenance Allowances (EMAs) and their impact on young people at risk of being not in education, employment or training (NEET).

1.2 This final report provides a detailed account of the research.

Aims and Objectives

1.3 The principal aim of the research was to:

“...gather evidence on young people’s awareness and experience of EMAs and their impact on young people’s choices and pathways. The research will also aim to assess the impact of EMAs on those young people at risk of becoming NEET”²

1.4 The objectives of the research were four-fold:

- to examine young people’s awareness and experiences of EMAs
- to assess the impact of EMAs on choices and pathways
- to assess if EMAs help to prevent young people becoming NEET post-16
- to identify other aids/barriers to continuing with education, employment and training post-16

² Young People’s Awareness and Evidence of Educational Maintenance Allowances and their Impact on Young People’s Choices and Pathways, Invitation to Tender, Social Research, The Scottish Executive, October 2006

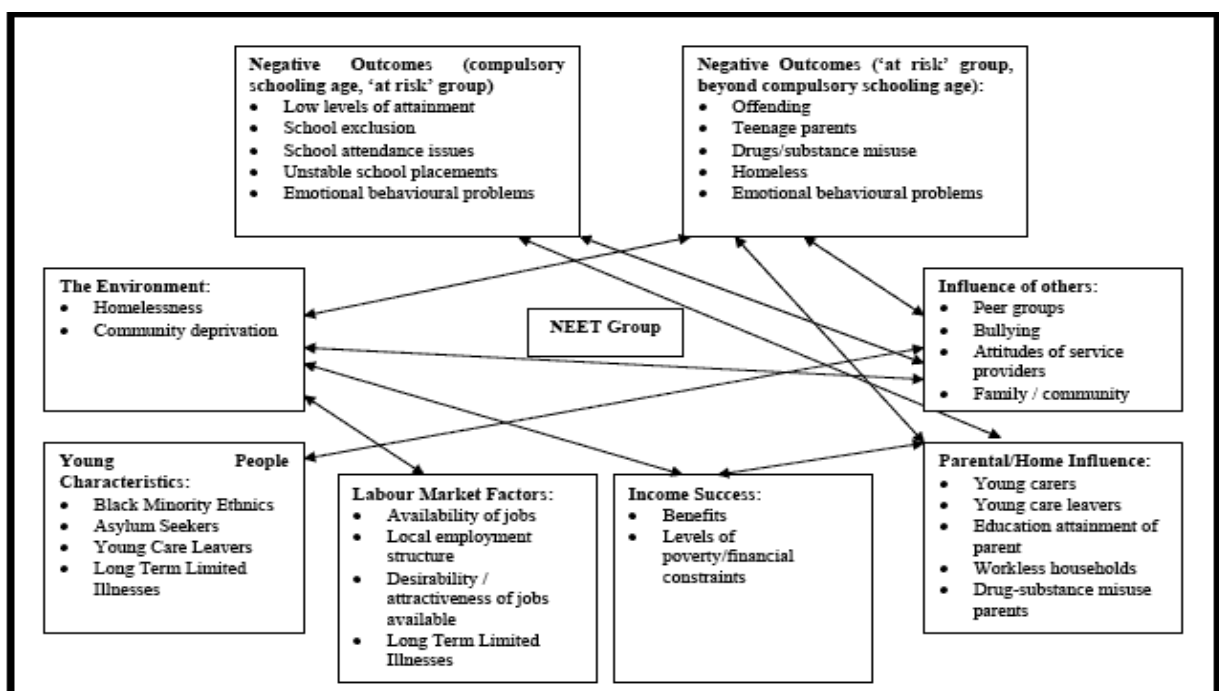
Context

The NEET Policy Agenda

1.5 The NEET group consists of young people who are ‘not in education, employment or training’. The Scottish Executive estimates there are 35,000 young people in Scotland between the ages of 16-19 who are in this group, which represents 13.5% of the total population between these ages. However, the Executive estimate that the figure for those who will need some additional support to access and sustain opportunities in the labour market is more likely to be around 20,000³, or 7.7% of 16-19 year olds. This level is high in comparison to other OECD countries.

1.6 The NEET group is heterogeneous and dynamic and consists of a wide range of young people from different circumstances and backgrounds. **Figure 1.1**⁴ outlines the complex influences on the NEET group and those young people at risk of becoming NEET.

Figure 1.1: NEET Group Influences



³ More Choices, More Chances: A Strategy to reduce the Proportion of Young People not in Education, Employment or Training in Scotland.’ Scottish Executive, March 2006.

⁴ Literature Review of the NEET Group, York Consulting
<http://www.scotland.gov.uk/Publications/2005/10/28114935/49354>

1.7 The Executive's target strategy, *'More Choices, More Chances'* identifies sub-groups that are most at risk of becoming NEET, with a strong recognition of the differing levels of support needed within each of these sub-groups. These included care leavers, carers, young offenders, young parents, low attainers, persistent truants, young people with physical/mental disabilities, and young people misusing drugs or alcohol.

1.8 The NEET group is characterised by low educational attainment and those who are in it are likely to be viewed as socially disadvantaged and at high risk of social exclusion and becoming economically inactive throughout their adult life. The seven NEET 'hotspots' highlighted by the Scottish Executive include Glasgow, West Dunbartonshire, North Ayrshire, East Ayrshire, Clackmannanshire, Inverclyde, and Dundee.

The Educational Maintenance Allowance (EMA)

1.9 The EMA provides financial support to 16-19 year olds who come from low income families – the threshold for qualification is £30,810 per annum household income – and takes the form of means-tested payments of £10, £20 and £30 per week. This is subject to full time (minimum of 21.5 hours per week) school or college attendance. Twice-yearly bonuses of £150 are awarded to students provided the terms of a learning agreement are met. These would normally include attendance, behaviour and achievement targets set with the student's educator.

1.10 The EMA Guidance and Scottish Business Model⁵ provides detailed guidelines on the payment of the allowance and the bonus and it contains several caveats that allow some aspects of its guidelines, e.g. exceptions to 100% attendance, to have a number of interpretations.

1.11 The latest national statistics⁶ show that there were around 36,460 young people receiving an EMA in Scotland in 2005-06 with a total of £29.3 million paid out to recipients. Around 62% received both bonuses, and 88% one bonus.

1.12 Financial incentives have been found to be an important factor in encouraging those at risk of becoming NEET to consider their education, employment and training (EET) options. The evidence from the literature suggests that young people undertake 'rational' decision making⁷ in weighing up their EET options. Therefore, there is an evidenced theoretical underpinning to the belief that the availability of financial incentives and support will influence the EET choices made by young people.

⁵ www.emascotland.com/documents

⁶ Scottish Statistics Publication Notice, Lifelong Learning Series, November 2006

⁷ Youth Transitions: Patterns of Vulnerability and processes of Social Inclusion, Furlong et al, 2003 Scottish Executive.

The EMA as a NEET Prevention Tool

1.13 The early launch of the EMA across the UK identified the intervention more specifically as a financial support tool, which aimed to retain young people in school beyond the post-compulsory schooling stage.

1.14 More recently, the development of Scotland's NEET strategy – ‘*More Choices, More Chances*’, has further shaped and defined the EMA as a potential NEET prevention tool. The following quotes demonstrate this:

“While EMAs have the primary policy objective of increasing participation and retention, an analysis of EMA related reductions in the NEET group allows for an indication in the potential long-term impact of achieving these primary objectives. It would enable the policy to be tested against a measure that reveals whether EMAs are enabling at risk young people to enter education, employment or training or whether they are simply deferring a ‘NEET’ outcome for those same young people....the Scottish Executive will commission further research to test the impact of EMAs on changing outcomes for young people at risk of becoming NEET and will assess ways in which to maximise the potential of EMAs to encourage retention, attainment and progression for young people in sub-groups who are known to be at risk of becoming NEET”⁸.

1.15 These quotes show that – as the NEET policy agenda has developed – the potential importance of the EMA as a NEET prevention tool has emerged. However, this development has yet to be translated at the implementation (or operational) stage – i.e. in Education Authorities, FE Colleges and schools. In these operational settings, the EMA is still largely viewed as a financial support tool.

1.16 Whilst this study was commissioned to explore the EMA as a NEET prevention tool, it was difficult for stakeholders to comment on the EMA's effect on the potential NEET group, as the relevant communications or mechanisms are not currently in place to support, promote and reinforce the EMA as this type of tool.

Method

Sample Selection

1.17 Five Education Authority (EA) areas participated in this study. These areas were selected due to a combination of factors – e.g. availability to participate, some are NEET ‘hotspots’, some, like Glasgow and Dundee were involved in the pilot EMA scheme, some have higher than average unemployment rates. The participants were:

- Clackmannanshire

⁸ More Choices, More Chances - <http://www.scotland.gov.uk/Resource/Doc/129456/0030812.pdf>

- Dundee
- Glasgow
- Inverclyde
- North Lanarkshire

1.18 A summarised profile of key data from these 5 EA areas is detailed in **Table 1.1** below.

Table 1.1: Overview of Selected LA Areas

Local Authority	Unemployment Rate ⁹	SIMD 2006 ¹⁰ : % of deprived data zones	FME ¹¹	No. EMA recipients 05-06 ¹²	All EMA recipients amounts ¹³		
					£10	£20	£30
Clackmannanshire	3.0%	18.8%	17.2%	175	14%	9%	77%
Dundee	4.2%	30.7%	21.4%	690	10%	12%	78%
Glasgow	4.2%	43.9%	35.0%	1,995	5%	7%	88%
Inverclyde	4.5%	19.1%	19.9%	460	11%	11%	78%
North Lanarkshire	2.9%	21.3%	17.1%	1,185	11%	11%	78%

1.19 Across the 5 areas 29 establishments (6 colleges and 23 secondary schools) were identified to participate in the research.

1.20 In order to minimise burden on the schools and colleges, and in recognition of the volume of ongoing research, a pragmatic approach was taken to selecting establishments. Schools and colleges were approached once checks had been made that the institutions were not already involved in other related research.

Table 1.2: Number of Educational Establishments in Each Area

EA Area	Number of Schools	Number of Colleges
Clackmannanshire	1	1
Dundee	3	1
Glasgow City	9	2
Inverclyde	2	1
North Lanarkshire	8	1
Total	23	6

⁹ Taken from Nomis September 2006 figures: www.nomisweb.co.uk

¹⁰ Taken from The Scottish Index of Multiple Deprivation 2006: <http://www.scotland.gov.uk/Publications/2006/10/13142739/0>

¹¹ Percentage of pupils entitled to free meals 2005: <http://www.scotland.gov.uk/Publications/2005/06/06172925/29435>

¹² Provided by the Scottish Executive

¹³ Provided by the Scottish Executive

Stakeholders

1.21 Telephone or face to face consultations were conducted with 37 stakeholders in schools, colleges, EAs and the Scottish Funding Council (SFC). This provided a local and EA-wide perspective of the processes and perceived impacts of the EMA.

Young People

1.22 Schools and colleges were asked to select 8-10 young people that fell into particular categories

- age-ineligible pupils at school in S3 and S4 aged 14-15 who schools felt might be at risk of becoming NEET
- 16+ year old pupils and students not in receipt of the EMA
- 16+ year old pupils and students in receipt of the EMA
- 16+ year old pupils and students in receipt of the EMA but who had not received all their weekly allowances and or bonus (in an attempt to possibly capture within this group some people who might be at risk of becoming NEET)

1.23 This range of pupils and students were consulted in order to capture a breadth of circumstances and views, concerning the EMA and their decision making processes.

1.24 The EMA coordinator in schools or bursary officers in FE colleges were provided with details of the four categories of young people that the researchers wanted to consult with and identified pupils and students on this basis. Those young people that took part received a £10 voucher.

1.25 Whilst this approach proved successful, schools highlighted the difficulties in identifying and including young people who were NEET or at risk of being NEET. Mainly because:

- the NEET group, by their very nature had in many cases already become disengaged and 'lost' to the schools
- some schools were reluctant to label young people as at risk of becoming NEET
- some were concerned about how the 'at risk of NEET' group, might behave/communicate with the visiting consultants

1.26 As a result there was slight concern that some schools selected the ‘best’ 14-15 yr old pupils to be involved in the consultations but this is balanced by the inclusion of some clearly disengaged young people pre-statutory leaving age – this type of pupil was less easy to engage in discussions, more reluctant to voice their views or had very little to say.

1.27 Paired interviews and focus groups were undertaken with 197 pupils in 23 schools and 32 students in 6 colleges and this amounted to:

- **118 non-recipients of the EMA** – S3 and S4 age-ineligible pupils (66) and 16+ year old pupils not eligible for the EMA, e.g. due to parental income, (52)
- **111 EMA recipients** – 54 young people in receipt of the weekly allowance and the bonus payments and 57 recipients with weekly or bonus payments stopped

Research Tools

1.28 A series of topic guides were designed to use during discussions with the four groups of young people, the EA stakeholders and the EMA Co-ordinators and Bursary Officers. The four groups of young people also completed proformas that captured personal information and details relating to their perceptions of the EMA.

1.29 These proformas were completed prior to the interviews with young people and on some occasions the young person was not available for the qualitative discussion and subsequently not interviewed. This was the case with 7 young people and therefore there are 236 completed proformas and 229 young people interviewed.

1.30 The research tools were piloted at a school in North Lanarkshire, testing all the topic guides and proformas on young people and stakeholders and these were amended in response to their feedback. Examples of all the research tools can be found in **Appendix 1**.

Interpretation of Data and Research Limitations

1.31 The qualitative interviews provide a way of probing the underlying attitudes of participants and obtaining an understanding of the issues of importance. The real value of qualitative research undertaken in this way is that it allows insight into attitudes, and the reasons for these, which could not be probed in as much depth as within a structured questionnaire.

1.32 When interpreting these findings, it should be remembered that results are not based on quantitative statistical evidence but on a sample of young people aged 14+ with a range of awareness and experience of the EMA as well as stakeholders with experience of the EMA.

1.33 In Chapter 3, use is made of pen pictures (brief descriptive accounts and examples) and verbatim comments from the interviewees. These have been selected to exemplify a particular view of a body of consultees, although it is important to remember that the views expressed do not always represent the views of all those being researched. To aid the anonymity of our respondents, verbatim quotes and pen pictures are loosely referenced by age and gender.

1.34 The quantitative proformas were also analysed and form part of this report and the analysis of the proformas have been used to reinforce the findings from the qualitative research. In some cases there is a ‘disconnect’ in terms of the findings of the qualitative research and the information obtained from the quantitative proformas. For example, when the 14-15 year olds completed the proformas, their awareness of the EMA appears to be much higher than the responses they gave during the qualitative discussions.

1.35 This highlights the inherent differences in the quantitative approach where there is a greater inclination to ‘tick the box’ and give a definite answer compared to the qualitative interviews which allow more room for discussion and greater ambiguity. In cases where the different methodological approaches have resulted in conflicting responses then this is acknowledged in the text.

1.36 As with all research, there are a number of limitations to this study and these include:

- **the reliability of self-reporting** - the age of the young people involved in this study means that, for some consultees, there was still a significant degree of uncertainty over future plans. This impacted upon their ability to consider and articulate decisions and ideas about future plans and pathways. In other cases, there was, a tendency for young people to downplay where EMA payments had been withheld (e.g. due to attendance issues). There were several instances where the information provided by individual young people conflicted with that provided by school staff. In order to protect anonymity, it was not possible to address any such ambiguities
- **the difficulty in attributing any positive changes to the EMA** - proving a possible direct relationship between EMA and staying on at school or college is complex, due to the number of factors which may have influenced this decision. As the EMA is available throughout Scotland, attribution was made more difficult as it was not possible to assess the counterfactual - the pupils’ intentions in the absence of the EMA – through identification and examination of an appropriate comparator student cohort
- **quantifying responses and themes** - it was not possible to simply ‘tally’ themes which have emerged to offer percentages or numbers of individuals offering particular views. This is because views and opinions stated often emerged as a result of the dialogue taking place during consultation, and not in response to particular questions. However, where themes have emerged clearly from within the groups being consulted, these have been noted and differentiated by use of the terms ‘a few’, ‘some’, ‘many’ and ‘most’

- **identifying long term outcomes and impacts** - outcomes in relation to the longer term impact on choices and pathways beyond the evaluation period cannot be ascertained. Whilst there is statistical evidence to show that those with fewer qualifications who leave school at the minimum leaving age are more likely to experience longer spells of NEET¹⁴, in this study, as such, it is not possible to establish whether staying on at school reduces the risk of becoming NEET thereafter
- **representativeness** - the qualitative focus of the study and case study approach used means that we cannot generalise findings to either EA area or total population / sub-groups in receipt of the EMA. Rather, the data elicits patterns which might exist across the wider group of EMA recipients

1.37 Despite these limitations, it should be noted that intensive research did take place in and across 5 EA areas. During that time:

- 23 schools and six colleges were visited
- 229 young people were interviewed
- 37 stakeholders were consulted
- 236¹⁵ proformas were completed with young people

1.38 These figures offer robust samples to provide a strong indication of the awareness, experience and impact of the EMA on young people's choices and pathways.

