



Welcome

Jude Hillary

Principal Investigator

National Foundation for Educational Research



Agenda



Introduction to ADR England Research Community Catalyst: Youth Transitions

The data and research landscape and emerging research gaps

Breakout sessions

Youth voice: Transitioning from education to employment

Working together to support youth transitions and reduce inequalities

Introduction to ADR England Research Community Catalyst for Children at Risk of Poor Outcomes

Closing remarks

Introduction to ADR England Research Community Catalyst: Youth Transitions

Karen Powell

ADR England

Christoph Koerbitz

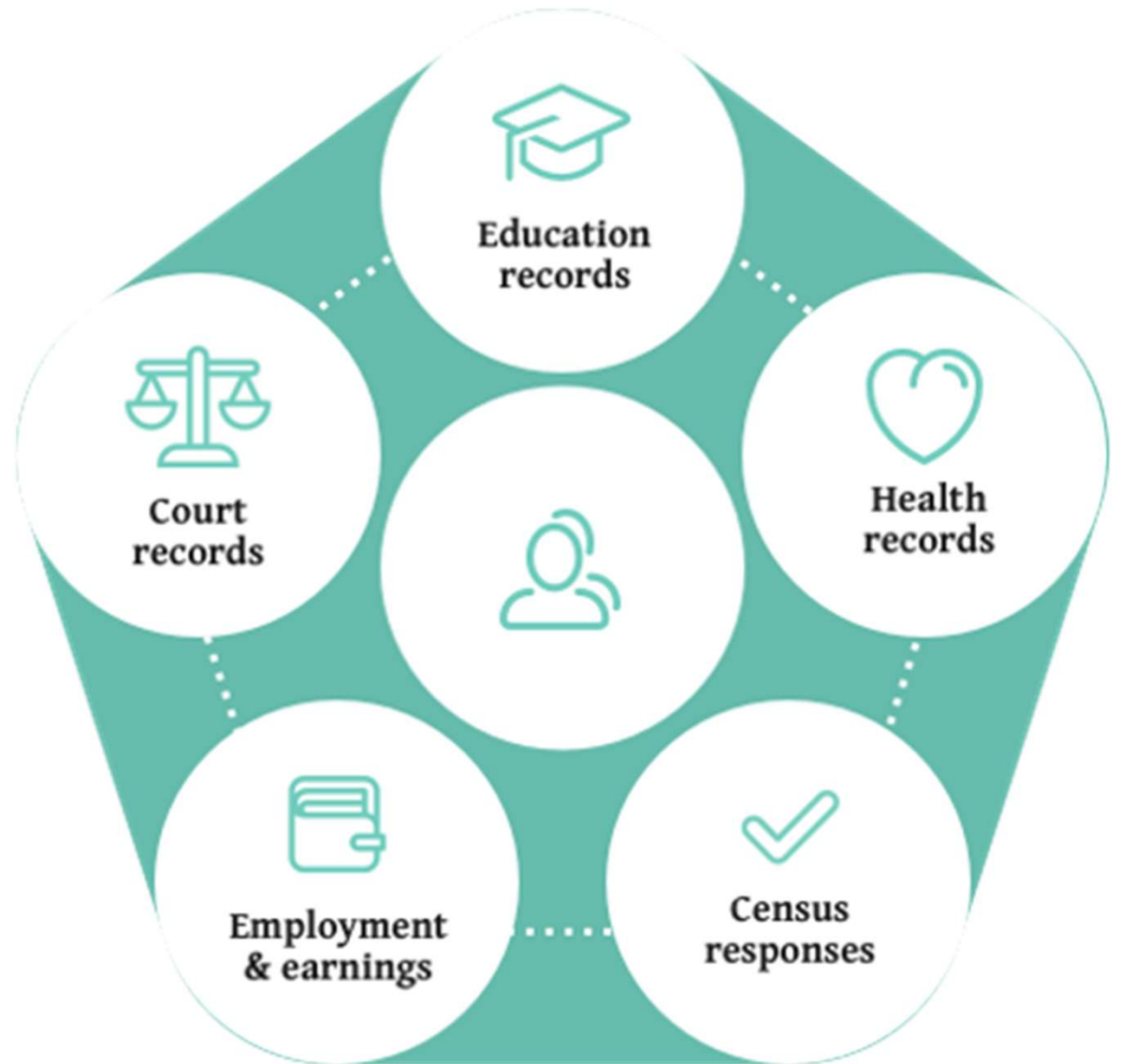
TASO

Jane Mackey

Youth Futures Foundation



- Major ESRC investment
- Government and academic partnership across 4 UK nations
- Transforming the wealth of public sector data into research assets & policy-relevant insights



