

Using administrative data to map young people's policy journeys:

Challenges and conundrums



About the presentation

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2. Key conundrums
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Context

1. Youth Futures interest in the area
2. Challenges conceptualising the project
3. Aims and research questions
4. The four groups of young people

Overlapping work

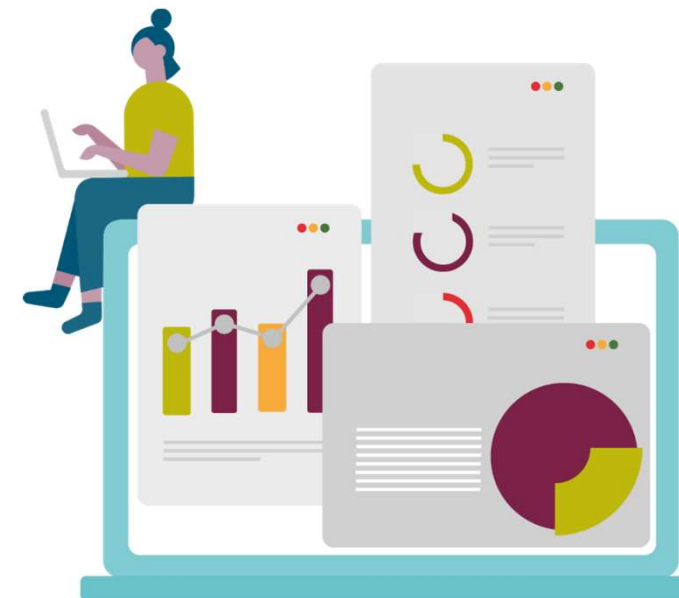
- NfER/ADRUK mapping of administrative data around the education to employment transition (not necessarily the support)
- LGA mapping of contracted education and employment services
- ERSA map of youth employment hubs
- IES school to work mapping of longitudinal data sources
- Leverhulme Trust/MMU longitudinal study mapping NEET interventions



What we did

- Scoping phase
- Support mapping
- Expert review
- Data mapping
- Visual outputs

Reporting June/July



Key conundrums

1. Scope
2. Data mapping
3. Visual representation
4. Methods



What's in scope?

- How do government *policies* help or hinder young people as they transition from education to employment?
- What is a policy? Government *intent* (white paper) versus *delivery*.
- How does this lead to *support* as lived experience of young people navigating the system.

Data mapping: people v. support?

Setting boundaries on datasets to be included:

- Are we including all those that contain data about the four groups of interest?
- Are we only mapping datasets that contain the targeted support available to the 4 groups of young people?
- Where does universal support fit in?
- The 4 groups of interest are not directly comparable.

Methods: process v. outcome?

- **Process focused:** documented searches of ADR UK, UK Data Service, ONS data portals.
- **Outcome focused:** snowballing, staff knowledge, cross-checking with other similar work.
- Availability of data is not static.
- Final method was combination of approaches.
- End result is framework of data sources for Youth Futures to use and add to.



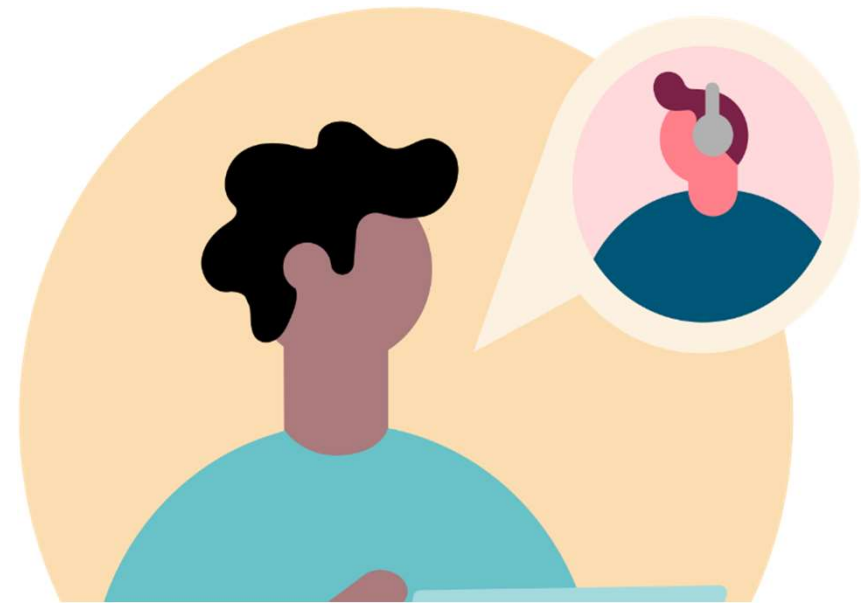
Visual representation: the problem v. the solution?

Having completed the support mapping, and agreed that there are varying types of support:

1. those directly targeted at young people due to their experience of care system or criminal justice system etc.
2. wider support and policies that may interact with targeted support, such as housing, health or the benefits system.
3. support available to help all young people transition through education and training into employment, such as the National Careers Service.

Key learnings / top tips

- Systematic reviews are not always viable or necessary.
- The world of data is “an ocean”... which part do we want to map?
- Value of expert review.



Question for discussion: 1

How have you overcome any of the 4 conundrums in your work?

- Data mapping: people v. support?
- What's in scope when faced with an ocean?
- Visual representation: the problem v. the solution?
- Process v. outcome?

Question for discussion: 2

- What, if anything, is missing from our support mapping visuals?



NB these are currently unpublished, do not remove from room or share outside this room. Published versions will be available in July.

Question for discussion: 3

- What's the most useful way to represent this information to
 - policy makers
 - delivery organisations
 - researchers
 - young people?

Question for discussion: 4

- What, if anything, is missing from our data mapping if limited to datasets that have 'support' in them?

Thank you for listening!

If you would like to be notified when Youth Futures publish this work, please complete the contact list and we will email you a link when available.

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 YouthFuturesFoundation

 @YF_Foundation

 info@youthfuturesfoundation.org

 www.youthfuturesfoundation.org

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