Report Outline

1.39 The remainder of this report is structured as follows:

- in **Chapter 2** we present information on the EMA process, drawn from EA, SFC and school/college stakeholders in relation to:
 - EMA Promotion and Awareness-raising
 - Application Process, EMA Guidance & Payments
 - Monitoring, Reporting and Management
- **Chapter 3** reports on the awareness and experience of the EMA amongst pupils and students, covering:
 - awareness amongst the three groups of young people - those age eligible but not in receipt of the EMA, those in receipt, and the pre-EMA group in S3 and S4

¹⁴ Employability Framework for Scotland: Report of the NEET Workstream- June 2005, Scottish Executive, Aug 2005

¹⁵ In a number of cases, proformas were completed in advance of the visit and the young person was not available for interview

- the recipients' experience of EMAs
- in **Chapter 4** the views of all stakeholders and young people are considered with regard to the impact of the EMA, the key influences on young people's decision making, the benefits and negative effects of the EMA and consultees' suggestions for change and improvements
- finally, in **Chapter 5** we summarise and highlight the key points raised in this report

1.40 At the end of the report, there is a reference section and two appendices:

- the research tools that were used to conduct the study (Appendix 1)
- Appendix 2 – data tables highlighting the responses to key questions from the proformas completed by the young people

CHAPTER 2 - EMA PROCESSES

Introduction

2.1 This chapter describes the processes and delivery mechanisms for promoting and administering the EMA in the EAs, schools and colleges involved in the research. In this chapter each element will be considered in turn for the 5 EA areas and the 6 colleges. The content is based on the 37 interviews with stakeholders. These were:

- EMA co-ordinators and guidance staff in schools
- bursary officers in FE Colleges
- EA contacts with overall management responsibility for EMA in their local authority
- policy officers with responsibility for student support and a statistician in the Scottish Funding Council (SFC)

Table 2.1: Breakdown of the Number of Stakeholders and Establishments

EA Area	Number of Schools	Number of Colleges	Number of 16+	Number of 14-15	Number of Stakeholders
Clackmannanshire	1	1	13	2	3
Dundee	3	1	23	8	6
Glasgow City	9	2	57	25	12
Inverclyde	2	1	18	8	4
North Lanarkshire	8	1	52	23	10
National – Scottish Funding Council	-	-	-	-	2
Total	23	6	163	66	37

2.2 The chapter will look in turn at each EA area and the FE Colleges as a whole and consider:

- EMA Promotion and Awareness-raising
- Application Process, EMA Guidance & Payments
- Monitoring, Reporting and Management of the EMA

Clackmannanshire

2.3 Clackmannanshire is a small local authority with 3 secondary schools, one special school and one independent school. It has 620 pupils aged 16+ studying in its schools.

EMA Promotion and Awareness-Raising

2.4 The promotion of the EMA takes place at the school and local authority level. Advertisements are placed in the local press during June and information about the EMA features in a publication about financial support, produced jointly with the Benefits Section, distributed to all parents.

2.5 At a school level, information about the EMA is outlined in the school handbook and posters are on display around the school. At the end of S4, pupils are told about the EMA and the eligibility criteria and this is reinforced in S5 and S6.

Application Process, EMA Guidance and Payments

2.6 In the 2006/7 academic year, 221 pupils aged 16+ applied for an EMA and 90% (200) applicants were successful.

2.7 Application forms are distributed by the school to all pupils at the end of S4 and S5. This process will change this year with the EA having the resources to post applications to every pupil in S4 and S5.

2.8 The team of 3 that administer the EMA are also responsible for administering free school meals (FSM), the clothing grant and providing general administrative support for schools. Once the EMA forms are received, incomplete applications are followed up by letter and telephone until the correct information is secured. Letters are then sent to all pupils about the status of their application and a list of successful EMA applicants is sent to the school.

2.9 At this stage the school completes a learning agreement with each pupil and this is countersigned by a parent and a member of staff. A copy of the learning agreement is returned to the EA which authorises payment.

2.10 With regard to bonus payments, the EA sends a list of EMA recipients to the school and the school identifies (by a cross or a tick) which pupils should receive the bonus payment. The EA rarely questions the pupil selection as it is considered that the schools are best place to reach that decision.

2.11 In 2006/7, 164 pupils were eligible for the January bonus and 146 (89%) received it.

Monitoring, Reporting and Management

2.12 Prior to the introduction of the EMA, the EA established an EMA working group and held a series of meetings with schools to look at how the EMA pilot had progressed and agree approaches with regard to:

- attendance
- lateness
- the content of the learning agreement
- the bonus payment criteria
- how the process should work in the school and with the EA

2.13 This led to the production of guidance that was signed off by all four schools and has resulted in a consistent approach across the schools.

2.14 Communication with the schools was very regular and they informed the EA about changes in the circumstances as they occurred. The schools recorded attendance electronically using the SEEMIS¹⁶ system and had discretion around attendance issues, in keeping with the guidance

Dundee

2.15 There are 10 secondary schools one special school and one independent school in Dundee and 1119 pupils aged over 16 within these schools.

EMA Promotion and Awareness-Raising

2.16 The EA provides information about the EMA on the Education homepage of the Council website and sends posters and leaflets to schools in May. The schools display the EA supplied materials and some produce their own posters to detail specific conditions attached to the EMA in their school. Others rely on conveying information during assembly, PSE sessions with the guidance teachers, induction sessions for S5 and S6 and booklets distributed to pupils when choosing their subjects.

Application Process, EMA Guidance and Payments

2.17 Application forms are sent to all schools for distribution at the end of the summer term. In the 2006/7 academic year, 896 applications were received and 70% (623) were successful.

¹⁶ Education Management information software for education authorities in Scotland with a package that addresses all aspects of school administration, e.g. standard letters, payment runs, timetables, recording attendance, behaviour, exclusions, etc

2.18 There is a team of 4 people who administer the EMA and process payments – this is the bulk of their work but they also deal with some additional aspects of the Education department.

2.19 Parents or pupils are contacted to request information if an application is incomplete, e.g. home address had changed or parental income details were insufficient, and then successful applicants and the school are informed. The pupils have to complete the learning agreement and send it back to the Education Department. The team currently do not have the resources to follow up on outstanding learning agreements and 42 unsuccessful applicants are due to this circumstance but it is likely that these pupils have left school.

2.20 The schools have used the learning agreements in different ways. Some have incorporated into an upper school conduct agreement and EMA recipients and their parents sign up to:

- satisfactory attendance
- a quota of at least five subjects
- career aspirations
- punctuality
- progress targets
- other school rules and regulations

2.21 The EA does not issue guidance and the schools have established their own guidelines (based on original Scottish Executive guidance) that builds in other elements/rules that link to the school. However there is general consistency in that attendance is the key element for the weekly allowance and bonus payments are related to progress, conduct and achievement.

2.22 In January 2007, 479 pupils (77%) received the EMA bonus.

Monitoring, Reporting and Management

2.23 Currently, the attendance information is completed on paper¹⁷ and submitted weekly. The EA monitored attendance and the schools monitored progress and behaviour. Termly progress reports and information from guidance teachers were used by the schools to decide on the bonus recipients and the schools informed the EA of the pupils who should receive the bonus.

¹⁷ The SEEMIS system is being introduced to replace Phoenix and eventually attendance will be submitted electronically

2.24 Management and decision making about the EMA varied. In one school, a minimum number of five subjects were specified; if a pupil dropped a subject (but is still doing 21.5+ hours) then he/she was aware that their EMA will be stopped. In another, if a pupil's behaviour was of concern then their EMA could be stopped and they could be put on a two-week monitoring sheet that must be signed by each teacher to record their behaviour. At the end of the two weeks the EMA payments were reinstated if a pupil's behaviour was deemed satisfactory.

2.25 Schools contacted the EMA team in writing to inform them if a payment should be stopped due to these circumstances and when the payment should be reinstated.

Glasgow

2.26 Glasgow has 29 secondary schools, 12 secondary special schools and 6 independent schools providing education to 4124 pupils aged 16+.

EMA Promotion and Awareness-Raising

2.27 In previous years, the Education department promoted the EMA through advertisements on the radio, on buses and within the press. Since the changes in funding for the administration of the EMA, the marketing has been restricted to newspaper advertisements in June/July and advertising on the Education pages of the Council's website.

2.28 The schools use a range of different methods to raise awareness of the EMA which include:

- assemblies
- guidance teachers
- S4 options evenings
- induction for S5 and S6
- school handbooks
- parents' evenings for S4 and S5

Application Process, EMA Guidance and Payments

2.29 In the Glasgow schools involved in the research, the EMA application forms were distributed to pupils in S4, S5 and S6 and also made available from the school office and these were supplemented with summarised guidance produced by the EA. The largest number of EMA applications were received by this EA – 2953 and 81% (2386) were successful.

2.30 The completed forms were returned to the Grant Section of the EA. The seven-strong team administered the EMA, FSM, clothing grants and other bursaries. Additional information was sought for incomplete applications and if there was no response after three months, the application was withdrawn.

2.31 Successful EMA recipients were sent a learning agreement which they complete with their guidance teachers and return it to the EA. Schools followed their own guidance (built around the general Scottish Executive guidelines that have been produced) with regard to attendance, behaviour and adherence to the learning agreement.

2.32 Although decisions about bonus payments are based on the overall adherence to the Learning Agreement (includes attendance, behaviour, achievement and attitude), the discretion offered to schools led to variations between schools and staff commented that local interpretation has resulted in inconsistencies. For example the attendance criterion varied between 90-96% across these schools.

2.33 In Glasgow 1518 (63%) pupils received the January bonus.

Monitoring, Reporting and Management

2.34 As part of the EMA pilot, the EA developed a bespoke recording and monitoring system that could administer the EMA. Schools informed the EA about changes in circumstances as they occurred and many schools monitored the information on the 'Click and Go' element of the SEEMIS system which offered electronic registration by teachers and can be accessed by the EA.

2.35 The EA sent a list of EMA recipients to each school and they identified (by a cross or a tick) which pupils should receive the bonus payment. For those non-bonus recipients the school provided a reason for non-payment. The decision was normally informed by the guidance and subject teachers. The EA rarely questioned the decisions as schools were considered best placed to make decisions about their pupils.

Inverclyde

2.36 Inverclyde has 8 secondary schools, 2 special schools and one independent school with 1,220 pupils over the age of 16 in these schools.

EMA Promotion and Awareness-raising

2.37 The EA promotes the EMA by visiting each school in June and talking to S5 and S6 pupils. Leaflets are sent to all age eligible pupils and their parents. The schools considered EMA awareness amongst pupils to be high (through word of mouth) and it is further promoted by guidance teachers.

Application Process, EMA Guidance and Payments

2.38 The EA sent out an application form to every age eligible pupil in May/June of each year. Applications were processed by a team of 4 who also have wider responsibilities for supporting schools. 710 applications were received and 95% (675) were successful. Applicants of incomplete forms were contacted to secure outstanding information and sometimes the schools assisted with this element. Incomplete applications were often due to omitted original documentation, e.g. birth certificates.

2.39 The learning agreements were completed in the school and returned to the EA. All schools were provided with the Scottish Executive guidance and interpret it appropriately for their local situation and school standards. Schools seek guidance from the EA if they have specific queries and there was also an appeals procedure laid out by the EA.

2.40 If payments were likely to be stopped then a pupil was interviewed and given the opportunity to improve/change actions or behaviour. Pupils were also informed if payments were going to be missed due to absences.

2.41 The bonus payments decisions rested with the school and were based on the attendance, appropriate behaviour and attitude and completion of course work.

2.42 The January bonus was paid to 421 pupils, which equates to 63% of EMA recipients.

Monitoring, Reporting and Management

2.43 All schools adopted the same system to monitor the EMA. Guidance staff made the decisions and then school administrators recorded the information weekly on SEEMIS, which the EA then accessed. This not only recorded attendance information but also indicated whether or not EMA payments should be made.

2.44 Schools applied EMA guidance in a way that complemented their school ethos and the pastoral and behaviour management systems in operation within the school. This approach relied on consistency in application amongst the guidance teachers who decided on EMA and bonus payments.

North Lanarkshire

2.45 This EA covers a large geographical area and is responsible for 32 publicly funded secondary schools and no independent schools and 5024 pupils aged 16+.

EMA Promotion and Awareness-Raising

2.46 There is extensive marketing of the EMA. DVDs have been produced that feature EMA recipients. These are played on the plasma screens in dining areas. Posters and mail shots are developed for school use and the EMA is advertised in the local press. EA-driven awareness-raising starts in May, prior to exams. Schools use the EA produced materials and also inform pupils about the EMA during PSE classes, assemblies, Options Evenings for S4 and S5, induction days for summer returnees and within school handbooks.

Application Process, EMA Guidance and Payments

2.47 A team of 7 staff worked on the administration and monitoring of the EMA, 1838 applications were received and 91% (1675) of applicants are in receipt of the allowance in this current academic year.

2.48 An EMA working group was established when the allowance was introduced and this still convened when needed to update information and review guidance. Annual information events were held for school staff and a toolkit has been produced that provides detailed guidance for teachers. The schools became involved in the process when they completed the learning agreements with pupils.

2.49 All 8 schools listed the same conditions for the weekly payments, for example attendance and punctuality levels. These were strictly adhered to and there was no noticeable local variation.

2.50 Stakeholders in schools viewed the toolkit as a valuable source of guidance but felt that there was scope for more flexibility to allow for special circumstances. Bonus payments were based on progress (assessed by teachers) and behaviour as well as attendance. Schools had more discretion with regard to behaviour but were conscious of the EA's rigorous monitoring and were careful to follow EA guidance closely.

2.51 887 pupils received the bonus in January 2007, which equated to 53% of EMA recipients.

Monitoring, Reporting and Management

2.52 Similar to schools in other areas, the SEEMIS system was used to monitor aspects of attendance and punctuality that related to the EMA. In all the schools, a depute head teacher (DHT) co-ordinated the EMA and was supported by administrative staff who completed the relevant information in SEEMIS and collated progress information against the learning agreement from teaching staff.

2.53 All schools commented on the significant amount of time and resource that was spent administering and monitoring the EMA “*the EMA is a non-teaching duty with a huge amount of time attached*”. In some schools it was felt that there was not sufficient time or any additional resource to deal with this.

2.54 The EA acknowledged the schools role in identifying the EMA bonus recipients. However if spot checks revealed that the guidance has not been applied rigorously, or could be open to interpretation, then the EA would attempt to retrieve money back from the pupils. Schools had pupils who had experienced this and therefore they were aware of potential claw back when they reached decisions about EMA and bonus payments.

FE Colleges

EMA Promotion and Awareness-Raising

2.55 There are currently 39 colleges making EMA payments and funding for EMA recipients is paid from the SFC directly to colleges. As a result, the promotion and marketing of the EMA differs between colleges. This is not driven by, or connected to EA-level activity. In most cases the colleges target new and prospective students and incorporate EMA information alongside the details of other financial support within handbooks and college application packs. In addition the individual colleges employ a number of other awareness raising activities including:

- advertisements in local papers
- advice sessions on financing their course
- college newsletters
- one-to-one meetings with bursary officers

Application Process, EMA Guidance and Payments

2.56 Across the 6 colleges, 2453 students were in receipt of the EMA. In most establishments, when students are age-eligible for the EMA and the bursary, the bursary officers tend to decide which one is financially more advantageous for the students to apply for.

2.57 The bursary is available to students aged over 18 on a full time college course. It is means tested for parent, personal and dependent income. If parental income is less than £22,600, bursary students could receive £65 per week. Additional elements are paid if a student lives away from home, supports themselves or has childcare responsibilities.

2.58 The EMA recipients involved in this research were under 18 years old and most would move over to the bursary at aged 18 because of the higher weekly allowance. There were some exceptions where this was not the case, such as where a student's family was in receipt of certain benefits and the bursary could be regarded as additional income and impacted on their family's benefit. In these cases the student would remain on the EMA (which is not included within income calculations when assessing eligibility criteria for certain benefits).

2.59 The applications are processed by the bursary teams. Conditions attached to EMA fortnightly payments relied heavily on weekly attendance (100%) which was recorded by tutors and lecturers. The bonus payments reflected tutor/lecturer feedback and 80% overall attendance. Colleges employed different systems and had varying degrees of positive experiences of managing the EMA process and payments.

2.60 In some colleges, EMA students carried attendance cards that were signed off by tutors; in others there was a reliance on tutors to submit the information. The systems seemed to work best where there were agreed protocols in place. For example, in one college they established a working group made up of bursary staff, business support managers and lecturers to highlight roles and responsibilities within the EMA process and to agree methods for collating and recording the required information. This has spread the administrative burden and resulted in timely responses from lecturers and reduced potential delays. Most colleges commented on the additional administrative work that was required of lecturers or tutors and the challenges that sometimes posed.

2.61 Fortnightly payments were made into the students' accounts if they have satisfactorily met the EMA allowance criteria. Most students also received a separate travel allowance to contribute towards their travel expenses and this was paid monthly.

2.62 The colleges use their own guidance which is based on the interpretation of the Scottish Executive Guidelines. The SFC provided advice if colleges had any queries.