ADR England Strategy 2021 - 26



Research-ready data



Training & Capacity Building



Research for public good



Data owner & public trust

Flagship datasets



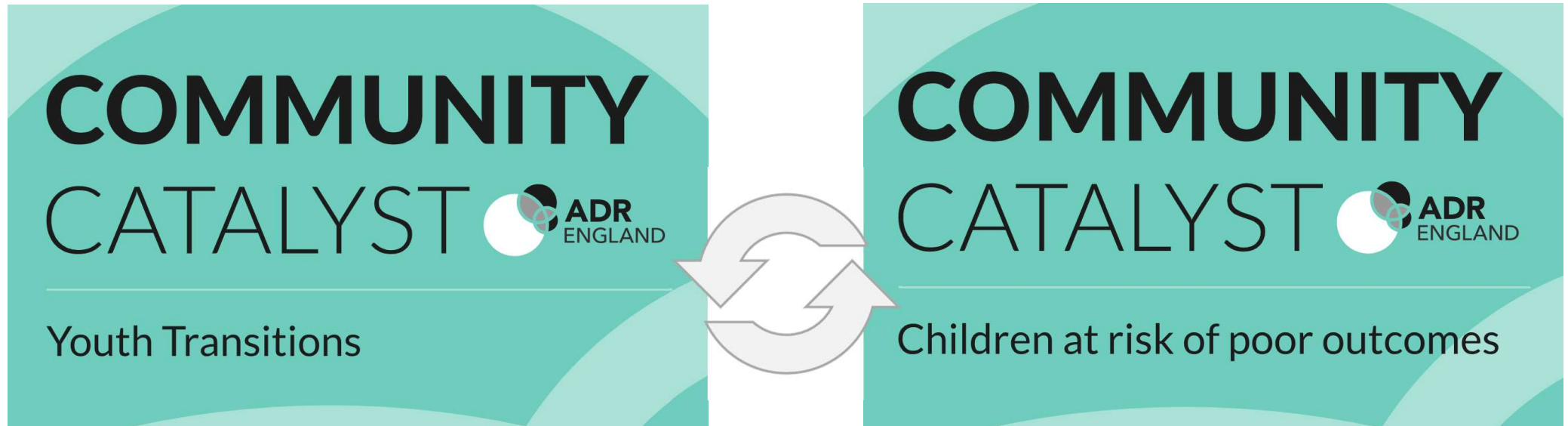
Learning Hub Training, resources & community



44 research fellowships 20 out of 22 PhD students



ADR England Community Catalysts



Who we are

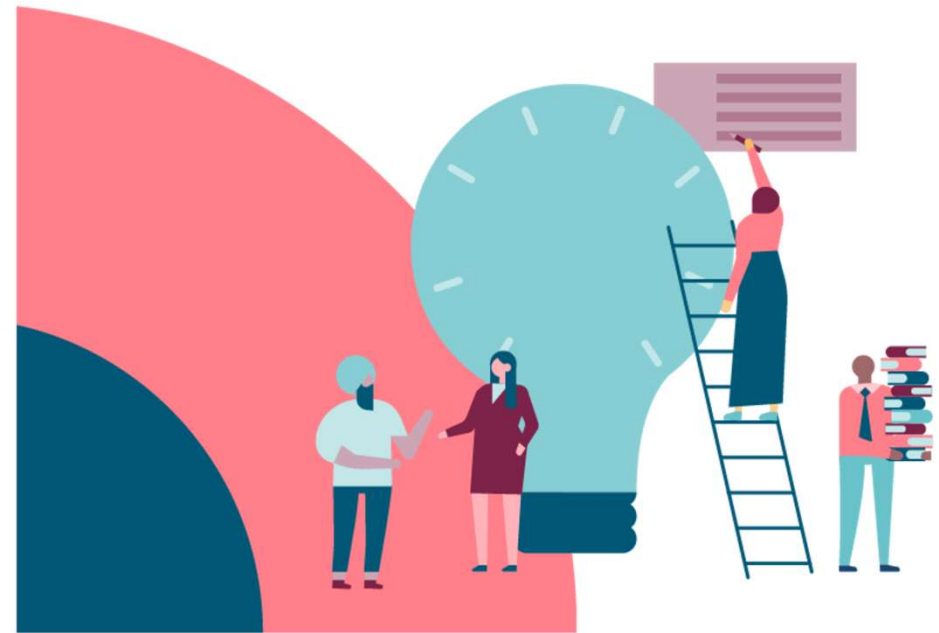
- **Youth Futures Foundation is the National What Works Centre for Youth Employment.**
- We were set up in 2019 with an endowment of £110m from the Dormant Assets Scheme.
- Our remit covers young people aged between 14 to 24 years old, with a specific focus on marginalised young people.
- **We want to see an equitable future society where all young people have the opportunity to be in good work.**



