ADR England Research Community Catalyst – Youth Transitions

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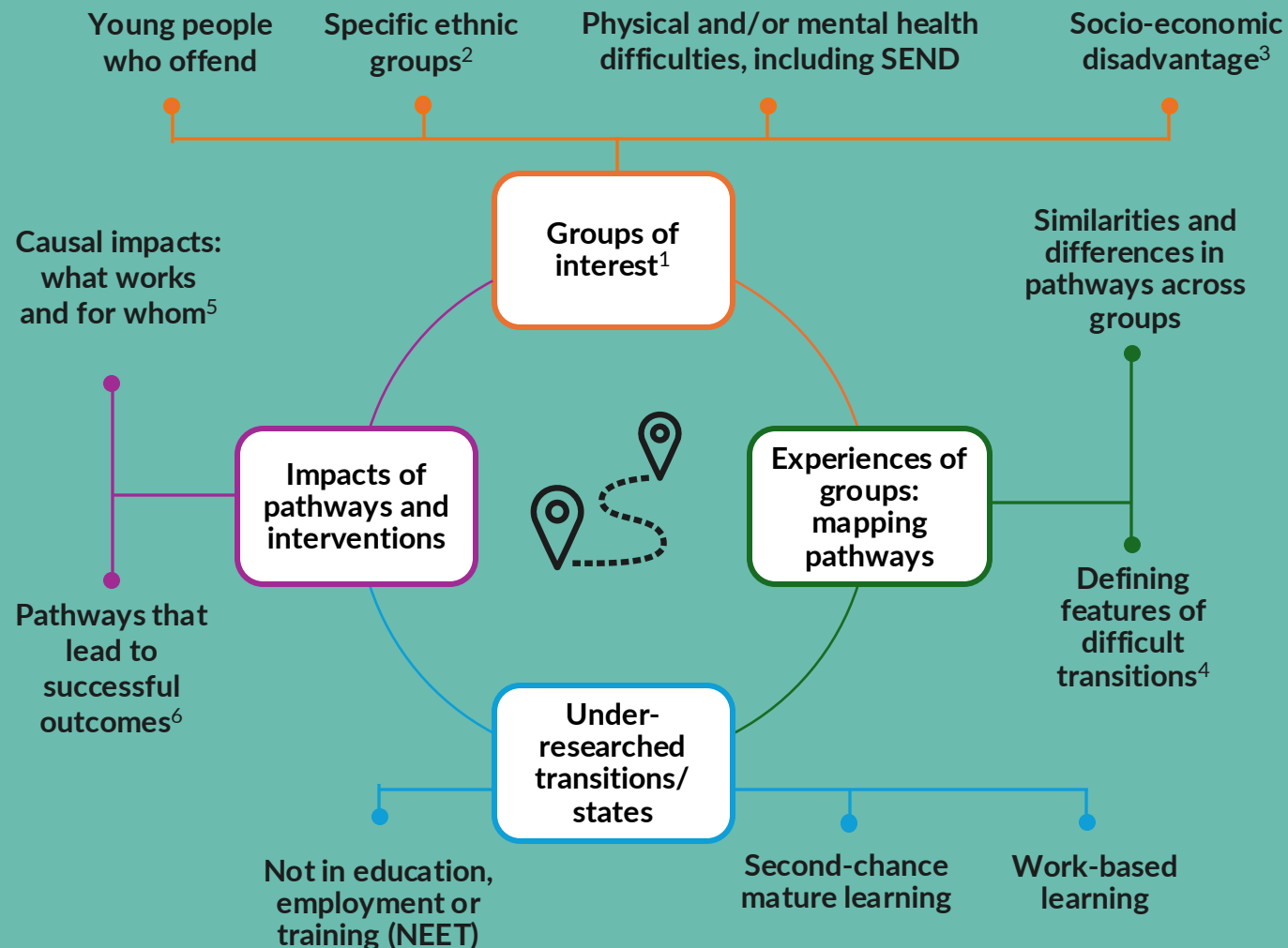(n.agarwal@nfer.ac.uk)