2.63 The January bonus was received by 1565 students in these colleges – this represented 64% of potential recipients.

Monitoring, Reporting and Management

2.64 The individual colleges operated different systems to manage the EMA. Most used the TeQuios software package which eased the processing of EMA payments. The software is designed to track a wide range of financial payments to students including bursary payments, childcare payments and EMAs.

2.65 All colleges commented on the reporting requirements and process for claiming EMA money from the SFC. The monthly claim to the SFC to refund fortnightly EMA payments sometimes proved difficult to reconcile and this system had recently been reviewed. The Scottish Executive's requirements for annual audits on a financial year basis involved collating information and data over 2 academic years which was a further challenge. However efforts continued to be made by all stakeholders to try and make the process as easy and uncomplicated as possible.

Summary of Key Points

- **In the absence of a national marketing campaign, a range of promotional activities were employed to raise awareness of the EMA amongst school pupils – these varied normally as a result of the available financial and human resources and the existence of local opportunities for promotion.**
- **The bulk of the promotion took place in the summer term, due to the practicalities of producing and processing applications in time for the new academic year. It also reflected the fact that the EMA was not viewed as a NEET prevention tool, therefore the allowance was regarded as an element for consideration once the decision to take on had been made rather than a factor in post-16 decision making**
- **In colleges, EMA information was incorporated into key documents, e.g. application packs, college diaries, relating to accessing courses and advertised amongst the other forms of financial assistance available to students. This ensured that consideration of the EMA was central to the application for a college education**
- **The Scottish Executive's guidance on EMAs has been diversely interpreted across the areas and the individual EAs that provided supplementary guidance could also be translated differently across schools in their locality. Comprehensive direction from the EAs led to greater certainty amongst establishments, more consistency across schools but less flexibility to recognise local circumstances. Less instruction from the EA sometimes resulted in uncertainty, inconsistency but the ability for the EMA procedure to complement existing school systems and ethos**
- **Therefore, the various monitoring systems, the amount of control exhibited by the EA, the levels of discretion in schools, the different application of guidelines and the subjectivity involved in reaching bonus payment decisions, the EMA was applied differently between EAs, within schools in the same EA and between FE Colleges. This is highlighted by the success rates for bonus payments across the 5 areas varying between 53%-89%. So for individual students, receiving a weekly or bonus payment**

could be 'easier' to achieve in one area compared to another.

- **The monitoring systems and the management of the EMA also varied and were often dictated by the IT systems in operation. In schools it was usually the SEEMIS software package and colleges often used TeQuios. The methods and protocols for communicating between staff and reporting adherence to EMA 'conditions' linked into the systems in operation and the culture within each establishment**
- **In all establishments the EMA is very process driven and considered by many as an additional administrative burden. There were no clear activities at the EA or establishment level to examine the impact of the EMA on aspects like attendance and attainment**
- **There were some examples of effective practice for promoting the EMA and disseminating information, e.g. pupils remembered the DVDs that played in their schools informing them of the EMA, where local EMA working groups had been established, staff in schools and colleges had clarity about roles and responsibilities and greater ownership of the process**

CHAPTER 3 - AWARENESS AND EXPERIENCE OF THE EMA

Introduction

3.1 This chapter considers the views of the 229 young people in schools and colleges to examine their awareness of the EMA and the direct experience of the EMA recipients. It draws on their views of the 3 broad groups of young people:

- 66 pupils in S3 and S4, age-ineligible for the EMA
- 111 pupils and students aged 16 or over in receipt of the EMA
- 52 pupils and students aged 16 or over not in receipt of the EMA

3.2 It also draws on the content of the 236 proformas that were completed by the participants. Table 3.1 breaks down these respondents along the lines of ethnicity and gender for each of the three groups. The gender breakdown of EMA recipients mirrors the national picture of 55% female and 45% male recipients¹⁸.

Table 3.1: Breakdown of 236 Proforma Respondents by Gender and Ethnicity

	Number of 16+ EMA recipients		Number 16+ non-EMA recipients		Number of S4 & S3 pupils	
	Number	%	Number	%	Number	%
Gender						
Male	49	45%	22	38%	32	46%
Female	60	55%	36	62%	37	54%
Ethnicity						
White Scottish	102	94%	56	97%	67	97%
Other	7	6%	2	3%	2	3%

3.3 The content of the chapter is based on the qualitative discussions with the young people and the analysis of the information within the proformas which they completed. Responses from young people in each of the 3 groups will be addressed in turn.

S3 and S4 Pupils

3.4 The 32 males and 37 females in these 2 year groups were consulted about their plans for post-compulsory education, the factors that influenced their decisions and their awareness of financial allowances that could assist them with their future studies. The aim was to include pupils at risk of NEET. Whilst there were difficulties for the schools in selecting these pupils, and recognition that the most at risk of NEET were not included because they were already disengaged, there were clearly pupils in this group that were ‘turned off’ from school.

¹⁸ Statistic Publication Notice – EMA Allowances 2005-6, Scottish Executive, Nov 2006

Future Plans

3.5 Proformas were completed by the 69 pupils in S3 and S4. The majority, 77%, were aged 15 and there were 10 (14%) 14 year olds and 6 (9%) 16 year olds within these year groups. 32% of this group lived in the 15% most deprived areas of Scotland. When asked about their future plans:

- 41% planned to leave school at 16
- 16% planned to leave school at 17
- 20% planned to leave school at 18
- 22 % did not know
- 1% gave no response

3.6 When comparing the national statistics for staying on rates in school¹⁹, 56.3% of pupils actually left school at 16 in 2006.

3.7 These responses were reinforced by the discussions with young people. Their plans for leaving school at a particular age were directly related to their aspirations beyond school, and these varied significantly amongst individuals and schools.

One male S4 pupil plans to go to University when he leaves school. He has heard that some people are receiving money to go to school but does not know how much or what the criteria is to receive the EMA. He does not think the EMA would have any influence on whether he stays on at school because he has already made that decision. He thinks that, if his application was successful, the EMA would not help with his studies but he could put the money towards his savings for University.

3.8 Looking at the responses to the proforma, the majority (83%) of pupils had a clear idea of what they wanted to do when they left school, with only a few (17%) unsure about what they were going to do at this stage. Most of those with a clear plan for their future (80%) intended to go to college or university or into some form of training with the remainder planning to secure part time or full time work. **Table 3.2** overleaf details the respondents' future intentions beyond school. This high level of certainty is likely to have been affected by the methodology. As previously discussed, the requirement to 'tick' specific options left less room for ambiguity and pupils demonstrated more indecision about their future during the interviews when there was a full opportunity for discussion.

¹⁹ Statistical Bulletin, Pupils in Scotland 2006, Scottish Executive Feb 2007

3.9 During the qualitative interviews, some pupils voiced clear plans to pursue a specific course at university or follow a particular vocation. Others wanted to further their education, e.g. stay on and gain Highers, in order to secure a better job in the future whilst, in contradiction to the proforma responses, many stated they did not know what they were going to do at this stage. It was not always clear as to why young people were uncertain about their future plans. For some it was simply about waiting for their exam results before deciding on their potential routes for others there was apathy about post-16 activity, possibly due to low aspirations or general disinterest in engaging in the discussion.

Table 3.2: Future Plans after Leaving School/College for S3/S4 Pupils

	Total
Go to college	19 (28%)
Go to university	17 (25%)
Modern Apprenticeship	9 (13%)
Get a full time job	7 (10%)
Get a part time job	3 (4%)
Go on a training scheme	2 (3%)
Don't know	12 (17%)
Total	69

Post-16 Decision-making Influences

3.10 For many pupils, their decisions rested on some uncertainties, particularly their future educational achievements, but every pupil had a different set of factors and influences that would affect their plans. These included:

- parental expectations
- academic ability
- positive or negative experience of school
- their friends' plans
- employment aspirations
- employment prospects

3.11 Most pupils aged 15 had received some careers advice from guidance teachers, a class-wide careers talk or individual advice from a Careers Officer. Some had been proactive in identifying alternative options to staying on at school, e.g. had completed an application form for a modern apprenticeship or received information from the local college about courses on offer, this was sometimes due to parental encouragement or careers advice. Pupils that had a specific vocation in mind felt that they, "*might as well go and do it*", and get further ahead in their career rather than increase their qualifications.

EMA Awareness

3.12 The qualitative interviews highlighted that, overall, the young people's awareness of the EMA was not high – most reported having first heard about the EMA as a result of their involvement with the research. However, the completed proformas depicted a different picture with 57% of respondents stating that they were aware of the allowance. According to these responses 33% of those aware had heard about it through family members and 18% had been informed by their teachers.

3.13 The contradiction is likely to be as a result of completing the proforma in advance of the interview and the tendency for some young people who knew they were going to be interviewed about the EMA to tick the box that indicated that they were aware of the EMA, even though they had only just heard about it. In this case the qualitative interviews are more reliable.

3.14 The face to face interviews revealed that where there was some awareness, it was usually due to knowing someone, e.g. sibling, who was in receipt of the EMA. Where there was a level of awareness, most pupils did not know key details, like the allowance amounts or the conditions attached to payment and very few knew that the EMA was available if they attended college. Therefore if the EMA was a factor for some young people when deciding to stay on in education and they were unaware of its availability at college, their choice of course was restricted to what was available in school.

One female S4 pupil is unsure about staying on at school. She has heard of the EMA through some of her older friends who receive it. The most important thing to her is money. She is not sure if she should stay on at school or leave to get a job and earn money as soon as possible. If she decided to stay on at school and did not get the EMA then it would affect her decision as the EMA is really important. She thinks the EMA would encourage her to go to school every day so that she received the weekly allowance. She also believes this would help her to learn more at school. *"If you are off you won't learn as much so the EMA would make a difference and it would make you come into school but don't think it would make you try harder"*

3.15 Following discussions about the EMA, including an overview of the requirements to receive the allowance and bonuses, S3 and S4 pupils offered comments on the potential effect that financial assistance might have on their future decision making.

3.16 Most felt that the weekly amount was not a significant enough sum *"Its only £30 a week!"* and that they would still need to find part time work to have sufficient money whilst studying. Even for those who did not have clear ideas about their future, in general, the EMA was not considered a factor that would encourage them to stay on or go to college. However, a handful of the pupils did acknowledge that the EMA might influence them *"I would only come back for the money"* - S4 pupil.

3.17 In contrast, the proformas indicated a more influential effect of financial incentives, 43% of respondents said that getting money to stay on at school would encourage them to stay on – this was particularly the case for those planning to go to work (70%) or go to college (74%). Again, the difference in the quantitative and qualitative responses can be explained to some degree by the methodology. The qualitative discussions provided information about the amount of financial incentive and the conditions attached to EMAs, allowing the young people to offer a more informed response to the influence of the EMA as a financial incentive.

3.18 In the proformas, when asked about their plans to stay on at school regardless of money, 49% of all pupils agreed that a financial incentive would not influence their plans to stay on. Of those who identified going to university as their future destination – 94% agreed with the statement. This supported the point made by the majority of the more academically oriented pupils (and their teachers) that they would have stayed on anyway.

3.19 For the significant majority that felt the EMA would not influence their decisions, they still considered the EMA to be a good idea “*money for coming to school – quality!*”, “*the EMA would give you money to mess about while you make up your mind about the future*” - S4 pupils. As discussed in the next chapter, the EMA provides some pupils with the opportunity to stay on and delay their decision making- this can be viewed as a positive or in a negative light. For example, it can allow a young person to develop academically and socially in readiness for life beyond school, or, it can lead to a young person ‘time-filling’, pursuing subjects and classes that they are not interested in and that will lead to no educational advancement.

EMA Non-Recipients

3.20 Pupils and students aged over 16 were consulted about their awareness of the EMA, the factors that had influenced their post-16 decision making and their future plans. Amongst the 58 young people who completed the proformas, the majority, 47 (81%) attended school and 11 (19%) studied in an FE setting. 7% lived in the 15% most deprived areas and the majority of the young people in this group were females (62%).

Future Plans and Post-16 Decision Making Influences

3.21 The majority of young people had always planned to stay on at school or go to college. This was due primarily to their career or educational aspirations and although most had received careers advice, the majority were encouraged and advised to do so by their parents. Pupils in this group were most likely to be studying Highers and/or Advanced Highers (80%) and planning to go on to University (55%).

3.22 Along with parental influence, other factors that were taken into account during the decision to stay on at school/attend college included:

- specific career aspirations
- educational ability
- earlier experience of school

EMA Awareness

3.23 This group of pupils remembered being informed about the EMA in assemblies and by local marketing activities like posters in schools. According to the proformas, 67% had thought about applying for the EMA but only 26% actually applied. In discussions with these young people, the most common reason for ineligibility was their parents' income.

One male pupil in who wishes to go to University after school was disappointed to be turned down for the EMA due to his parental income being over the threshold. Receiving the EMA would have had no influence on his decision to stay on or his attitude towards studying but would have meant he would not have to work part time as well as study. He also feels he misses out as his friends that receive the EMA can do more social activities. *“It can be difficult as well because I can't do all of the things that people who get the EMA do at the weekend”*

3.24 The qualitative interviews highlighted that many of the young people not in receipt of the EMA had a part time job. This was confirmed by the quantitative data within the proformas where 55% had part time work.

3.25 The number doing paid work increased with age – 44% of 16 year olds, 59% of 17 year olds and 100% of 18 year olds²⁰. Many of the S5 pupils (mainly 16 year olds) commented that they had too much studying to do and this prevented them from working during weekends and evenings. In contrast, most S6 pupils with less timetabled periods had more study time within the school day.

3.26 During the qualitative interviews it was highlighted that those with part time jobs felt like they had greater financial independence and their salaries predominantly met the costs of clothing and socialising. The part time work study²¹ identified the positive aspects of engaging in part time work – helping the development of personal and social skills, income and therefore greater independence, having attaining core employability skills and possibly resulting in a higher level of enterprising attitudes.

²⁰ Sample of 18 year olds is based on 58 young people

²¹ The nature and implications of the part-time employment of secondary school pupils, Scottish Executive, Nov 2006 <http://www.scotland.gov.uk/Publications/2006/11/10143414/0>

3.27 Nearly all the pupils and students interviewed felt strongly about not receiving the EMA. They viewed it as an unfair system that did not recognise their good attendance and performance. It also meant that many had to juggle their studies and part time work. The part time work study, already mentioned, recognised the benefits of part-working for young people who had to develop skills to organise their time and manage school studies and work. However, aside from identifying increased financial benefits, the young people interviewed did not focus in on any other positives of part time work.

“Sometimes I can be working until 10.30pm, if you have an exam the next day you have no time to study and if I had the EMA I wouldn’t work as much.”

3.28 The part time work study also highlighted the possible detrimental effects if the young person worked long hours.

3.29 There was a relatively good understanding of the general conditions attached to the EMA:

- 83% identified 100% attendance
- 76% said absences had to be accounted for
- 64% identified punctuality
- 62% recognised behaviour as a EMA measure

3.30 There was also clear understanding of household income as the key eligibility criteria for being awarded an EMA. However, the young people clearly pointed out that their parents did not necessarily give them money because they were earning over the income threshold, *“my parents are not rich and cannae give me £30 to get by”* S5 pupil.

One female pupil was unsure if she would stay on at school but decided to do her 5th year, she does not know what she would like to do when she leaves school. She thinks the EMA is unfair especially if you have brothers or sisters studying and does not feel that is taken into consideration. *“Even if your parents earn more than £30,000 it doesn’t mean that you are getting money it doesn’t mean that they can afford to give you £30, especially if you have brothers and sisters too and they are at school or at university or college.”* She thinks everyone should get the EMA and everyone should get the same amount as she believes that the EMA is spent, by the person receiving it, on themselves and is not used to contribute to the household.

3.31 Interviewees in schools identified a number of negative effects that the EMA had – notably encouraging pupils to stay on for financial reasons.

“There are some who come to school just for the EMA they are getting the money for free but are not getting anything out of school...it can be annoying and they can disrupt the class” S5 pupils in 2 local authorities.

3.32 “*If total needs staying on for money, its not fair*” This view was echoed by a few pupils in most schools and in some cases was backed up by stakeholders who identified pupils who would have been better served by leaving school and pursuing work related training or a suitable vocational course.

3.33 However, this group did recognise the benefits of the EMA for recipients “*I have friends who get their EMA and they also work to save for University*” – S6 pupil, and stressed that they would not want this allowance to end but rather that it should be extended to include more young people like themselves. Within the quantitative proforma returns, this sentiment was supported with 69% believing that all pupils should get the EMA.

3.34 There were mixed responses as to the effect that any financial assistance would have. For the majority of non-recipients, receiving an EMA would not lead to improved attendance or enable them to give up their job. But, as the quantitative proformas showed, 46% did state that they would have a more positive attitude to school or college.

EMA Recipients

3.35 This was the largest group of young people that were interviewed (111) and who completed proformas (109). In line with the majority of EMA recipients nationwide²², most participants (71%) who had completed quantitative proformas received the £30 weekly allowance. Within this group of EMA recipients, 86 were school pupils (57% female and 43% male) and 25 attended college, (51% male and 49% female). 29% live in the 15% most deprived areas in Scotland.