Who we are

Our work has two overarching objectives to bring about system change for marginalised young people:

- **To find and generate high-quality evidence** to better understand England's youth unemployment and inactivity challenge, and most importantly to learn what solutions work to address this.
- **To put evidence into action with policy makers, practitioners, and employers** who have the means to make direct impactful change for young people.





Our motivation as a funder

- **Everything we do is guided by robust evidence.**
- **However, there are challenges with data quality and availability,** which limit our ability to map young people's transition through education, training and into the labour market.
- **Admin data has huge potential** due to its scope, completeness and the potential for long-term tracking.
- We are interested in building **a research landscape where we can answer the most pressing questions around what works.**



TASO's role and motivation for co-funding the Youth Transitions Catalyst project

- The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) was set up in 2019
- **TASO is an affiliate What Works Centre** and operates as an independent charity, funded by the Office for Students
- Our mission is to **reduce inequalities in higher education**, by providing high-quality evidence about effective practice in widening participation and student outcomes



- We focus on **the entire student population** as a whole, and also on **specific sub-groups** incl. care experienced young people, disabled students, mature learners
- Our work explores the **mainstream route into HE**, but also **less traditional pathways**
- We build evidence around **three main stages of the student journey**:
 1. Access and participation in HE
 2. Student experience and success
 3. Progression into employment or further study



- We **already use a range of administrative data sets** in our current research portfolio including NPD, LEO, HESA, UCAS
- And we can see the immense potential of this project to **exploit the advantages of linked admin data sets** and help:
 1. Removing barriers and closing important evidence gaps
 2. Understanding youth transitions in greater depth
 3. Explore applications for longer term causal impact evaluations



The data and research landscape

Jude Hillary

COMMUNITY
CATALYST  ADR ENGLAND

Youth Transitions

What do we mean by Youth Transitions?



Journeys of disadvantaged young people into and out of education and employment.

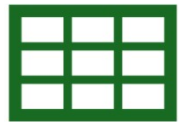
BUT

- Journeys are characterised by experiences and outcomes, and only the latter can be measured using administrative data
- Disadvantage is complex – multi-dimensional, context-dependent, affects (and is affected by) experiences and outcomes
- Disadvantage and marginalisation do not necessarily have an end point – can affect individuals in later life

THEREFORE

We are taking an approach that is **AGILE, PRAGMATIC and COLLABORATIVE**

Strategic research leadership



Map out existing research and data landscape



Determine gaps in the evidence on youth transitions



Consult key stakeholders on gaps



Identify research priorities and develop a research agenda

Build capacity for academic research using admin data



**Raise awareness
of available data**



**Provide training
and resources**

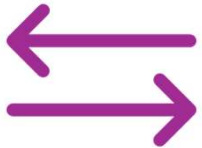


**Signpost tools and
information**



**Develop and
maintain a
sustainable hub**

Develop a diverse administrative data research community



**Facilitate
knowledge
exchange**



**Encourage
collaboration**

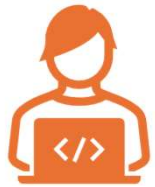


**Enable solution
development**



**Inform and
influence policy**

Address research priorities (through embedded fellowships)



Create research opportunities for others



Provide real-life experience of ADR flagship datasets



Encourage engagement with the research community



Leverage additional funds to address research priorities

Our approach



Mapped out relevant literature published in the last five years



- Search criteria based on date range, geographic location, transitions and outcomes in scope, population groups of interest, research methods and relevant datasets
- Search strategy comprised a combination of approaches e.g. screening publications on relevant websites, searching by dataset names and keyword searching, eminent researchers' biographies
- Relevant studies were coded across three dimensions – transition stage, characteristics of young people and type of research (descriptive, causal, evaluative, methodological)