Project Director

National Foundation for Educational Research

Youth transitions research priorities

Understanding post-16 education and labour market pathways using administrative data

Young people who offend

Specific ethnic groups[2]

Physical and/or mental health difficulties, including SEND

Socio-economic disadvantage[3]

Groups of interest[1]

Similarities and differences in pathways across groups

Causal impacts: what works and for whom[5]

Impacts of pathways and interventions

Experiences of groups: mapping pathways

Pathways that lead to successful outcomes[6]

Defining features of difficult transitions[4]

Under-researched transitions/states

Not in education, employment or training (NEET)

Second-chance mature learning

Work-based learning

1 Recognise intersectionality and consider individual characteristics and experiences that tend to co-exist or appear to be over-represented in specific transitions.

2 Avoid higher aggregations and consider sub-groups such as Black Caribbean, Black African, Pakistani, Bangladeshi and Gypsy or Irish Traveller and Roma.

3 Consider richer measures of socio-economic disadvantage, e.g., duration of free school meals (FSM) during school instead of a binary FSM eligibility indicator at a fixed point in time.
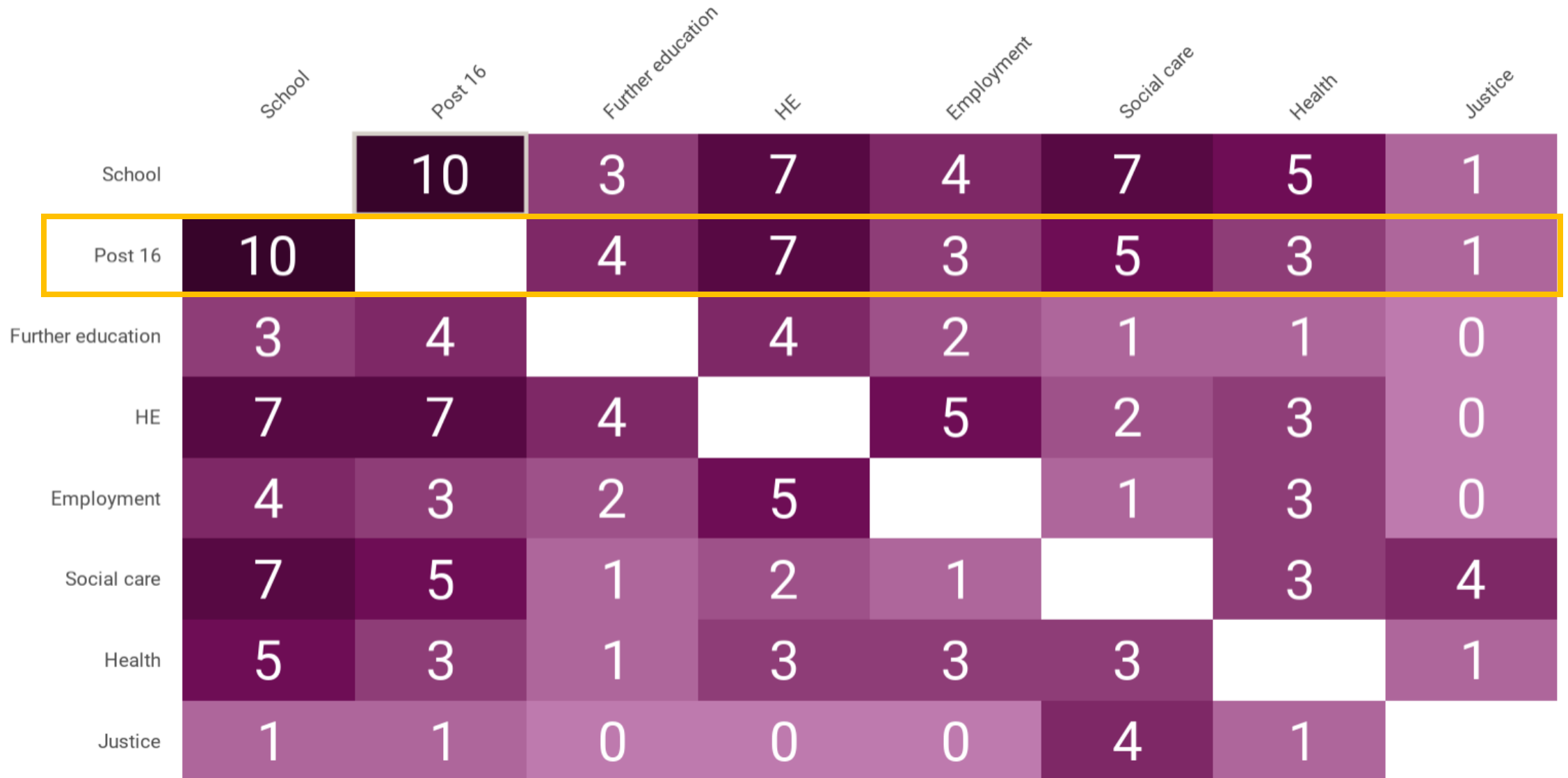
4 This includes, for example, school exclusion, low attainment, non-continuation in higher education.