Future Plans and Post-16 Decision Making Influences

3.36 In terms of studying for Highers/Advanced Highers and plans to go into higher education, there was little difference between this group and their peers who are not in receipt of the EMA. According to the quantitative proformas, the majority of EMA recipients planned to go to university (49%) or college (33%) and this increased in line with the level of qualification that they were studying towards, i.e. 80% studying for Highers aimed for university and those studying Intermediate 2’s planning to go to college or on to a modern apprenticeship (34% and 39% respectively).

²² 80.7% of EMA recipients received £30 in 2005-06 – Statistics Publication Notice, EMA 2005-6, Scottish Executive Nov 2006

3.37 During the interviews with this group, most said that they were always going to stay on at school/go to college, usually because they wanted to gain more qualifications to keep their options open or to go on to higher education. A few pupils did mention the influence of the EMA, one S5 pupil in Glasgow said he had “*thought twice about staying on*” and the EMA had been another aspect to consider. Therefore, there were mixed messages with many saying that the EMA had not influenced their decision to stay on, whilst a minority claimed that it had been a factor during their decision making.

3.38 The examples that were given about the key influences were similar to that of the other groups of young people. Predominantly these were:

- parent and family members
- future aspirations
- a desire to achieve more qualifications

EMA Experience – School Pupils

Process

3.39 The interviewees had clear recollections of the activities that raised their awareness of the EMA. Assemblies and discussions with guidance teachers were the two most memorable ways in which their awareness was raised. Although the EMA is only available to young people from low income families, there was no stigma attached to applying or receiving the EMA. Those that could recall the application process, remembered it as being quite straightforward – their parents usually completed forms with them and sent the required documentation to the council’s offices. For a small group of pupils who had experienced delays in the application process, mentioned similar issues to those raised by EA stakeholders in relation to incomplete applications. Young people identified delays to their application decisions as a result of:

- setting up their own bank account for the first time
- incomplete parental income information
- providing original documentation, like birth certificates
- moving house

3.40 Pupils’ awareness of the content of their learning agreements varied, normally as a result of the focus that the school placed on the agreement and their experience to date. In schools where the details within the agreement were very specific and progress was monitored regularly, then awareness was high. For example, in one school, if an EMA recipient was not progressing well in a particular class, e.g. due to attitude, effort, missed lessons, etc, then they could, after a number of warnings, have their EMA stopped for a fortnight and be monitored. This was usually for 2 weeks until their teachers were satisfied with their overall behaviour and performance. This had a significant impact on pupils. Some tolerated the monitoring and changed their behaviour whereas others refused to adhere to the procedure and had their weekly allowance stopped indefinitely.

3.41 In schools where attendance and punctuality was the key focus of the EMA criteria, then these pupils sometimes recalled signing an agreement but overall awareness of the learning agreement was low.

3.42 The actual level of understanding of the specific conditions attached to the EMA in relation to attendance and lateness varied amongst pupils. This was sometimes due to the flexible approach in some schools with regard to certain types of absences or reasons for being late or because the rules relating to EMA conditions were not consistently communicated or reinforced amongst recipients. For example in one school where the guidance teachers are responsible for monitoring the pupils on the EMA, one pupil said *“my teacher’s strict and I cannae get away with anything”*. Whereas he felt that the other guidance teachers were more flexible with their pupils in interpreting lateness.

3.43 In cases where weekly allowances or bonuses had not been paid, the main reason was absence rather than behaviour or progress and most pupils accepted and agreed with the payments being stopped. One S5 pupil had her payments stopped because she went on holiday during term time she commented that *“it was ma fault so cannae really complain”*.

A male pupil in 5th year plans to do an apprenticeship after school. He is unsure if he will stay on to 6th year or leave after 5th year it really depends on whether he gets an apprenticeship or not. He has missed EMA payments due to late arrival for classes and absence. He believes the *‘rules are strict in this school and we don’t even know what all of them are’*. He tends to know himself that he might not get paid one week and this does discourage him *‘you’re allowed 5 late comings and after that you don’t get paid and even if you are off one day you may as well be off as you won’t get the money anyway if your late’*. He doesn’t feel particularly informed about the way in which they may lose their EMA and would like more information.

3.44 The qualitative interviews with recipients identified differing levels of understanding about the steps they needed to take with regard to absence and lateness, particularly amongst those who had missed payments. Communication between staff and pupils varied – some were informed when their allowance was going to be stopped and in other schools the stopped payment was only confirmed once pupils checked their bank accounts.

3.45 There were similar differences with communication about the bonus payments. In some schools the receipt of bonus payments were discussed with individuals in advance. In other schools the pupils received a letter about the bonus payment and bonus non-recipients only found out that they had not received it after it had been paid out.

“They told me just before the bonus was paid. I understand why I’m not getting it and they could have told me earlier because I was looking forward to it” – S5 pupil.

Views of the Influence of EMA Payments

3.46 According to the pupils who had always planned to stay on at school, the EMA weekly payments and bonuses had little or no effect on their attendance levels and effort that they put into their studies and this is reinforced by comments made by their teachers. As one pupil explained, *“I don’t study for my EMA, I study for myself”*. This sentiment was echoed by a many of the EMA recipients and the weekly allowance and bonuses were quite simply *“a bonus”* to studying.

A female pupil in 6th year studying Highers wants to go to University after school. Her main reason for staying on at school is to get a good education and to go to University. She thought the EMA would make things easier while she was still at school allowing her to go out, socialise and save up money. She currently receives £30 per week for the EMA; however the EMA has no influence on her decisions. *‘I would still be at school, even if it was £10 per week’*. She feels the EMA has made a difference in terms of the extra income but that is all.

3.47 Nevertheless, there was a group of pupils who stated that the 2 payment elements of the EMA did make some difference. Weekly allowance changed timekeeping and attendance *“makes you determined to be on time”* - S5 pupil. Another S6 pupil said *“I wouldn’t have come in last week before Christmas if I weren’t getting the EMA”*. So, from the young people’s perspective the EMA did not have an effect on them staying on but it did have an effect on the timekeeping and attendance of some pupils.

One male pupil applied for the EMA but did not hear he was going to receive it for a few months. Started receiving £30 per week and got his payments backdated. He does not enjoy school and finds himself daydreaming in class. He did not think he would get the EMA originally due to his poor attendance record. He does not understand the lump sum payment and is not sure which weeks he got money for as tends to skip classes. When he first applied for the EMA he was told that to get his money he would have to have better attendance and try harder in class. So some days he would come in to school and other days he couldn’t be bothered. He has had further meetings with the EMA coordinator and was told his EMA would be withdrawn if his attendance did not improve. When he was informed that payments were going to stop, his parents appealed the decision and he continues to receive the EMA when he attends school. Now that he gets the weekly allowance his attendance has improved as he monitors it himself and he can see the money going into his account every two weeks. This has really made a difference. He still skips classes but he used to miss a lot more and this would have continued if it was not for the EMA. *‘If I wasn’t getting the EMA I would still be at school right now, but I wouldn’t be attending as many classes’*

3.48 The EMA meant that, for the majority of recipients, they did not need to earn money by having a part time job “*If I didn’t have the EMA, I’d try harder to get a part time job*”. So if the EMA acts as a disincentive to engage in part time work, according to the study²³ that looked at part time working and young people, some EMA recipients might be missing out on a valuable experience. Some young people who receive the EMA do however work part time (29%) because they felt their EMA needed to be supplemented with additional income.

3.49 Analysis of the quantitative proforma responses showed that the influence of the payments differed amongst the recipients who had part time work and those that did not. Those that are working part time (38%) are less likely to agree that working towards the bonus encouraged them to work harder for their qualifications compared to those not working (67%). It also identified that male respondents are more likely to believe that the bonus encouraged them to attend school/college more regularly, (84%) compared to females (62%).

3.50 **Table A6** in **Appendix 2** summarises how EMA respondents utilised their EMA. Most spent their money on going out/leisure (58%) or clothes (54%) or saved it (53%). The EMA is sometimes used for study related purchases and one recipient highlighted that “*some people do need it and their mum and dad say that that’s there money for dinner, books and whatever they need*”. A minority of pupils (13%) contribute to household income.

EMA Experience – College Students

3.51 The EMA experience of this group of young people differed significantly to those within the school population.

3.52 The information received by the students at the beginning of their course provided sufficient details about the range of financial assistance available through the EMA, bursaries and travel grants. The application process was considered straightforward and, where robust systems existed for monitoring the conditions attached to payments, e.g. good communication between those recording attendances and informing bursary officers, students were generally happy about the EMA.

²³ The nature and implications of the part-time employment of secondary school pupils, Scottish Executive, Nov 2006

3.53 The EMA was widely recognised as having a positive effect on attendance and the funds generally “*made life a lot easier*” for these students. It was noticeable that the EMA was used on different items compared to school pupils. The allowance generally went towards college related purchases like travel to college and study aids as well as food and household items. Significantly, 42% of college students contributed to household income. It is not clear why there is such a difference between college students and school pupils, but it could be partly due to the different ethos at college where students are encouraged to work in a more independent fashion and, according to the students treated more like adults.

A male student studying a National Qualification and planning to go on to an apprenticeship currently receives £30 per week for his EMA. He thought that you may be able to receive more than £30 per week if you lived in a single parent household or lived with someone with disabilities and thinks that should be the case. He left school and went to college but found the transition difficult. He decided to stay on in education as his mum encouraged him ‘to stay on and learn’. He works as well as receives the EMA and thinks the EMA should be more. He spends around £10 per day getting to college and on food. ‘It would be OK if they gave you the EMA and reduced the prices in the café or gave you money for food or just give you £40 per week’ He would not be at college if he was receiving £10 or £20 per week. He received more money through the EMA it might influence him to do more qualifications particularly if it was linked to the level of qualification. ‘The amount of money should be linked to the level of qualification - so if you do an HNC or HND you got more money a week or a bigger bonus then that would be good. If you got £70 per week for an HNC then I would stay on, even if it was £50 per week I would still have a part time job but would stay on’

3.54 The college student in the above example states that students should get more money for doing an HNC or HND. However students do have access to Higher Education financial support of approximately £80 per week but, despite the funding advice session he received at college, the student was not clear about other funding routes.

3.55 There was a much smaller number of college students involved in the qualitative interviews (25), partly due to a smaller sample but also because a third of college students did not turn up for their interviews. This could be because they were asked to participate in the consultations during their free time or because these were individuals at risk of becoming NEET who were regular non-attenders at college.

3.56 When these students were asked about what they thought they would have done had they not received the EMA, the majority believed that they would have stayed on at school or found a full time job. As was the common difficulty throughout the study, those at risk of becoming NEET were not really captured in the college interviews.

Summary of Key Points

- **EMA awareness and understanding was poor amongst S3/S4 pupils taking part in this research. Where pupils were aware, this was normally as a result of being involved in the research or knowing friends of family members in receipt of the EMA. The lack of awareness was mainly due to the research taking place prior to the promotion of the EMA in the summer term but this meant that the financial assistance available for pursuing school or college education was not a factor when considering post-16 options. The young people interviewed showed interest in the EMA, and whilst they thought £30 a week was not a significant amount, for those who did not have clear plans, a financial incentive like the EMA was considered an influential factor.**
- **The majority of S3/S4 pupils could not be considered ‘at risk’ of becoming NEET, according to the quantitative proformas, most of the S3/S4 pupils planned to go to university, college or some form of training post-16 and their plans to achieve these goals rested on educational attainment and access to future courses.**
- **The 16+ pupils recalled assemblies and guidance sessions as the main forms of EMA promotion. In some areas where promotional DVDs were used to market the EMA on plasma screens the activity was memorable. There was no stigma attached to receiving the EMA. The majority of pupils were unaware that the EMA was available at college, possibly because in some establishments, staying on at school is heavily promoted over college education and therefore the EMA element is also overlooked. If the EMA was a factor in decision making for any student, the absence of information relating to its availability at college could restrict the learning route to the school venue. The key decision-making influences included parents, career or HE aspirations and gaining better qualifications.**
- **The 16+ pupils who were non-EMA recipients had a general awareness of the allowance and felt strongly that it should be made available to all young people in post-compulsory education**
- **The majority of EMA recipients were studying Highers and had planned to stay on at school, regardless of the EMA. In general their experience of the EMA process was positive. Most recognised that the EMA would not have influenced their decision making. The payments gave them greater financial independence, less need to work part time and provided more time to study. It did mean that the majority did not experience the positive benefits of part time work. The payments were predominantly spent on personal items and activities.**
- **There were mixed views about the effect of the EMA. Some pupils felt that the weekly allowance helped them to attend more regularly and increased their punctuality – particularly when payments had been stopped. Likewise, some felt that the working towards the bonus motivated them to study harder and attend more regularly. According to the qualitative and quantitative responses of young people in this sample, the EMA did not encourage them to stay on.**
- **College students tended to place greater importance on the EMA on the choices they had made, with a third stating that other EET routes would have been identified in the absence of the EMA. These students also used the EMA to meet study and travel costs or contribute to general household income and expenditure, there is no clear explanation as to why this might be the case, possibly due to a more independent outlook and expectation placed on them by the college**

CHAPTER 4 - THE IMPACT OF THE EMA

Introduction

4.1 The views of all stakeholders and young people involved in this research are used in this chapter to draw out common themes around the effects of the EMA at a local authority, establishment and pupil/student level.

4.2 However, the primary desired impact of the EMA is a positive influence on young people's choices and pathways and it is an exploration of this using the views of various stakeholders that this section addresses first.

Young People's Choices and Pathways

4.3 Chapter 3 explored the responses from young people about their decision making and influences for post-16 activity. This is further addressed with the perceptions of stakeholders in schools and colleges and summarised in this section.

4.4 Stakeholders, pupils and students strongly identified with two factors that heavily influenced young people's decision making processes. These were parental advice/expectation and career or educational aspirations.

4.5 When young people had specific career aspirations or a university course to aim for then the decision making was generally informed by the subjects and grades they needed to achieve in order to pursue their preferred route. This was portrayed as the case for the majority of school pupils who chose to stay on.

4.6 Where parents offered encouragement to continuing their education it often sat alongside the desire to gain better qualifications, pursue a particular career and in most cases reflected the young person's educational ability.

4.7 Some young people recognised that they were not ready to leave school and teachers felt many pupils staying on primarily to delay decisions about their future. This was viewed as a positive in some cases as it provided them with time to decide on career choices whilst attaining higher qualifications. There were also some pupils that teachers felt benefited in ways not necessarily related to education by staying on - "*there are some who are too immature to leave at 16*" - and another year allowed them to develop some more personal skills that would better prepare them for life beyond school.

4.8 The stakeholders in schools also identified a number of less positive effects of this 'time filling'.

“I would argue that a lot of pupils stay on that shouldn’t, as it tends to be a safe option for them”.

4.9 For those pupils who they felt were not educationally progressing, often taking Intermediate 1s, they identified alternative routes at 16, like modern apprenticeships or other vocational training as perhaps more appropriate options.

“Sometimes I worry about them especially when they are doing Intermediate 1 level qualifications in 6th year which will not enhance the qualifications that they previously have gained and then these kids are 17, almost 18, and they might miss out on an apprenticeship because employers are taking on the 16 year olds”.

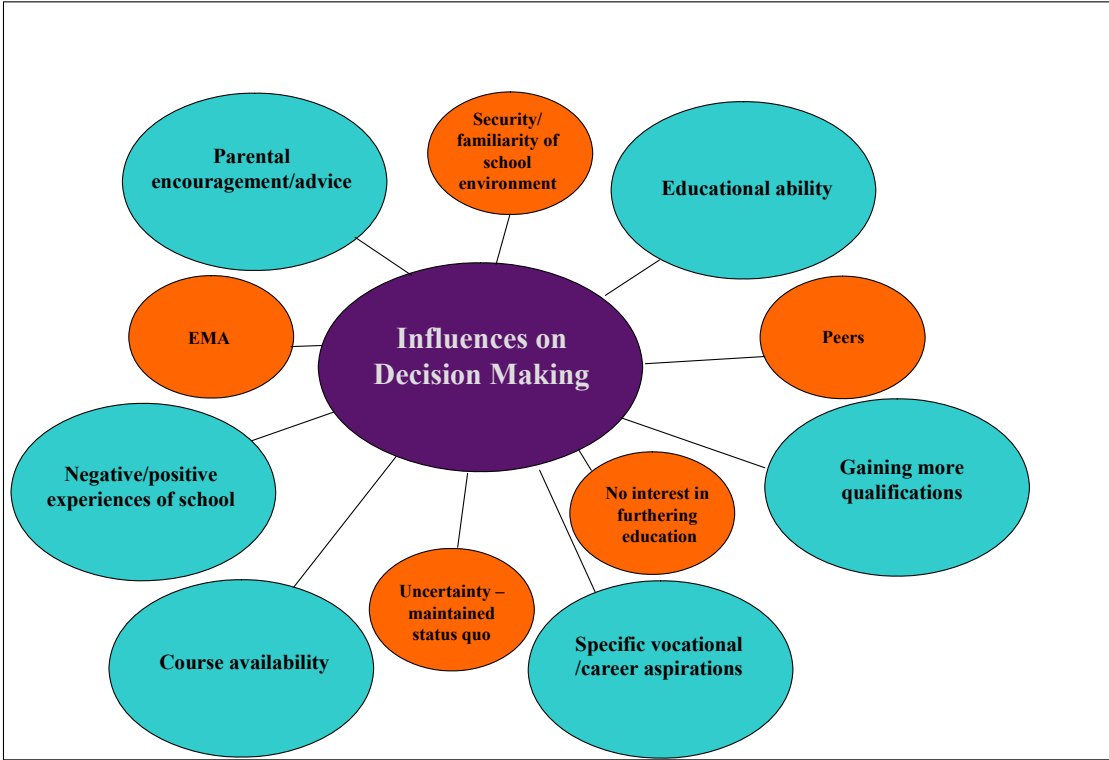
4.10 This concern that a handful of pupils were staying on when they would have benefited more from leaving school at 16 was held by the majority of stakeholders in schools.