Our approach



Mapped out relevant literature published in the last five years


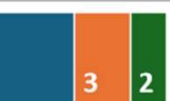

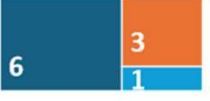


Identified a list of themes which appear to be under-researched (gaps)



- Summarised the findings using an evidence gap map

Transitions

	Key Stage 3 to Key stage 4	Key Stage 4 to Further Education	Further Education to Higher Education	KS4/FE to Work-based learning	Further Education to Labour market	Higher Education to Labour market
Young people with a history of youth offending						
Young people from an ethnic minority group						
Young people with a physical or mental health condition						
Young people with special educational needs and disabilities						
Young people who are / have been socio-economically disadvantaged						
Mature learners						
Young people with a history with the social care system						

Key
Type 1 studies - Description of transitions and pathways
Type 2 studies - Evaluating impact of pathways on later outcomes
Type 3 studies - Analysis of policy impact during transitions
Type 4 studies - Operational data studies

Groups of interest

Our approach



Mapped out relevant literature published in the last five years



Identified a list of themes which appear to be under-researched (gaps)



- Summarised the findings using an evidence gap map
- Identified transitions and groups of young people with limited evidence
- Produced a list of topics which appeared to be lack coverage in recent literature

Our approach



Mapped out relevant literature published in the last five years



Identified a list of themes which appear to be under-researched (gaps)



Catalogued relevant datasets which are currently used or have the potential to feature in future research.



- In parallel, we mapped out the data landscape to understand coverage and scope
- Included all large datasets/sources with existing or potential application in this area
- Scope limited to secondary quantitative data – administrative, large surveys and longitudinal studies
- More on this later...

Our approach



Mapped out relevant literature published in the last five years



Identified a list of themes which appear to be under-researched (gaps)



Catalogued relevant datasets which are currently used or have the potential to feature in future research.



Consulted stakeholders to determine research priorities



- Semi-structured interviews with a diverse group of stakeholders representing government, third sector, funders and academia
- **Objectives:**
 - Evaluate alignment between our gaps with their knowledge and experience of gaps in the evidence
 - Determine priority gaps
 - Explore the role of administrative data in addressing these gaps
 - Requirement for training and resources

Our approach



Mapped out relevant literature published in the last five years



Identified a list of themes which appear to be under-researched (gaps)



Catalogued relevant datasets which are currently used or have the potential to feature in future research.



Consulted stakeholders to determine research priorities



Compiled a set of emerging research gaps

- Emerging research agenda informed by our assessment of gaps in the recent literature and discussion with experts
- To be further refined by what we hear today
- We will publish a revised list of research priorities on the resource hub by the end of the year
- Basis of all our activities in the next phase of this project

