



GUIE Research Priorities

ADR UK Research Fellowships 2022

The [Children's Commissioner for England's 2017 review](#) of childhood vulnerability identified an evidence gap in information about the lives of vulnerable children. The GUIE dataset can help address this gap by enabling researchers to investigate how a child's circumstances and characteristics can influence educational attainment. No other data source has this level of insight on children who are vulnerable or of concern by virtue of their circumstances; for example, children caring for others, children with a disability or ill-health and children from jobless families.

The creation of this linked dataset will enable a breadth of new research questions to be answered; questions that are much more difficult to answer using traditional data collection methods such as surveys.

Research interests in relation to this data linkage have been collected from across a range of stakeholders and are summarised below. This is not an exhaustive list and other questions are also welcomed providing you can demonstrate policy-relevance and likelihood of impact and uptake.

1. whether the religion practiced influences qualifications chosen
2. the underlying drivers of geographical differences in educational attainment (this is a [DfE area of research interest](#).)
3. whether household composition influences attainment
4. household characteristics associated with number of absences in an academic year
5. demographic and household differences between low-attaining SEN students and low-attaining non-SEN students
6. the impact of time in care on attainment (making better use of data in children's social care has been encouraged by the [Independent Review of Children's Social Care](#))
7. demographics and attainment outcomes of those eligible for Free School Meals
8. attainment outcomes of those in temporary accommodation
9. how children's provision of unpaid care influences attainment

This is not an exhaustive list and other questions are also welcomed providing you can demonstrate policy-relevance and likelihood of impact and uptake.

About the data

Growing Up in England (GUIE) enables personal, family and household characteristics to be linked to de-identified educational attainment information for children in England within a longitudinal cohort. The linked dataset contains data from the 2011 Census for England and Wales and the Department for Education's feasibility All Education Dataset for England (AEDE), which is a large, longitudinal, record-level dataset covering government-funded education. The Census data is comprised of records only where there was a matching record within the feasibility AEDE. Please see here for [more information about the feasibility AEDE](#).



The feasibility AEDE within the GUIE dataset does not contain higher education data at this moment in time, but this is currently being pursued as a future enhancement.

The feasibility of linking education data to census data was previously examined within the ONS Proof of Concept (POC) publication.

The first wave of GUIE data (Wave-1) covers the academic years 2001/02 to 2014/15 and contains information on the characteristics of individuals and the households they occupy, linked to education data from the National Pupil Database, Individualised Learner Records and Further Education data.

Individuals between aged 10 years and aged 25 years on 31 August 2011 are included within the GUIE data if they were enrolled in government funded education, or non-government funded further education, in England between the academic years 2001 to 2002 to 2014 to 2015. Wave-2 joins additional vulnerability measures to this dataset to provide further de-identified individual-level information on:

- Absences
- Exclusions
- Free School Meals (FSM)
- Special Education Needs (SEN)
- Children in Need (CIN): Children who are unlikely to reach or maintain a satisfactory level of health or development; their health or development will be significantly impaired without the provision of children's social care services; or are disabled.
- Children Looked After (CLA): Children in public care who are placed with foster carers, in a residential home, or with parents or other relatives.

This additional vulnerability information is available for the academic years 2010/11 to 2014/15.

Educational data linked with household information is of importance to a range of policy and research areas as it enables measurement of how factors such as household circumstances, school type and geography could shape children's educational outcomes. Furthermore, Wave-2 addresses the evidence gap in childhood vulnerability data, allowing for assessment of hidden vulnerabilities and their impact on children's education.

GUIE received a great amount of interest from researchers the [Education Symposium event](#) held on 16th June 2022. Researchers expressed interest in comparing low attaining Special Educational Needs (SEN) students to low attaining non-SEN students and investigating the presence of siblings within the data. They also shared ideas about what they might want to see from the dataset in future, for example: the inclusion of Higher Education data; information on other household members (for example parental occupation); and attempts to capture individuals who are not present within the state-funded education system.

GUIE Waves 1 and 2 are currently available for accredited researchers to access within [the Secure Research Service](#). Accredited researchers should state whether they require access to Wave-1 and/or specific Wave-2 data in their project application. If applying for CIN or CLA, sufficient justification will need to be given / demonstrated to access these datasets given the increased sensitivity of these data.