4.11 Negative experiences of school meant for some that a job or college course were the only realistic options for them and several teachers acknowledged that there were some young people in their establishments that, *“couldn’t wait to leave”*. A college course or the workplace were sometimes the only options for those pupils who had a specific career in mind and where school did not offer the variety or relevant experience that the young person sought. Most of those young people who wanted to work in particular trades recognised and commented on this deciding factor.

4.12 In areas where there were less employment opportunities, limited access to apprenticeships or the absence of a nearby college, stakeholders pointed out that staying on at school was sometimes the only viable option. The financial opportunities that staying on at school or attending college presented – the EMA, no loss of existing state benefits – meant that for a small group of pupils, money was one of the key incentives

4.13 The influences and decision-making variables that have been discussed are generalised in the **Figure 4.1** overleaf. The colour of the ovals depicts the different level of the influence, with the influences in the orange coloured ovals having the smallest impact.

Figure 4.1: Influences on Decision Making Post-16



4.14 The presence, number and relative importance of each influence will vary for pupil or student. Ascertaining patterns in choices and pathways is challenging – what appears to be true for one individual cannot be easily transferred to another. In general, the EMA alone does not appear to be a key influence. However, for a handful of learners, who could potentially be at risk of becoming NEET, it can make the choice of staying on in education a more attractive proposition.

The Effect of the EMA

4.15 Looking beyond the impact of the EMA on choices and pathways, all stakeholders and young people in receipt of the EMA could identify positive and some less positive effects of the EMA. These are summarised in the rest of this section.

Staying On Rates

4.16 In all 5 areas, the EA stakeholders did not identify any discernible difference in staying on figures since the introduction of the EMA, this is confirmed by the national statistics²⁴ which show that S4 group staying on to S5 (post Christmas) has dropped slightly since the introduction of the EMA in August 2004. In 2003/4 64.2% of S4 stayed on to S5 and 2005/06 63.8% of pupils stayed on.

4.17 The school stakeholders gave different accounts. Some were quite clear that there had been no effect on their staying on figures but some schools had clearly experienced an increase in their 16+ roll but pointed out that the newer qualifications like Intermediate levels and Higher Stills could be aiding that growth by encouraging the less academic pupils to stay on. Some of the stakeholders questioned the value of pupils studying for Intermediate ones, and suggested that intermediate one, intended to be roughly equivalent to general level Standard Grade, was not a particularly productive way to spend time and that many would be better off taking an alternative EET route.

4.18 Even though the EA staying on figures had not increased, the SFC identified a slight reduction in the percentage of students aged 16-18 in college education over the EMA period. It had been assumed that this may be due to students staying on at school as a result of the EMA. Again this contrasts with the observations of some of the colleges who had experienced an increase in the enrolment of 16-18 year olds. This is likely to be a result of local fluctuations and initiatives, e.g. stronger links with schools and taster courses but not an overall increase nationally.

NEET Prevention Tool

4.19 As discussed in Chapter 1, at a national level the EMA is now viewed as a NEET prevention tool. However, at the EA and establishment level it is still considered and promoted as a form of financial assistance for some young people. As a result, EA and college stakeholders were not convinced that the EMA is helping to prevent young people from becoming NEET and school stakeholders felt that educational disengagement amongst the 'at risk of NEET' group starts much lower down the school. Some would have already become disengaged and left before the end of S4.

²⁴ Statistics Publications Notice – SQA Attainment and School Leaver Qualifications in Scotland 2005/6, Scottish Executive, March 2007

Attendance and Attainment

4.20 Stakeholders were confident about commenting on improved attendance and this was the most visible effect of the EMA in schools and colleges. This was supported by the comments made by some young people, covered in Chapter 3, that the EMA encouraged them to attend more regularly and improved their punctuality. One teacher said “*at best it has motivated some pupils to occupy a seat a few more times*” Some stakeholders suggested that where attendance had improved and pupils were in more lessons then they, could be learning more which could lead to improved results. However no school stakeholders stated that they believed that the EMA had led to increased attainment.

4.21 The college stakeholders were very positive about the retention and achievement effect of the EMA on students who were attending their establishments. They all recognised an improvement in retention figures which they attributed to the fortnightly payment of the allowance and the bonus payments in January that encouraged learners to return after Christmas.

4.22 Although most teachers felt that pupils in S5 and S6 “*would have stayed on anyway*” and that “*success at Higher level is to do with self-motivation, not money*”. There were mixed responses to the EMA’s effect on pupils’ effort and progress.

4.23 In schools that attached greater importance to progress and attendance within the conditions of their weekly and bonus payments, then there was anecdotal evidence of a positive effect. Progress in these cases did not relate to educational achievement but progress in terms of attitude, effort and behaviour in class. This was particularly evident in when the bonus was used by teachers to motivate and encourage pupils so that they did not risk the loss of the bonus payment “*I try to remind them about the bonus when I have to pull them up on their attendance or behaviour in class, it normally does the trick*”.

Less Positive Effects of the EMA

4.24 The availability of the EMA sometimes encouraged a small group of pupils to stay on who were “*taking Intermediate 1 or 2 when they would be better off out there doing a job or going to college*”. During the qualitative interviews young people commented on the presence of other pupils who were there “*just to make up their hours and get the money*” – and they felt that this small number could act as a distraction to the teacher or other pupils. Many stakeholders commented on presence of this small group of pupils in their school, as mentioned earlier in this Chapter, there was concern that the level of qualification was too low for this age group and a vocational course at college would have been more beneficial.

4.25 A handful of stakeholders, in schools where attendance was the main condition monitored, also commented that for young people accustomed to seeing their parents receiving benefits, the payment of the EMA could act to reinforce a ‘benefits culture’. They felt that by just ‘turning up’, i.e. attending school but not being required to achieve specific outcomes like an educational qualification, it was similar to their parents ‘signing on’ and receiving a payment, *“if you have been brought up in a house that is on benefits then they get paid and don’t need to do anything”*.

4.26 Views from stakeholders were split about the need for stricter conditions attached to the EMA. In some schools, it was felt that the conditions were adequate or in fact too stringent, others felt that they needed to link more clearly to educational attainment or educational progress but recognised the difficulties in measuring this. Others viewed the EMA as simply a financial aid for some students and therefore attending school was the correct key measure and increased rigidity in learning agreements conditions could be self-defeating.

Young People’s Interaction with School/College

4.27 Several teachers and pupils acknowledged that the increased interaction between particular members of staff about the EMA had led to regular communications and as result improved relationships with staff and pupils. The downside of the increased involvement was the less positive circumstances when a young person’s payment was stopped. In schools this could lead to tensions with parents who complained or between the pupil and guidance teacher which impacted on the effect of their pastoral role with that young person. In colleges where the payment of EMAs sat within the student support unit, similar tensions could arise and affect the provision of other services that those members of staff could offer. For example if a student had their payments stopped and complained to the office then they could be more reluctant to go for assistance in relation to other matters, e.g. housing or debt.

4.28 There were a number of attendance strategies and policies in place across establishments or changes in leadership within a school and stakeholders recognised that in some cases it is impossible to accurately assess whether improvements have come about due to these or the EMA. For example, some schools and colleges had experienced improved attendance but this was alongside the introduction of a new attendance policy or the introduction of electronic registration system that recorded attendance for each period not just the start of the morning and afternoon sessions.

4.29 As the young people's and stakeholders interviews have highlighted, those school pupils who were not in receipt of the EMA were sometimes disgruntled by the perceived 'unfairness' of the system, particularly if they have good attendance and progress records and are holding down a part time job. In colleges the differences in the bursary and EMA weekly amounts and the bonus payments could lead to tension and confusion amongst the student body. Even though information was circulated to students about the financial support available, bursary students questioned the absence of bonus payments within their funding and EMA students queried the higher weekly rate for the bursary (£65) and the lower attendance requirements – 80% compared to 100% attendance for the EMA.

Further Benefits to Young People

4.30 In addition to the issues that have been identified earlier in the section, the EMA has other beneficial effects on pupils and students.

4.31 It was recognised by young people and stakeholders that the EMA acted as a bolster or support mechanism for some. This could be through providing a level of financial independence, removal of the need to seek part time work or in the form of a reward for continuing their education. The reduction in the need to find part time work was highlighted by comparing the data within the proformas, 55% of non-EMA recipients worked part time compared to 29% of EMA recipients. Whilst pupils and stakeholders considered this to be an advantage, in that they could spend more time studying, there was no acknowledgement of the benefits of part time working, in that it helps develop work-related experience, personal and social skills.

4.32 Stakeholders recognised that the EMA taught young people about taking personal responsibility (connected to learning agreement issues) and that the EMA set up could be viewed as mirroring the work setting. Money was received in exchange for effort, paid directly in their bank accounts and individuals had to take timely actions to address their absences, e.g. self-certificated sicknesses, in order to avoid negative consequences, "*the EMA makes them a better person rather than a better student*".

4.33 Figure 4.1 and 4.2 summarise the EMA effects at an individual level. The effects have been classed as positive and negative.

Figure 4.2: EMA Effect on Young People in Schools

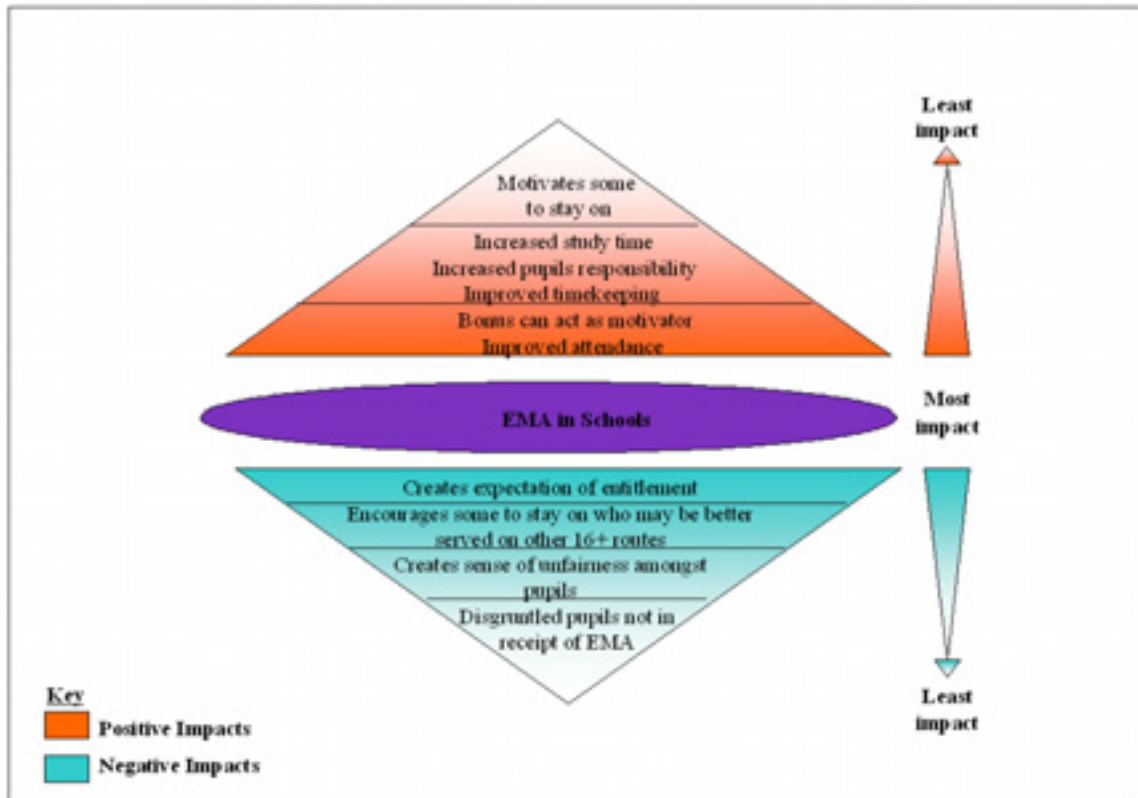
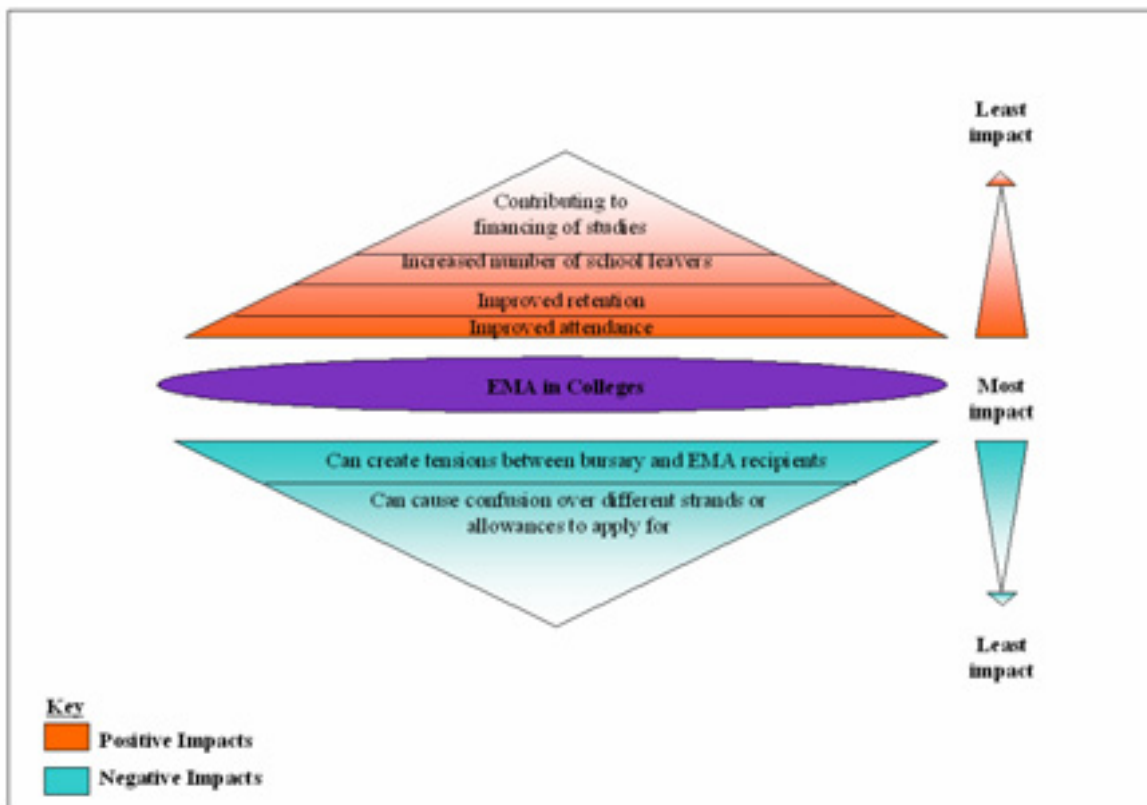


Figure 4.3: EMA Effect on Young People in Colleges



Proposed Changes

4.34 Stakeholders and young people were invited to comment on the changes that they would like to see in relation to EMA process. The most consistent comment from school and EA stakeholders was that the EMA should be an entitlement, so that all pupils received it. In addition, common responses for changes included;

- discounting family income to take account of additional children
- bonus payments to all pupils in S5/S6
- a high profile national marketing campaign, similar to the English one advertised on television

4.35 Overall, young people, both EMA and non-EMA recipients, strongly felt that the EMA should be paid to all pupils. Some identified a lower flat rate for all or the extension of bonus payments to all pupils. Other suggestions included:

- the amount of EMA being related to type of qualification
- EMA paid in vouchers for items that would assist studying, e.g. book tokens, travel tickets
- changes in the timing and frequency of weekly payments and bonuses

Summary of Key Points

- **There was a level of consistency in the responses of young people across the pre and post 16 age bands with regard to the decision making influences. Predominantly, parental advice/expectation along with career or HE aspirations were the key influencers. However these were always interconnected with other factors like educational ability, school experience and specific course requirements. Less influential, but still identifiable considerations were:**
 - **uncertainty and indecision which led to maintaining the status quo**
 - **readiness to move into a different learning or working environment**
 - **availability of other options**
 - **the EMA**
- **The post-16 pathways that young people pursue appear to be mainly influenced by:**
 - **parental advice/encouragement**
 - **educational ability**
 - **specific vocational/career aspirations**
 - **experience of school**
 - **the desire to gain more qualifications**
- **It was recognised that the EMA was having both positive and negative effects on young people and the educational establishments. From a negative perspective the EMA could:**
 - **be an administrative burden**
 - **lead to tensions/difficulties between staff and young people or staff and parents**
 - **result in a sense of unfairness amongst non-recipients**
 - **encourage young people to stay on at school when alternative EET routes were more appropriate**

- **It has however had a number of other positive effects:**
 - **it has led to an improvement in the attendance and punctuality of some young people**
 - **in colleges the frequency and timing of EMA payments has helped to improve retention**
 - **it has led to more interaction amongst staff and students/pupils**
 - **the self reporting requirements of the EMA has increased the personal responsibility of young people**
 - **greater financial independence amongst pupils**
 - **the financial support it offered college students**
- **Stakeholders and young people felt that the EMA had created a sense of unfairness amongst recipients and non-recipients and a regular suggestion from participants was the extension of the EMA to all young people in post compulsory education**
- **The EMA was not an influential factor for the majority of young people and has not had a significant impact in preventing young people in Scotland from becoming NEET. This is due to a number of factors, it is not overtly used as a NEET prevention tool and many young people who would fall into this category are already disengaged and have left school or disillusioned with education per se.**
- **A minority of disengaged pupils were included in the S3/S4 group but most of those at risk of becoming NEET were already absenting themselves from school.**
- **EMAs seemed to help those who do not need an incentive to stay on.**

CHAPTER 5 - OVERALL SUMMARY

5.1 This chapter summarises the points made throughout the report about young people's awareness and experience of EMAs and their impact on choices and pathways.