Emerging research gaps

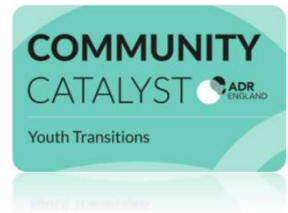
Professor Peter Urwin

University of Westminster

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Youth Transitions

Emerging agenda: filling research gaps

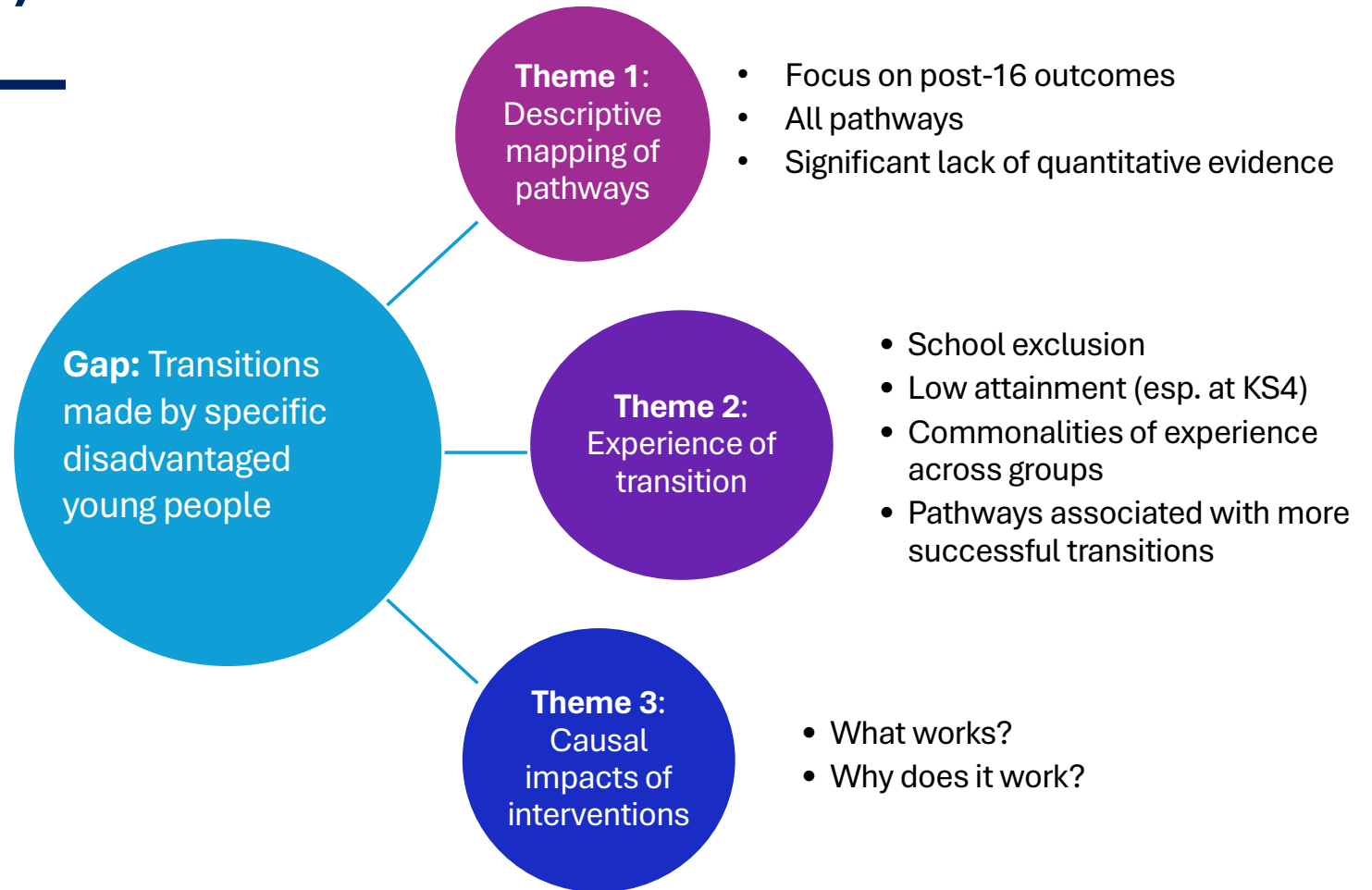


- A framework setting out Research Themes (building blocks for Research Questions), drawing on gaps analysis and stakeholder engagement.
- Acts as a basis for:
 - Engagement activities for research community to unpack themes
 - Engagement with research and policy agenda of new government.
- Guides the focus of our offer on:
 - Training and resource provision
 - Fellowships and wider research engagement
 - Administrative data map
- Showing where we ‘fit’ in the ‘jigsaw’ of training providers and other research initiatives.

Gaps and Themes (1)

