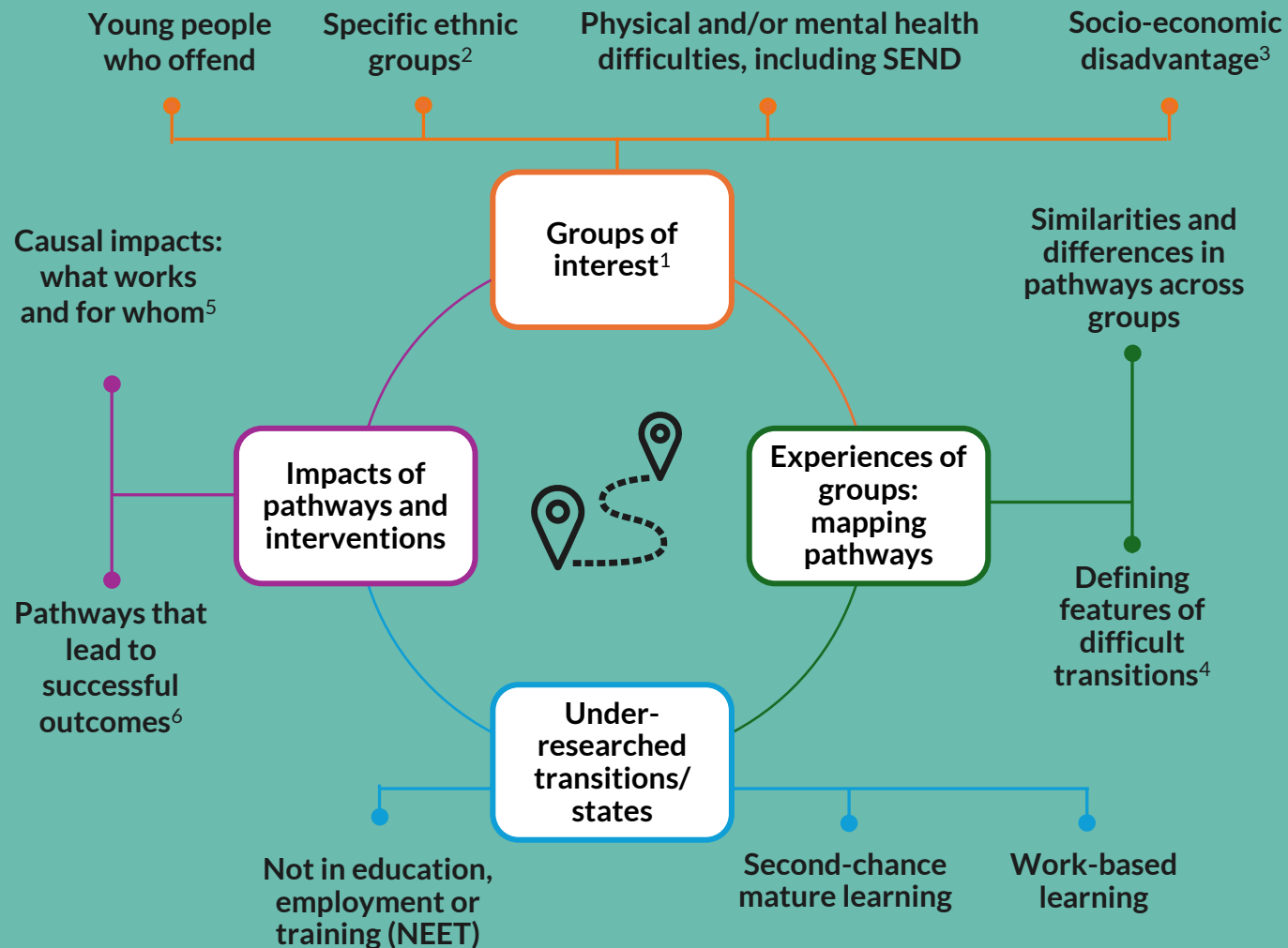


# Youth transitions research priorities

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



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.