EMA Promotion and Young People's Awareness

5.2 The methods employed to raise awareness of the EMA amongst school pupils varied normally as a result of the available financial and human resources and the existence of local opportunities for promotion. The bulk of the promotion took place in the summer term, due to the practicalities of producing and processing applications in time for the new academic year. It also reflected the fact that the EMA was not positioned as a NEET prevention tool, therefore the allowance was regarded as an element for consideration once the decision to stay on had been made, rather than a factor in post-16 decision making.

5.3 In colleges, EMA information was incorporated into key documents, e.g. application packs, relating to accessing courses and advertised amongst the other forms of financial assistance available to students. This placed the EMA at the centre of the college application process.

5.4 There were some examples of effective practice for promoting the EMA and disseminating information, e.g. pupils remembered the DVDs that played in their schools informing them of the EMA, where local EMA working groups had been established, staff in schools and colleges had clarity about roles and responsibilities and greater ownership of the process.

5.5 EMA awareness and understanding was poor amongst S3/S4 pupils taking part in this research. Where pupils were aware, this was normally as a result of being involved in the research or knowing friends of family members in receipt of the EMA. The lack of awareness was mainly due to the research taking place prior to the promotion of the EMA in the summer term but this meant that the financial assistance available for pursuing school or college education was not a factor when considering post-16 options. The young people interviewed showed interest in the EMA, and whilst they thought £30 a week was not a significant amount, for those who did not have clear plans, a financial incentive like the EMA was considered an influential factor.

5.6 The 16+ pupils recalled assemblies and guidance sessions as the main forms of EMA promotion. In some areas that used promotional DVDs the marketing of EMA on plasma screens within their schools was memorable. There was no stigma attached to receiving the EMA. The majority of pupils were unaware that the EMA was available at college, possibly because in some establishments, staying on at school is heavily promoted over college education and therefore the EMA element is also overlooked. If the EMA was a factor in decision making for any student, the absence of information relating to its availability at college could restrict the learning choice to school based options.

EMA Management and Monitoring

5.7 Many establishments recognised the resource-intensive nature of processing and monitoring the EMA and this focus on administrative issues has meant that colleges and schools were not identifying the impact the EMA had on attendance, punctuality, achievement and retention.

5.8 The Scottish Executive's guidance on EMAs has been diversely interpreted across the areas. Subsequently, those EAs that provided supplementary guidance have produced different translations for schools in their locality. While comprehensive direction from the EAs has led to greater certainty amongst establishments and more consistency across schools, there is less flexibility to recognise local school circumstances. Less instruction from the EA sometimes resulted in uncertainty and inconsistency but in these settings there was greater potential for the EMA procedure to complement existing school systems and ethos.

5.9 Monitoring systems and the management of the EMA also varied. It was often dictated by the IT systems in operation and in schools the software package was usually SEEMIS and colleges normally used TeQuios. The methods and protocols for communicating between staff and reporting adherence to EMA 'conditions' linked into these operating systems. The established culture within the school or college was also an important factor in local level monitoring and management practice.

5.10 As a result of the monitoring systems, the amount of control exhibited by the EA, the levels of discretion in schools, the different application of guidelines and the subjectivity involved in reaching bonus payment decisions, the EMA was applied differently between EAs, within schools in the same EA and between colleges. So for individual students, receiving a weekly or bonus payment could be 'easier' to achieve in one area compared to another.

The Experiences of EMA Recipients

5.11 Most EMA recipients talked positively about their experience of the EMA and the benefits of receiving a regular allowance and twice-yearly bonus payments. The EMA provided school pupils with greater financial independence, less of a need to secure part time work and, for some, motivated them to attend school more regularly. It did mean that the majority did not experience the positive benefits of part time work. The payments were predominantly spent on personal items and social activities.

5.12 The majority of EMA recipients were studying Highers and had planned to stay on at school, regardless of the EMA. Most recognised that the EMA would not have influenced their decision making.

5.13 College students tended to place greater importance on the EMA on the choices they had made, with a third stating that other EET routes would have been identified in the absence of the EMA. These students also used the EMA differently - to meet study and travel costs or contribute to general household income and expenditure, there is no clear explanation as to why this might be the case, possibly due to a more independent outlook and expectation placed on them by the college.

The Impact of the EMA

5.14 There were mixed views about the effect of the EMA. Some pupils felt that the weekly allowance helped them to attend more regularly and increased their punctuality – particularly when payments had been stopped. Likewise, some felt that the working towards the bonus motivated them to study harder and attend more regularly. According to the qualitative and quantitative responses of young people in this sample, the EMA did not encourage them to stay on at school.

5.15 It was recognised that the EMA was having both positive and negative effects on young people and the educational establishments. On the negative side the EMA could:

- be an administrative burden
- lead to tensions/difficulties between staff and young people or staff and parents
- result in a sense of unfairness amongst non-recipients
- encourage young people to stay on at school when alternative EET routes might be more appropriate

5.16 All stakeholders and young people recognised the positive impact that the EMA appeared to have, in the main this was:

- improved attendance in schools and colleges
- improved retention in colleges

- increased interaction between staff and pupils
- greater financial independence amongst pupils
- the financial support the EMA offered college students

Young People's Decision Making

5.17 There was a level of consistency in the responses of young people across the pre and post 16 age bands with regard to the decision making influences. In general, parental advice/expectation along with career or HE aspirations were the key influencers. However these were always interconnected with other factors like educational ability, school experience and specific course requirements. Less influential, but still identifiable considerations were:

- uncertainty and indecision which led to maintaining the status quo
- readiness to move into a different learning or working environment
- availability of other options
- the EMA (but this was confined to the 14/15 year old group)

5.18 The number and relative importance of each influence will vary for each young person, and for those who had not yet made a decision about their future, the EMA was a more significant factor in their decision making.

EMA and NEET

5.19 The EMA provides financial assistance to pupils from low income families. In this study, most of the recipients did not need incentives to continue their education. Whilst there is a diverse group of young people who fall in the NEET category, two principle factors are young people from disadvantaged backgrounds and those who are educationally disaffected. In this research, there was a minority of disengaged pupils included in the S3 and S4 year groups. Those young people most at risk of becoming NEET were not involved. This was because this target group were already absenting themselves from school or were disillusioned with education and had already left school. Therefore the research found limited evidence to ascertain whether the EMA is having an impact on preventing young people in Scotland from becoming NEET.

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ANNEX 1 RESEARCH TOOLS

Paired Interviews – Young People in Receipt of EMA

Welcome and Introduction

Thank them for agreeing to participate and introduce self, York Consulting (YCL), client and explain the aim of the interview – to help Scottish Executive assess the impact of Educational Maintenance Allowances (EMAs) and the role of YCL – to find out about their experiences of/ what they've heard about EMAs

Explain role of participants – not a test, want to hear honest answers and that they can ask for clarification at any time. Emphasise confidentiality and anonymised responses and get permission to record if appropriate.

Explain process - length of interview, incentive at end of interview and collect pre-interview proforma.

Background

Explain that you are going to talk a bit about school/college

1. What do you like/dislike about school/college generally? i.e. friends, teachers, learning

Refer to completed proforma

2. Confirm subject studying, qualification hoping to gain, plans for when they finish school
3. What are your goals/ambitions for the future? Why do you want to do that?
PROBE FOR: work, training, FE, travel

EMAs – Initial Information and Decision Making Process

Explain you would like to move on a little to talk about EMAs but will return to some of the issues just discussed.

4. Do you remember when you first heard about the Educational Maintenance Allowance (EMA)? What did you hear/see? Who from? What else? Positive vs negative.
5. Did you believe all you heard at first? Why/why not?
6. Did you think you would be able to get an EMA? Why/why not?
PROBE: criteria to get an EMA, weekly amount, bonuses, learning agreement
7. At that time were you thinking about leaving school/college? What sorts of things were you thinking about doing?
8. Who did you speak to for advice?
PROBE family, friends, teachers - what they said and how helpful it was
9. In the end, why did you decide to apply for the EMA?
PROBE: what was the most important factor? i.e. friends, family, money, getting qualifications RANK FACTORS
10. How did you find out how to apply?
11. Did you need any other information and help during that time? Did you receive this? What else would have been useful? (e.g. school, helpline etc)

Application Process and Experience of EMA

Explain that we are going to talk a little about the application procedure.

12. What do you remember about the application procedure for the EMA?
PROBE: Who filled out the form? Did you/they think it was easy to complete? Was there someone you could talk to about your application? Who? Did you talk to them?
13. When you completed the learning agreement, did anyone help you?
14. Did you know how much money you would receive at first? What did you think about that? Do you think it is enough/too much? How much do you receive?
PROBE: Know about scale i.e. £30, £20, £10 - compare the amounts – if getting £30 would they have stayed on for less?

Refer to proforma and if applicable ask the following questions:

15. You've said that you had your weekly payment stopped/reduced. Why/what happened? How did that make you feel? Did you know all of the rules about getting your full payment? - What are they?
16. You've said you didn't receive a bonus payment in January. Do you know why you didn't receive the payment? How did that make you feel?
PROBE: Work harder, focus more on studies, less motivated.
17. You've said you received a bonus payment in January. Do the bonus payments make a difference? How/why?
PROBE: Work harder, focus more on studies, etc.

Ask all interviewees the following questions:

18. Did you know you can get an EMA at college? If yes: how do they know? If no: what do you think about that?
19. What do you spend the money on?
20. Do you have a job?
PROBE: Why/why not?
21. Has receiving the EMA made a difference to your priorities in life?
PROBE: How? Study more, attend more classes, more driven to get qualifications, no need to work?
22. Has receiving the EMA affected your attitude towards education/getting qualifications/studying/behaviour in college or school? How/why?
23. Do you think the EMA has made you change or think differently about what you will do in the future? How/in what way?
24. If you were not getting an EMA what do you think you would you be doing now?

Final Message, Wrap-up & Thanks

25. Finally, thinking about the EMA overall, if there was one thing you could change, what would it be?
26. What other things would make a positive difference to helping you with your studies? e.g. other concessions
27. Is there anything else you would like to add? Are there any other comments you would like to make?

Thank participant and hand out incentive

Paired– Young People NOT in Receipt of EMA

Welcome and Introduction

Thank them for agreeing to participate and introduce self, York Consulting (YCL), client and explain the aim of the interview – to help Scottish Executive assess the impact of Educational Maintenance Allowances (EMAs) and the role of YCL – to find out about their awareness of EMAs.

Explain role of participants – not a test, want to hear honest answers and that they can ask for clarification at any time. Emphasise confidentiality and anonymised responses and get permission to record if appropriate.

Explain process - length of interview, incentive at end of interview and collect pre-interview proforma.

Background

Explain that you are going to talk a bit about school/college

1. What do you like/dislike about school/college generally? i.e. friends, teachers, learning

Refer to completed proforma

2. Confirm subject studying, qualification hoping to gain, plans for when they finish school/college
3. What are your goals/ambitions for the future? Why do you want to do that?
PROBE FOR: work, training, FE, travel

Decision Making Process re: post 16 options

Explain you would like to move on a little to talk about their decision to continue with their education but will return to some of the issues just discussed.

4. When you were deciding what to do when you finished school, what sorts of things were you thinking about doing?
5. Who did you speak to for advice?
PROBE family, friends, teachers - what they said and how helpful it was
6. In the end, why did you decide to stay on in education?
PROBE: what was the most important factor? i.e. friends, family, money, getting qualifications RANK FACTORS
7. Did you need any other information and help during that time? Was it received? What else would have been useful? (e.g. school, helpline etc)

Awareness of EMA

Explain that we are going to talk a little about the application procedure.

8. Have you heard about the Educational Maintenance Allowance (EMA)?
9. Do you remember when you first heard about the Educational Maintenance Allowance (EMA)? What did you hear/see? Who from?
10. Did you look into applying for an EMA? Why? /Why not?

PROBE: If applied, was it a successful application? Is yes, why are they not in receipt of EMA?

11. Do any of your friends receive EMAs?

PROBE: What do they have to do to receive their payment? How much do they get? What do they spend the money on? How do you think it affects their attitude and behaviour in school/college?

12. What do you think about the fact that some of your friends receive the EMA and you don't?

Refer to proforma and if applicable ask the following questions:

13. You've said that you receive financial assistance. How did you find out about it? How long have you received this support? How much do you receive? How does it get paid to you?

14. How does your financial assistance help? What does it contribute towards?

PROBE: Work harder, focus more on studies – no need to have part time job, etc.

15. If you were not getting financial assistance to help with your studies, what do you think you would be doing now?

16. You've said you have a job. What is it you do? What do you use your wages on?

17. If you were receiving financial assistance to stay on and study do you think that would affect your attitude towards education/getting qualifications/studying/behaviour in college or school? How/why?

Final Message, Wrap-up & Thanks

18. Finally, what other things would make a positive difference to helping you with your studies? e.g. other concessions,

19. Is there anything else you would like to add or other comments you would like to make?

Thank participant and hand out incentive

Focus Group Interviews – Young People aged 14-15

Welcome and Introduction

Thank them for agreeing to participate and introduce self, York Consulting (YCL), client and explain the aim of the interview – to help Scottish Executive assess the impact of Educational Maintenance Allowances (EMAs) and the role of YCL – to find out if or what they've heard about EMAs

Explain role of participants – not a test, want to hear honest answers and that they can ask for clarification at any time. Emphasise confidentiality and anonymised responses and get permission to record if appropriate.

Explain process - length of discussion, incentive at end and collect pre-interview proformas.

Introduction

Explain that you are going to talk a bit about school and confirm their names

1. What do you like/dislike about school generally? i.e. friends, teachers, learning
2. What do you do outwith school? e.g. sport, work
3. How many of you have part time jobs? Why? i.e. for money? What do you do?

Refer to completed proforma

4. Ask what qualifications hoping to gain and if they have thought about what they would like to do when they finish school.
5. What are your goals/ambitions for the future? Why do you want to do that?
6. ***PROBE FOR: work, training, FE, travel***

Initial Information and Decision Making Process

Explain you would like to move on a little to talk about EMAs but will return to some of the issues just discussed.

7. Have you decided what you want to do when you become 16?
8. What information and advice have you received in helping you to make these decisions?
9. Whose advice did you listen to?
PROBE family, friends, teachers – who are the key influencers
10. What do you think are the advantages of staying on at school or college?
11. What are the disadvantages?

Awareness of EMAs

12. Who has heard about the Educational Maintenance Allowance (EMA)? Who from? What do you know about it?
13. Did you believe all you heard at first? Why/why not?
14. For those of you who are planning to stay on at school or go to college – do you think you'll apply for an EMA? Why/Why not?
PROBE: criteria to get an EMA, weekly amount, bonuses, learning agreement
15. If you apply for an EMA and it is successful or unsuccessful, do you think this will affect your decision of whether to stay on at school/go to college?

16. Do you think you will be able to get an EMA? Why/why not?
17. If you decide to apply for the EMA, how will it help you with your studies?
PROBE: what was the most important factor? i.e. friends, family, money, getting qualifications RANK FACTORS
18. Have you found out how to apply?
19. If you require any additional information, where will you go to find it? (e.g. school, helpline etc)
20. Did you know you can get an EMA at college? If yes: how do they know? If no: what do they think about that?
21. For those of you who are unsure about continuing your studies after 16, do you think the possibility of receiving an EMA will influence your decision?
22. What other information or support would you like to receive about the EMA?

Final Message, Wrap-up & Thanks

23. Finally, thinking about your future choices, e.g. whether to stay on at school, go to college, find a job, what do you think will be the biggest influence? *PROBE – having discussed the EMA do you think that will be a factor?*
24. What other things would make a positive difference to helping you decide to stay on a school or go to college? e.g. other concessions
25. Is there anything else you would like to add? Are there any other comments you would like to make?