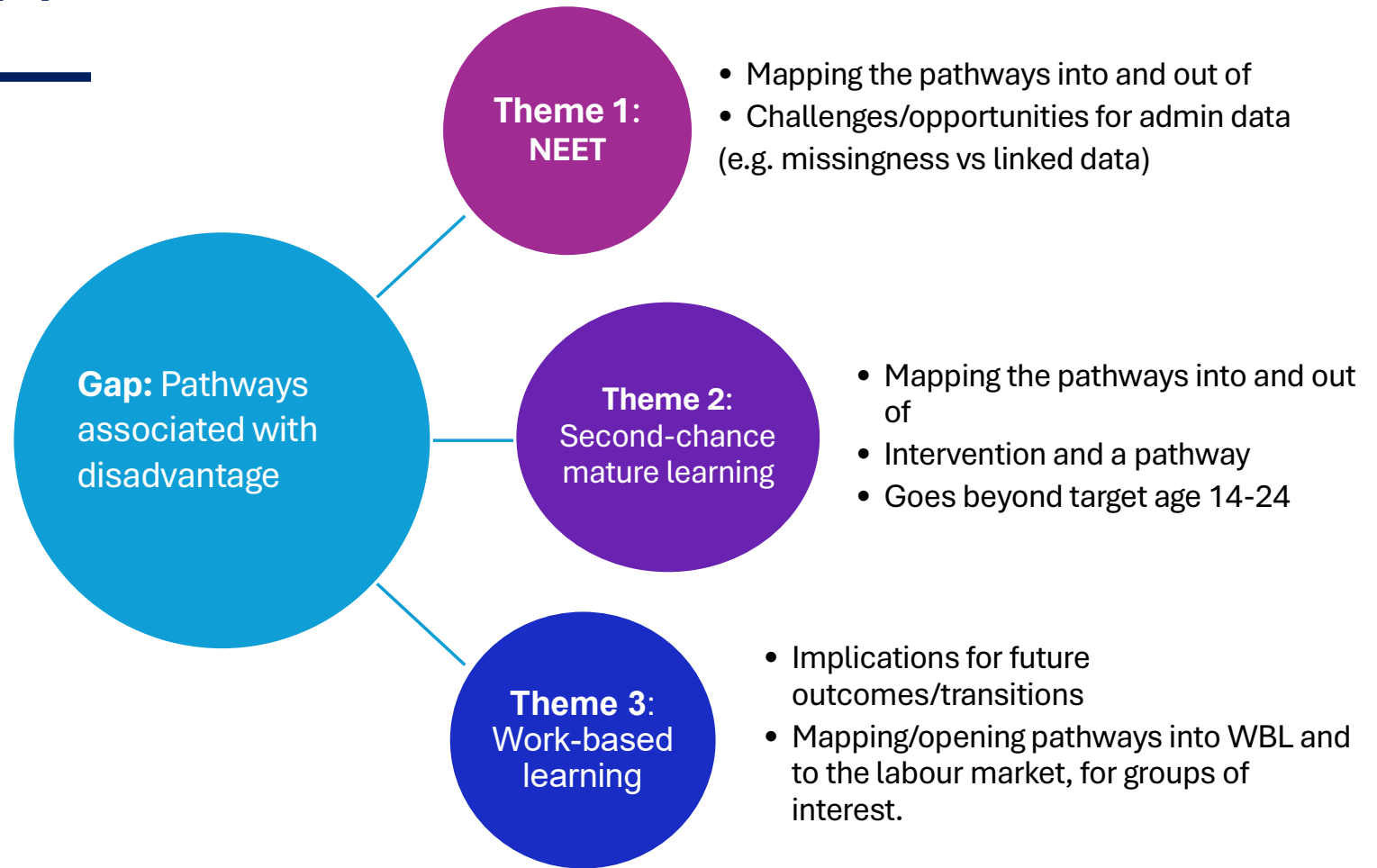
Focus on specific groups of young people and their journeys

- **Young people who offend**
- **Experience of social care**
- **Specific ethnic groups**
- **Physical and/or mental health difficulties**



Gaps and Themes (2)

Focus on particular states/transitions that are complex and under-investigated



How emerging agenda informs our focus of support



Support researchers studying disadvantaged young people with 'How to' Guides ('any and all' pathways)

Support study of pathways re: unsuccessful transitions/disadvantage

Projects in place for Fellows to join (NB/ Project Addendums) March/April 2025.

Breakout sessions



**COMMUNITY
CATALYST** 

Youth Transitions

Breakout session questions



1. For the priority themes presented here, identify the most important research questions which are likely to have a significant impact on young people.
2. Are there any other significant gaps in the evidence on youth transitions that you would like us to consider?
3. What should be our focus with respect to the following themes:

Second chance mature learners

Work-based learning and disadvantage

‘What works’

Youth voice: Transitioning from education to employment

Sarah Latimer

Senior Education & Careers Lead at Youth Employment UK

Eden

Youth Employment UK Young Ambassador





Working together to support youth transitions and reduce inequalities – Community engagement

Neha Agarwal

National Foundation for Educational Research



Community engagement



To raise awareness and encourage engagement



Enable knowledge sharing



Provide opportunities for learning and development



Facilitate exploration of solutions and collaborations



How to get involved



Research conferences

- Focus on policy, practice and data landscape
- Promote engagement with research agenda
- Learning and development
- Collaboration