5 Any investigation on what works must take into consideration extenuating factors such as location, family and school characteristics. The aim should be to develop a theory of change that identifies the core features of a pathway or intervention (and its context) which can be transferred into similar other settings.

6 What is meant by 'successful outcomes' should be defined at the outset of any research.

Data landscape

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

	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	

Data opportunities

COMMUNITY CATALYST • ADR ENGLAND
Youth Transitions

LEO
- Longitudinal Education Outcomes
- DfE, HESA, DWP, HMRC
- School attainment, further education, higher education, employment, salary, benefits
- Study transitions from education to employment

ECHILD
- Education and Child Health Insights from Linked Data.
- DfE and NHS England
- School and pupil characteristics, educational outcomes, hospital episodes
- Understand how education affects children's health and vice versa

Data First - NPD
- Courts, prison and probation data linked to National Pupil Database
- MoJ and DfE
- Educational attainment, exclusions, absences, custody, caution
- Interaction between different systems and services; disrupted journeys

Developments outside England
- Education Outcomes Linkage in Northern Ireland
- Understanding exclusions using linked education, census and hospital admission data in Scotland
- Children missing from education using linked health and education data in Wales

Context for collaboration

OECD's Barriers to research use in policy and practice

Barrier	Category
Lack of relevant research	
Low quality of research	LINEAR
Low accessibility of research	
Lack of relationship between researchers, practitioners and policy makers	
Low levels of skills and capacity of policy makers and practitioners	**RELATIONAL**
Lack of learning opportunities for policy makers and practitioners	
Conflicting time frames of policy, practice and research	
Lack of time to access and engage with research	
Lack of mechanisms facilitating research use	SYSTEM
Lack of financial resources	
Lack of organisational openness to new ideas	
Lack of willingness of policy makers and practitioners	

OECD (2025), Everybody Cares About Using Education Research Sometimes: Perspectives of Knowledge Intermediaries, Educational Research and Innovation, OECD Publishing, Paris, https://doi.org/10.1787/5ef88972-en.

Communication and engagement goals

To build an active, collaborative and sustainable youth transitions research community

Reach

To grow the **number** and **diversity** of researchers and other stakeholders aware of the potential of administrative data to address our research priorities

Education

To improve the **knowledge** and **skills** of researchers and other data users on how to use administrative data to address our research priorities

Collaboration

To facilitate opportunities for academics, policymakers and funders to develop / refine our research priorities and encourage them to explore **research collaborations** or **funding opportunities** in this area

Sustainability

To develop **online communities**, **groups** and **funding commitments** to ensure the long-term sustainability and impact of the project

Questions?