Thank participants and hand out incentives

Telephone Interviews – Stakeholders

(Education Authority contacts responsible for managing EMA, Scottish Funding Council contacts involved in EMA management/administration with colleges)

Introduction

Thank them for agreeing to participate and introduce self, York Consulting (YCL), client and explain the aim of the interview, the other elements of the research and the role of YCL.

Background

Ask about the EA and the demographics of the area and specifically:-

- about role, length of time in post and level of involvement in EMA process, number of staff who administer EMA;
- total no. of secondary schools/colleges, total no. of 16+ students and number of students in receipt of EMA
- total number of applications received in last academic year (and success rate)
- total no. of incomplete applications still outstanding
- no who received bonus / % who received bonus
- how many pupils 'dropped out' of EMA
- how good and how often is the reporting process from schools to colleges
- any issues with receiving feedback from schools / colleges
- any issues with getting info about EMA out to schools /colleges

EMA Promotion

- 1) What information, advice or guidance is available to pupils/students about the EMA?
- 2) How are local marketing materials and nationally produced information e.g. website, promoted to students/parents of pupils and the schools? What more could be done to raise awareness?
- 3) Are there certain times within the academic year when information is sent to schools/colleges or schools are encouraged to promote the EMA? (*probe for rationale*)
- 4) At what stage in the EMA application process does the school/college become involved?
- 5) If incomplete applications are received, what steps are taken to encourage completion?

EMA Process & Guidelines

- 6) What are the guidelines that schools/colleges follow regarding attendance, behaviour and adherence to the learning agreement by their EMA recipients?
- 7) What is the process for informing the school/college/EA about changes in the circumstances/behaviour of pupils that will impact on EMA and bonus payments?
- 8) What flexibility is there for an EMA allowance still being paid to a recipient if absence due to special circumstances, e.g. family bereavement?

- 9) How much discretion does a school/college have when identifying bonus recipients?
(probe for certain requirements)
- 10) How is the EMA monitored at the individual school/college and EA level?
- 11) Do schools/colleges operate same/similar systems to monitor their EMA recipients? If no, how do you ensure consistency in approach to administering and monitoring the EMA across the colleges/schools in your area?
- 12) What is the process for stopping a payment? How quickly can it be re-instated/errors be rectified?

The EMA Effect

- 13) What do you think prevents some eligible pupils/students from taking up their EMA?
- 14) Who are these pupils? (general characteristics)?
- 15) Are any (and – if so – what %) are taking up opportunities elsewhere in EET?
- 16) *Has the percentage of pupils opting for post-16 education across the LA increased since the introduction of EMAs? Which type of pupils has it affected most?
- 17) Do you believe that EMAs are helping young people from becoming NEET at post-16 stage?
- 18) How – if at all – do EMAs affect the overall ethos of a school (positively or negatively)? Any examples they are aware of?
- 19) How you received queries/comments from parents of unsuccessful EMA applicants? What types of comments have they made?
- 20) If you have queries about the operation of the EMA in your LA, who would/can you seek advice from?

Final message, Wrap up & Thanks

- 21) How could the process of the EMA application or EMA payments be improved?
- 22) Is there anything else you would like to add?

Interviews – Local Stakeholders

(e.g. guidance teacher, EMA co-ordinators in schools, bursary officers in colleges)

Introduction

Thank them for agreeing to participate and introduce self, York Consulting (YCL), client and explain the aim of the interview, the other elements of the research and the role of YCL.

Emphasise confidentiality and anonymised responses and get permission to record if appropriate. Explain process - length of interview and collect example learning agreements and marketing materials. Probe where relevant depending on the role and level of involvement of the stakeholder.

Background

Ask about the school and the demographics of the school roll and specifically:-

- about role, length of time in post and level of involvement in EMA process within the school;
- total no. of 16+ students and number of students in receipt of EMA and breakdown as a percentage of total 16+ school population, no. of incomplete applications

EMA Process

- 1) What information, advice or guidance is available to pupils/students about the EMA?
- 2) How are local marketing materials and nationally produced information e.g. website, promoted to pupils/parents of pupils? What more could be done to raise awareness?
- 3) At what stage in the EMA application process does the school/college become involved?
- 4) How is the EMA monitored at the school/college/EA level? Are you aware of the monitoring systems in other schools/colleges? If so are they similar or do they differ?
- 5) What are the guidelines that the school/college follows regarding attendance, behaviour and adherence to the learning agreement?
- 6) Once an EMA has been granted, which condition attached to the EMA do you think has the most influence on students' behaviour/attendance/achievement? Why?
- 7) What is the process for informing the school/college/EA about changes in the circumstances/behaviour of pupils that will impact on EMA and bonus payments?
- 8) Are there any other elements that you think could be included within the learning agreement/conditions attached to the EMA?
- 9) How could the process of EMA application or EMA payments be improved?

Decision-making & Influences

- 10) *What factors do you think influence the students' decisions to participate in post-16 education?

- 11) What do you think prevents eligible pupils/students from taking up their EMA?
- 12) *Has the percentage of pupils opting for post-16 education within school increased since the introduction of EMAs? Which type of pupils has it affected most? For those pupils who would have stayed on anyway, how are they affected?
- 13) *How has the EMA influenced:
 - a) behaviour of pupils;
 - b) attendance of pupils;
 - c) attainment/achievement of pupils;
 - d) general engagement with the school;
 - e) activities outside school?
- 14) Do you know the amount of weekly allowance that each pupil receives? Do you have any anecdotal information or examples that the amount of allowance has a greater or lesser influence on the pupils (i.e. differences between pupils in receipt of £10 compared to those receiving £30)?
- 15) Have you seen any positive changes in the attainment/achievement of pupils in receipt of an EMA since standard grade?
- 16) What impact has the bonus system had on attitudes towards school and achievement amongst bonus recipients and non-recipients?
- 17) How is the EMA perceived amongst non-eligible pupils? Has their awareness of the EMA payments to their peers impacted on their behaviour, engagement or achievement?
- 18) Under what circumstances would a student apply for a college bursary rather than the EMA?

Final message, Wrap up & Thanks

- 19) Is there anything else you would like to add?

EMA Evaluation-Young People Aged 16+ years (IR)

Q1. Are you male or female?
PLEASE TICK ✓ ONE BOX ONLY

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Q2. And how old are you?
PLEASE ✓ TICK ONE BOX ONLY

16 years	<input type="checkbox"/>
17 years	<input type="checkbox"/>
Other (write in.....)	<input type="checkbox"/>

Q3. Which of the following best describes you?
PLEASE TICK ✓ ONE BOX ONLY

White:	
Scottish	<input type="checkbox"/>
Other British	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Any other white background	<input type="checkbox"/>
Mixed:	
Any Mixed background	<input type="checkbox"/>
Asian or Asian British:	
Indian	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>
Black or Black British:	
Black Caribbean	<input type="checkbox"/>
Black African	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>
Other Ethnic Group:	
Any other background (write in.....)	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q4 What is the postcode of where you live?

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Q5 Do you currently do any paid work?
PLEASE TICK ✓ ONE BOX

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q6 What qualifications e.g. standard grades, highers, etc do you currently have?
PLEASE SPECIFY

Qualification & Subject	Grade

Q7 Do you have any responsibilities to look after someone else in your household as a parent or carer? PLEASE TICK ✓ ONE BOX ONLY

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q8 What do you plan to do when you leave school/college? PLEASE TICK ✓ ONE BOX ONLY

Get a full-time job	<input type="checkbox"/>
Get a part-time job	<input type="checkbox"/>
Go to college	<input type="checkbox"/>
Go to university	<input type="checkbox"/>
Go on a training scheme	<input type="checkbox"/>
Modern Apprenticeship	<input type="checkbox"/>
Skillseekers Programme	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q9 What qualifications and subjects are you studying towards? WRITE IN BELOW

Qualification	Subject

Q10 Are you currently receiving an Educational Maintenance Allowance (EMA)?
PLEASE TICK ✓ ONE BOX ONLY

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>

EMA Evaluation-Young People Aged 16+ years (IR)

Q11 What do you think you have to do to get your Educational Maintenance Allowance (EMA)?
PLEASE TICK ✓ ALL THAT APPLY

Have a good attendance record	<input type="checkbox"/>
Sign a learning agreement	<input type="checkbox"/>
Arrive for classes on time	<input type="checkbox"/>
Meet with guidance teachers each week	<input type="checkbox"/>
Account for any absences	<input type="checkbox"/>
Go to after school classes	<input type="checkbox"/>
Behave appropriately at school/college	<input type="checkbox"/>

Q12 How much money do you receive as your EMA? PLEASE TICK ✓ ONE BOX ONLY

£10 per week	<input type="checkbox"/>
£20 per week	<input type="checkbox"/>
£30 per week	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q13 Where does the money from your EMA get paid into? PLEASE TICK ✓ ONE BOX ONLY

My bank account	<input type="checkbox"/>
My parents bank account	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q14 Have any of your weekly allowances not been paid, e.g. because of your attendance? PLEASE TICK ✓ ONE BOX ONLY

No I have received my allowance every week	<input type="checkbox"/>
Yes, I my weekly allowance was not paid because..... (please specify)	<input type="checkbox"/>

Q15 Have you received a bonus payment? PLEASE TICK ✓ ONE BOX ONLY

Yes	<input type="checkbox"/> Go to Q15
No, I did not get it because I did not do everything I had to	<input type="checkbox"/> Go to Q16
No, I have not been receiving my EMA long enough	<input type="checkbox"/> Go to Q17
Don't Know	<input type="checkbox"/> Go to Q17

Q16 Why did you not receive a bonus payment? PLEASE TICK ✓ ONE BOX ONLY

Attendance	<input type="checkbox"/>
Behaviour	<input type="checkbox"/>
Other (write in.....)	<input type="checkbox"/>

Q17 If you have received a bonus payment, which of the following do you agree or disagree with? PLEASE TICK ✓ ONE BOX IN EACH ROW

	Agree	Disag	D/K
Working towards getting the bonus encouraged me to attend school/college more regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working towards getting the bonus encouraged me to work harder for my qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18 What do you spend the money from the EMA on? PLEASE TICK ✓ ALL THAT APPLY

Helping with household expenses	<input type="checkbox"/>
Clothes	<input type="checkbox"/>
Transport/travel	<input type="checkbox"/>
Books/equipment for school or college	<input type="checkbox"/>
Going out/Leisure activities	<input type="checkbox"/>
Paying off debts	<input type="checkbox"/>
Save it	<input type="checkbox"/>
Other.....	<input type="checkbox"/>

Q19 How much do you agree or disagree with the following? PLEASE TICK ✓ ONE BOX IN EACH ROW

	Agree	Disag	D/K
Everyone who gets an EMA should get the same amount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If it hadn't been for the EMA I would have left school at 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think I have a more positive attitude to school now that I receive the EMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have attended school more regularly now that I get the EMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to get qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take school seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family have encouraged me to continue my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMA Evaluation-Young People Aged 16+ years (NIR)

Q1. Are you male or female?
PLEASE TICK ✓ ONE BOX ONLY

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Q2. And how old are you?
PLEASE ✓ TICK ONE BOX ONLY

16 years	<input type="checkbox"/>
17 years	<input type="checkbox"/>
Other (write in.....)	<input type="checkbox"/>

Q3. Which of the following best describes you?
PLEASE TICK ✓ ONE BOX ONLY

White:	
Scottish	<input type="checkbox"/>
Other British	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Any other white background	<input type="checkbox"/>
Mixed:	
Any Mixed background	<input type="checkbox"/>
Asian or Asian British:	
Indian	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>
Black or Black British:	
Black Caribbean	<input type="checkbox"/>
Black African	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>
Other Ethnic Group:	
Any other background (write in.....)	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q4 What is the postcode of where you live?

□	□	□	□	□	□
---	---	---	---	---	---

Q5 Do you currently do any paid work?
PLEASE TICK ✓ ONE BOX

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q6 What qualifications e.g. standard grades, highs, etc do you currently have?
PLEASE SPECIFY

Qualification & Subject	Grade

Q7 Do you have any responsibilities to look after someone else in your household as a parent or carer? PLEASE TICK ✓ ONE BOX ONLY

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q8 What do you plan to do when you leave school/college? PLEASE TICK ✓ ONE BOX ONLY

Get a full-time job	<input type="checkbox"/>
Get a part-time job	<input type="checkbox"/>
Go to college	<input type="checkbox"/>
Go to university	<input type="checkbox"/>
Go on a training scheme	<input type="checkbox"/>
Modern Apprenticeship	<input type="checkbox"/>
Skillseekers Allowance	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q9 What qualifications and subjects are you studying towards? WRITE IN BELOW

Qualification	Subject

EMA Evaluation-Young People Aged 16+ years (NIR)

Q10 Have you thought about applying for an Educational Maintenance Allowance (EMA)? PLEASE TICK ✓ <u>ALL</u> THAT APPLY	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q11 What do you think you have to do to get an EMA? PLEASE TICK ✓ <u>ALL</u> THAT APPLY	
100% attendance record	<input type="checkbox"/>
Sign a learning agreement	<input type="checkbox"/>
Arrive for classes on time	<input type="checkbox"/>
Meet with guidance teachers each week	<input type="checkbox"/>
Account for any absences	<input type="checkbox"/>
Go to after school classes	<input type="checkbox"/>
Behave appropriately at school	<input type="checkbox"/>

Q12 Did you apply for an EMA? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Yes and my application was unsuccessful	<input type="checkbox"/>
Yes and my application was successful	<input type="checkbox"/>
No	<input type="checkbox"/>

Q13 Are you currently receiving financial assistance e.g. Bursary or skillseekers allowance? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Yes (write in.....)	<input type="checkbox"/>
No GO TO Question 15	<input type="checkbox"/>

Q14 What do you spend the money from your financial assistance on? PLEASE TICK ✓ <u>ALL</u> THAT APPLY	
Helping with household expenses	<input type="checkbox"/>
Clothes	<input type="checkbox"/>
Transport/travel	<input type="checkbox"/>
Books/equipment for school or college	<input type="checkbox"/>
Going out/Leisure activities	<input type="checkbox"/>
Paying off debts	<input type="checkbox"/>
Save it	<input type="checkbox"/>
Other	<input type="checkbox"/>

Q15 How much do you agree or disagree with the following? PLEASE TICK ✓ <u>ONE</u> BOX IN EACH ROW			
	Agree	Disagree	Don't Know
Everyone should get an EMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had additional financial assistance I would be able to give up my part-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had additional financial assistance I would have a more positive attitude to school/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had additional financial assistance I would have attended school/college more regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to get qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take school/college seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMA Evaluation-Young People Aged 14-15 years

Q1. Are you male or female? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Q2. And how old are you? PLEASE ✓ TICK <u>ONE</u> BOX ONLY	
14 years	<input type="checkbox"/>
15 years	<input type="checkbox"/>
Other (write in.....)	<input type="checkbox"/>

Q3. Which of the following best describes you? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
White:	
Scottish	<input type="checkbox"/>
Other British	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Any other white background	<input type="checkbox"/>
Mixed:	
Any mixed background	<input type="checkbox"/>
Asian or Asian British:	
Indian	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>
Black or Black British:	
Black Caribbean	<input type="checkbox"/>
Black African	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>
Other Ethnic Background:	
Any other background (write in.....)	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q4. Who do you live with? PLEASE TICK ✓ <u>ALL</u> BOXES THAT APPLY	
My mother, stepmother or female guardian	<input type="checkbox"/>
My father, stepfather or male guardian	<input type="checkbox"/>
My older brother(s)/sister(s)	<input type="checkbox"/>
My younger brother(s)/sister(s)	<input type="checkbox"/>
Foster parents/Children's Home	<input type="checkbox"/>
Somebody else (write in.....)	<input type="checkbox"/>

ANSWER Q5 IF YOU LIVE WITH YOUR MOTHER, STEPMOTHER OR FEMALE GUARDIAN. IF NOT GO TO Q6.

Q5. What does your mother/stepmother or female guardian do? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Works full-time (30+ hours per week)	<input type="checkbox"/>
Works part-time (1-29 hours per week)	<input type="checkbox"/>
Is unemployed	<input type="checkbox"/>
Looks after house/family	<input type="checkbox"/>
Other not working (write in.....)	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

ANSWER Q6 IF YOU LIVE WITH YOUR FATHER, STEPFATHER OR MALE GUARDIAN. IF NOT GO TO Q7.