Online Forum

- Active communication channel
- Announcements
- Semi-formal setting for asking technical questions

Newsletters

- Highlight latest research from across the community
- Peer review
- For the community, by the community
- Promote upcoming events and activities

Resource Hub

- One stop shop for all resources
- To be launched end-Nov/ early-Dec
- New content throughout the project's lifetime

Training, support and fellowships

Natasha Plaister

FFT Education Datalab



What we will cover



Dataset map online tool

Training resources for the LEO dataset

Fellowships

Dataset map online tool



- Identified 21 datasets that could be used to study youth transitions
- Attempted to visualize where there might be gaps in the data
- Allow researchers to identify datasets that might be suitable for their research

Mapping the available datasets



Administrative data sources: Youth transitions Visualisation Search for datasets Individual datasets All datasets

	School	Post 16	Further education	HE	Employment	Social care	Health	Justice
School		10	3	7	4	7	5	1
Post 16	10		4	7	3	5	3	1
Further education	3	4		4	2	1	1	0
HE	7	7	4		5	2	3	0
Employment	4	3	2	5		1	3	0
Social care	7	5	1	2	1		3	4
Health	5	3	1	3	3	3		1
Justice	1	1	0	0	0	4	1	

>

This visualisation shows the number of linked administrative datasets that could be used to study youth transitions, broken down by phase.

Click on the boxes for more information on the datasets available. Alternatively, go to the [All datasets tab](#) to view and download a full list of all datasets.

Finding suitable data sets



Administrative data sources: Youth transitions [Visualisation](#) [Search for datasets](#) [Individual datasets](#) [All datasets](#)

Select your area of research interest and / or your phases of interest to see a list of relevant datasets.

Enter area of interest:

Disadvantaged young people

Enter first phase:

Any

Enter second phase:

Any

Reset all inputs

This table shows the datasets that cover the phases of interest and which are currently available for research. Click on an individual dataset for links to further information, including information on how to access the data.

Dataset	Phases	Description	Population coverage	Time coverage
LEO	School, Post 16, Further education, HE, Employment, Social care	Linked dataset comprising data from the following datasets: National Pupil Database (NPD), Longitudinal Individualised Learner Record (ILR), Higher Education Statistics Authority (HESA) and Earnings (1, 3, 5 and 10 years after graduation) from HMRC/ DWP. It contains de-identified information on the characteristics, education, employment, benefits, and earnings of members of the British public.	All people born since 1985 who have engaged with the school education system in England and people who are older than this and have been in English further education institutions since 2002 to 2003.	2014/15 to 2020/21 tax year
GUIE	School, Post 16, HE, Social care	A linked dataset that brings together NPD, ILR and household information from the 2011 Census. Includes two waves - Wave 2 includes additional vulnerability data, ie data from Children in Need (CIN), Children Looked After (CLA) and absence and exclusions from the NPD.	Individuals aged between 10 and 25 years who attended state-funded education, or any further education, in England.	2001/02 to 2014/15 (Wave 1), 2010/11 to 2014/15 (Wave 2)
ECHILD	School, Post 16, Social care,	The ECHILD project is a research study that joins together existing health, education and social care information for all children in England. It enables	Pupils who attended state-funded	People born between 01/09/1984 to

Finding out more



Enter dataset:

LEO

LEO

Linked dataset comprising data from the following datasets: National Pupil Database (NPD), Longitudinal Individualised Learner Record (ILR), Higher Education Statistics Authority (HESA) and Earnings (1, 3, 5 and 10 years after graduation) from HMRC/ DWP. It contains de-identified information on the characteristics, education, employment, benefits, and earnings of members of the British public.

Searchable list of areas of interest ∨

Further information ∧

Data owner(s):	DfE, HMRC, DWP, HESA
Access:	Application to ONS, data is accessed in the SRS
Further information:	Click to visit

This tool was developed as part of the [Youth Transitions Community Catalyst project](#). If you have any queries or notice any issues, please feel free to contact us at educationdatalab@fft.org.uk

Access the prototype



Access the prototype tool at:

https://youth-transitions-data-map.shinyapps.io/transitions_app

What we will cover



Dataset map online tool

Training resources for the LEO dataset

Fellowships

Why LEO?



- ADR UK are already offering training for new users of many of the other datasets we've identified
- LEO is the obvious dataset to use to study some of the research gaps we've identified
 - Longitudinal and includes FE and employment data
 - Ideal to study pathways and outcomes of those who do not take an academic route post-16
- But also a dataset that can be quite hard to work with, particularly for new users

What is LEO?



- Longitudinal Education Outcomes (LEO) links education data and labour market data
- Data is split across several component datasets

NPD (school enrolments)

ILR (FE enrolments)

HESA / UCAS (HE enrolments)

NCCIS (post-16 activities)

HMRC employment and earnings data

DWP benefits data

The challenge of LEO

- LEO data is provided from a SQL Server database
- Some knowledge of SQL required even if only to extract the records you want to work with
- No common person identifier across all component datasets (but there are look-up tables containing ID links)
- The size of the data tables makes it cumbersome and time-consuming to work with (at least given the capacity of SRS)
- For example, ILR alone contains
 - 20 years of data
 - 215 million rows
 - Over 70,000 different learning aims

What we propose?



- Introductory guidance - using SQL
- Example SQL scripts for use with LEO
 - Basic ILR cleaning
 - NCCIS basic cleaning and imputation of missing data
 - Creation of “Pathways” (broad programmes of study)
 - Calculating measures (e.g. days enrolled in FE/HE, days in receipt of out-of-work benefits, months classified as NEET etc)
- Complementary to other training resources
- What else?

What we will cover



Dataset map online tool

Training resources for the LEO dataset

Fellowships

ADR England Community Catalyst: *Children at Risk of Poor Outcomes*

Professor Lucy Griffiths



Introduction to the Catalyst project team

Lucy Griffiths



Karen Broadhurst



Dougal Hargreaves



Lisa Holmes



Jenny Woodman



Katie Harron



Kat Tranter



Marie Greaves



Grace Bailey



What are we trying to change?

- Major progress in making valuable national data assets available – fantastic work - but **insufficient use**
- Rapidly changing knowledge landscape – but **fragmented** – need a better sense of **gaps** or priorities
- Researchers are variously – well connected, partially connected, **isolated and unsupported**
- Pathways to **impact** – better facilitation





Work Package 1 - Mapping & appraising knowledge (quantitative) about children at risk of poor outcomes; identifying gaps and setting research priorities

- Evidence review
- Expert Roundtable
- Stakeholder consultation – interviews and focus groups

Outputs: ADR Publications





Research Agenda

Over-arching

- **Deliver cross-sector evidence** about children's pathways through services and outcomes
- Deliver evidence that **interrogates and informs earlier intervention and prevention**, as well as improving outcomes for children already in care
- **Collaborate to produce evidence** in both research design & analysis but also in the use of national and regional data assets
- Accelerate the use of flagship datasets & continue to **develop these datasets so that they can be used to tackle neglected topics**

Themes

Early help and Children in Need; Household level hardship and children's CSC involvement; Family Mental Health; SEND; School Disengagement; Services and Workforce; Dual System Involvement; Domestic Violence/Abuse; Minority Groups; Extra Familial Harms; Evaluation

Data set requirements



Work Package 2 - Building capacity for academic research using administrative data

- An inclusive community of practice (EDI)
- Integrated events curriculum of information giving, knowledge exchange and interactive events (catalyst forums)
- ADR UK microsite “one stop shop” – central repository for relevant training materials & resources; illustrative case studies; publications





Work Package 3 - Supporting a diverse administrative data research community

- Ministry of Justice – Department for Education Linked Dataset
- Data First: Family Court – CAFCASS Linked Dataset
- Growing Up in England Dataset
- Longitudinal Education Outcomes Dataset
- ECHILD Database
- Linked local data on children and young people in London.

ADR England Flagship Datasets





Work Package 4 - Addressing research priorities via an Embedded Fellow at UCL

One full-time **embedded fellow** for a period of 18 months – ECHILD

Joins an existing community of ECHILD users

Address an ECHILD research priority

Expert supervision

Data insights; multi-format/mode reporting; blog



Further information

<https://www.adruk.org/our-work/browse-all-projects/adr-england-research-community-catalyst-children-at-risk-of-poor-outcomes/>

Contact Information: Marie Greaves - marie.greaves@swansea.ac.uk

Join the community by
entering your details here





Closing remarks

Jude Hillary

ADR England Research Community Catalyst for Youth Transitions