Q6 What does your father/stepfather or male guardian do? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Works full-time (30+ hours per week)	<input type="checkbox"/>
Works part-time (1-29 hours per week)	<input type="checkbox"/>
Is unemployed	<input type="checkbox"/>
Looks after house/family	<input type="checkbox"/>
Other not working (write in.....)	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q7 What is the postcode of where you live?
<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>

Q8 Do you currently do any paid work? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q9 Do you have responsibilities to look after someone else in your household as a parent or carer? PLEASE TICK ✓ <u>ONE</u> BOX ONLY	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

EMA Evaluation-Young People Aged 14-15 years

Q10 What qualifications and subjects are you studying towards? WRITE IN BELOW

Qualification	Subject

Q11 At what age do you plan to leave school? PLEASE TICK ✓ ONE BOX ONLY

16 years	<input type="checkbox"/>
17 years	<input type="checkbox"/>
18 years	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q12 What do you plan to do when you leave school? PLEASE TICK ✓ ONE BOX ONLY

Get a full-time job	<input type="checkbox"/>
Get a part-time job	<input type="checkbox"/>
Go to college	<input type="checkbox"/>
Go to university	<input type="checkbox"/>
Go on a training scheme	<input type="checkbox"/>
Modern Apprenticeship	<input type="checkbox"/>
Skillseekers Programme	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q13 Have you heard of an Educational Maintenance Allowance (EMA)? PLEASE TICK ✓ ONE BOX ONLY

Yes, from.....	<input type="checkbox"/>
Yes, my brother/sister receives one	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>

Q14 Will you apply for an Educational Maintenance Allowance (EMA)? PLEASE TICK ✓ ONE BOX ONLY

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>

Q15 What do you think you have to do to get an EMA? PLEASE TICK ✓ ALL THAT APPLY

100% attendance record	<input type="checkbox"/>
Sign a learning agreement	<input type="checkbox"/>
Arrive for classes on time	<input type="checkbox"/>
Meet with guidance teachers each week	<input type="checkbox"/>
Account for any absences	<input type="checkbox"/>
Go to after school classes	<input type="checkbox"/>
Behave appropriately at school	<input type="checkbox"/>

Q16 How much money do you think you will receive if you get an EMA? PLEASE TICK ✓ ONE BOX ONLY

£10 per week	<input type="checkbox"/>
£20 per week	<input type="checkbox"/>
£30 per week	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q17 How much do you agree or disagree with the following? PLEASE TICK ✓ ONE BOX IN EACH ROW

	Agree	Disagree	Don't know
Getting money to come to school would encourage me to stay on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to leave school as soon as I can and no amount of money could encourage me to stay on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to stay on at school but I need to leave to earn some money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to stay on at school whether I get money or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aiming to get the right qualifications so I can go on to the course or job I want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my friends will leave school as soon as they can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX 2 DATA TABLES

Analysis of Responses from Young People in receipt of the EMA

Table A1: Future Plans After Leaving School/College

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	109	26	83	49	60	46	52	11
Go to university	44 40%	3 12%	41 49%	20 41%	24 40%	20 43%	20 38%	4 36%
Go to college	28 26%	1 4%	27 33%	9 18%	19 32%	13 28%	13 25%	2 18%
Get a full time job	21 19%	15 58%	6 7%	13 27%	8 13%	5 11%	12 23%	4 36%
Modern Apprenticeship	7 6%	1 4%	6 7%	4 8%	3 5%	5 11%	1 2%	1 9%
Get a part time job	2 2%	2 8%	0 0%	1 2%	1 2%	1 2%	1 2%	0 0%
Go on a training scheme	2 2%	1 4%	1 1%	0 0%	2 3%	0 0%	2 4%	0 0%
No reply	5 5%	3 12%	2 2%	2 4%	3 5%	2 4%	3 6%	0 0%

Table A2: Qualifications Studying Towards

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	22	360	27	333	152	208	191	147
Higher	207 58%	4 15%	203 61%	87 57%	120 58%	99 52%	95 65%	13 59%
Intermediate 2	84 23%	0 0%	84 25%	33 22%	51 25%	64D 34%	19 13%	1 5%
Intermediate 1	21 6%	1 4%	20 6%	11 7%	10 5%	14 7%	7 5%	0 0%
NC	4 18%	9 3%	8 30%	1 *% 2	4 3%	5 2%	1 1%	4 3%
Advanced Higher	7 2%	0 0%	7 2%	2 1%	5 2%	0 0%	7C 5%	0 0%
Intermediate – level not spec.	7 2%	0 0%	7 2%	5 3%	2 1%	5 3%	2 1%	0 0%
SVQ Level 2	5 1%	4 15%	1 *% 1	0 0%	5a 2%	0 0%	4c 3%	1 5%
NQ	3 1%	2 7%	1 *% 0	3 2%	0 0%	1 1%	1 1%	1 5%
HNC*	2 1%	2 7%	0 0%	0 0%	2 1%	0 0%	1 1%	1 5%
Standard Grade	1 *% 1	0 0%	1 *% 0	0 0%	1 *% 0	0 0%	1 1%	0 0%
SVQ Level 1	1 *% 1	1 4%	0 0%	1 1%	0 0%	1 1%	0 0%	0 0%
HND	1 *% 12	1 4%	0 0%	0 0%	1 *% 6	0 0%	0 0%	1 5%
No reply	3 3%	4 15%	8 2%	6 4%	6 3%	6 3%	6 4%	0 0%

* students are not eligible for EMAs if doing HNC/HND, this is likely to be a pupil error in naming their course

Table A3: Amount Received as EMA

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	109	26	83	49	60	46	52	11
£10 per week	12 11%	2 8%	10 12%	6 12%	6 10%	4 9%	6 12%	2 18%
£20 per week	12 11%	4 15%	8 10%	4 8%	8 13%	5 11%	6 12%	1 9%
£30 per week	77 71%	18 69%	59 71%	35 71%	42 70%	32 70%	37 71%	8 73%
Don't know	5 5%	2 8%	3 4%	4 2%	3 5%	3 7%	2 4%	0 0%
Refused	3 3%	0 0%	3 4%	2 4%	1 2%	2 4%	1 2%	0 0%

Table A4: Where Any Weekly Allowances Have Not Been Paid and Reasons Why Not

	Total	Type			Gender		Age		
		College	School		Male	Female	16	17	18
Total	109	26	83		49	60	46	52	11
Yes, my weekly allowance was not paid due to ...	53 49%	13 50%	40 48%		24 49%	29 48%	24 52%	24 46%	5 45%
Absences/taking days off	31 28%	8 31%	23 28%		14 29%	17 28%	14 30%	14 27%	3 27%
Admin error	7 6%	1 4%	6 7%		3 6%	4 7%	2 4%	4 8%	1 9%
Illness	5 5%	0 0%	5 6%		1 2%	4 7%	4 9%	1 2%	0 0%
Lateness	3 3%	1 4%	2 2%		2 4%	1 2%	3 7%	0 0%	0 0%
On holiday	2 2%	1 4%	1 1%		0 0%	2 3%	1 2%	1 2%	0 0%
Moving house	1 1%	1 4%	0 0%		1 2%	0 0%	0 0%	1 2%	0 0%
EMA was cancelled	1 1%	0 0%	1 1%		0 0%	1 2%	0 0%	1 2%	0 0%
I was suspended	1 1%	0 0%	1 1%		1 2%	0 0%	0 0%	1 2%	0 0%
Yes, not specified reason	3 3%	1 4%	2 2%		3 6%	0 0%	1 2%	1 2%	1 9%
No, I have received my allowance every week	51 47%	12 46%	39 47%		23 47%	28 47%	19 41%	26 50%	6 55%
No reply	5 5%	1 4%	4 5%		2 4%	3 5%	3 7%	2 4%	0 0%

Table A5: Agree or Disagree: Working Towards Getting the Bonus Encouraged Me to Attend School/College More Regularly

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	70	18	52	31	39	25	37	8
Agree	50 71%	12 67%	38 73%	26b 84%	24 62%	16 64%	28 76%	6 75%
Disagree	11 16%	5 28%	6 12%	2 6%	9a 23%	3 12%	6 16%	2 25%
Don't know	6 9%	1 6%	5 10%	3 10%	3 8%	3 12%	3 8%	0 0%
Refused	3 4%	0 0%	3 6%	0 0%	3 8%	3 12%	0 0%	0 0%

Table A6: What the Money from the EMA is Spent On

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	109	26	83	49	60	46	52	11
Going out/leisure activities	63 58%	14 54%	49 59%	32 65%	31 52%	32d 70%	24 46%	7 64%
Clothes	59 54%	12 46%	47 57%	26 53%	33 55%	26 57%	25 48%	8 73%
Save it	58 53%	12 46%	46 55%	25 51%	33 55%	25 54%	27 52%	6 55%
Transport/travel	43 39%	14 54%	29 35%	14 29%	29a 48%	13 28%	23 44%	87 64%
Books/equipment for school or college	42 39%	11 42%	31 37%	17 35%	25 42%	19 41%	16 31%	7 64%
Helping with household expenses	22 20%	11 42%	11 13%	12 42%	10 17%	9 20%	8 15%	5 45%
Paying off debts	10 9%	0 0%	10 12%	4 8%	6 10%	2 4%	6 12%	2 18%
Driving lessons	2 2%	0 0%	2 2%	0 0%	2 3%	0 0%	1 2%	1 9%
Books for entertainment	2 2%	0 0%	2 2%	1 2%	1 2%	1 2%	1 2%	0 0%
Saving for University	1 1%	0 0%	1 1%	0 0%	1 2%	1 2%	0 0%	0 0%
No reply	5 5%	0 0%	5 6%	2 4%	3 5%	3 7%	2 4%	0 0%

Table A7: Agree or Disagree: If it Hadn't Been for the EMA I Would Have Left School at 16

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
		11	26	26	83	49	60	46
Agree	6 6%	3 12%	4 8%	2 3%	3 7%	1 2%	2 18%	
Disagree	92 84%	19 73%	73 88%	40 82%	52 87%	47 90%	7 64%	
Don't know	4 4%	2 8%	2 2%	1 2%	3 5%	2 4%	1 9%	
No reply	7 6%	2 8%	5 6%	4 8%	3 5%	4 9%	1 9%	

Table A8: Agree or Disagree: I have Attended School More Regularly Now That I Get the EMA

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
		109	26	83	49	60	46	52
Agree	47 43%	11 42%	36 43%	23 47%	24 40%	21 46%	5 45%	
Disagree	50 46%	13 50%	37 45%	21 43%	29 48%	19 41%	5 45%	
Don't know	6 6%	1 4%	5 6%	2 4%	4 7%	2 4%	0 0%	
No reply	6 6%	1 4%	5 6%	3 6%	3 5%	4 9%	1 9%	

Analysis of Responses from Young People Aged 16+ Not In Receipt of the EMA

Table B1: Agree or Disagree: My Family Have Encouraged Me to Continue my Education

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	109	26	83	49	60	46	52	11
Agree	94 86%	21 81%	73 88%	44 90%	50 83%	36 78%	47 90%	11 100%
Disagree	4 4%	1 4%	3 4%	1 2%	3 5%	3 7%	1 2%	0 0%
Don't know	7 6%	3 12%	4 5%	3 6%	4 7%	5 11%	2 4%	0 0%
No reply	4 4%	1 4%	3 4%	1 2%	3 5%	2 4%	2 4%	0 0%

Table B2: Whether Currently Doing Any Paid Work

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	58	11	47	22	36	25	29	4
Yes	32 55%	5 45%	27 57%	8 36%	24 67%	11 44%	17 59%	4 100%
No	25 43%	6 55%	19 40%	14 64%	11 31%	14 56%	11 38%	0 0%
No reply	1 2%	0 0%	1 2%	0 0%	1 3%	0 0%	1 3%	0 0%

Table B3: Future Plans After Leaving School/College

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	58	11	47	22	36	25	29	4
Go to university	32 55%	0 0%	32 68%	13 59%	19 53%	13 52%	17 59%	2 50%
Get a full time job	9 16%	8 73%	1 2%	0 0%	9 25%	2 8%	5 17%	2 50%
Go to college	7 12%	0 0%	7 15%	2 9%	5 14%	3 12%	4 14%	0 0%
Modern Apprenticeship	5 9%	3 27%	2 4%	4 18%	1 3%	2 8%	3 10%	0 0%
Go on a training scheme	1 2%	0 0%	1 2%	1 5%	0 0%	1 4%	0 0%	0 0%
Don't know	4 7%	0 0%	4 9%	2 9%	2 6%	4 16%	0 0%	0 0%

Table B4: Qualifications Studying Towards

	Total	Type		Gender		Age		
		College	School	Male	Female	16	17	18
Total	210	11	199	91	119	109	92	9
Higher	130 62%	0 0%	130 65%	64b 70%	66 55%	68 62%	60 65%	2 22%
Intermediate 2	37 18%	0 0%	37 19%	20 22%	17 14%	26d 24%	10 11%	1 11%
Advanced Higher	16 8%	0 0%	16 8%	4 4%	12 10%	0 0%	12c 13%	4 44%
Intermediate 1	10 5%	0 0%	10 5%	1 1%	9a 8%	7 6%	3 3%	0 0%
SVQ Level 2	4 2%	4 36%	0 0%	0 0%	4a 3%	1 1%	2 2%	1 11%
NC	4 2%	3 27%	1 1%	1 1%	3 5%	2 2%	2 2%	0 0%
SVQ Level 1	1 *% 1	1 9%	0 0%	0 0%	1 1%	0 0%	1 1%	0 0%
HND	1 *% 7	1 9%	0 0%	0 0%	1 1%	0 0%	0 0%	1 1%
No reply	3% 3%	2 18%	5 3%	1 1%	6 5%	5 5%	2 2%	0 0%

Analysis of Responses from Age-Ineligible Pupils in S3 and S4

Table C1: Qualifications Studying Towards

	Total	Gender		Age		
		Male	Female	14	15	16
Total	342	154	188	41	270	31
Standard Grade	231 68%	112 73%	119 63%	38** 93%	184 68%	9** 29%
Intermediate 1	10 3%	2 1%	8 4%	3 7%	6 2%	1 3%
Higher	9 3%	4 3%	5 3%	0** 0%	9** 3%	0** 0%
Intermediate 2	6 2%	2 1%	4 2%	0* 0%	6* 2%	0* 0%
Other	5 1%	0* 0%	5* 3%	0* 0%	5* 2%	0* 0%
No reply	81 24%	34 22%	47 25%	0** 0%	60 22%	21** 68%

Table C2: Age At Which Respondents Plan on Leaving

	Total	Gender		Age		
		Male	Female	14	15	16
Total	69	32	37	10	53	6
16 years	28 41%	15 47%	13 35%	3 30%	22 42%	3 50%
17 years	11 16%	6 19%	5 14%	4 40%	7 13%	0 0%
18 years	14 20%	5 16%	9 24%	1 10%	10 19%	3 50%
Don't know	15 22%	6 19%	9 24%	2 20%	13 25%	0 0%
No reply	1 1%	0 0%	1 3%	0 0%	1 2%	0 0%

Table C3: Future Plans After Leaving School/College

	Total	Gender		Age		
		Male	Female	14	15	16
Total	69	32	27	10	53	6
Go to college	19 28%	9 28%	10 27%	1 10%	17 32%	1 17%
Go to university	17 25%	7 22%	10 27%	4 40%	11 21%	2 33%
Modern Apprenticeship	9 13%	8** 25%	1** 3%	1 10%	7 13%	1 17%
Get a full time job	7 10%	2 6%	5 14%	0 0%	6 11%	1 17%
Get a part time job	3 4%	0 0%	3 8%	2 20%	1 2%	0 0%
Go on a training scheme	2 3%	1 3%	1 3%	0 0%	1 2%	1 17%
Don't know	12 17%	5 16%	7 19%	2 20%	10 19%	0 0%

Table C4: Whether Heard of an Educational Maintenance Allowance and How

	Total	Gender		Age		
		Male	Female	14	15	16
Total	69	32	37	10	53	6
Yes, friend	12 17%	6 19%	6 16%	0 0%	11 21%	1 17%
Yes, school/teacher	7 10%	3 9%	4 11%	2 20%	5 9%	0 0%
Brother/sister receives one	7 10%	1 3%	6 16%	1 10%	5 9%	1 17%
Yes but not specified who	6 9%	3 9%	3 8%	1 10%	5 9%	0 0%
Yes, parent(s)	3 4%	1 3%	2 5%	0 0%	2 4%	1 17%
Yes, cousin	2 3%	2 6%	0 0%	0 0%	2 4%	0 0%
Yes, TV	1 1%	0 0%	1 3%	0 0%	0 0%	1 17%
Yes, brother	1 1%	1 3%	0 0%	1 10%	0 0%	0 0%
No	22 32%	11 34%	11 30%	5 50%	15 28%	2 33%
Don't know	8 12%	4 13%	4 11%	0 0%	8 15%	0 0%

Table C5: Agree or Disagree: Getting Money to Come to School Would Encourage Me to Stay On

	Total	Gender		Age		
		Male	Female	14	15	16
Total	69	32	37	10	53	6
Agree	43 62%	22 69%	21 57%	7 70%	32 60%	4 67%
Disagree	16 23%	7 22%	9 24%	1 10%	14 26%	1 17%
Don't know	10 14%	3 9%	7 19%	2 20%	7 13%	1 17%

Table C6: Agree or Disagree I Plan to Stay On at School Whether I Get Money or Not

	Total	Gender		Age		
		Male	Female	14	15	16
Total	4 6%	1 3%	3 8%	2 20%	2 4%	0 0%
Agree	34 49%	18 56%	16 43%	5 50%	25 47%	4 67%
Disagree	21 30%	9 28%	12 32%	1 10%	18 34%	2 33%
Don't know	10 14%	4 13%	6 16%	2 20%	8 15%	0 0%

ISSN 0950 2254
ISBN 978 0 7559 6681 3
[Web only publication]

www.scotland.gov.uk/socialresearch

RR Donnelley B52362 7/07

ISBN 978-0-7559-6681-3



9 780755 966813