



Department
for Education

Summary of longitudinal surveys

Research report

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Contents

Introduction	4
Longitudinal Surveys in England	5
1: 1958 National Child Development Study (NCDS)	5
2: 1970 British Cohort Study (BCS70)	9
3: Youth Cohort Study (YCS)	13
4: British Household Panel Survey (BHPS)	19
5: Avon Longitudinal Study of Parents and Children (ALSPAC)	25
6: Effective Pre-School, Primary and Secondary Education (EPPSE)	30
7: Families and Children Study (FACS)	35
8: Millennium Cohort Study (MCS)	40
9: The Citizenship Education Longitudinal Study (CELS)	45
10: Longitudinal Study of Young People in England (LSYPE)	49
11: Born in Bradford	53
12: Timescapes	56
13: Understanding Society	61
14: Life Opportunities Survey (LOS)	67
15: Longitudinal Study of Young People in England 2 (LSYPE2)	72
16: Life Study	75
Longitudinal Surveys outside England	78
1: Multi-country surveys	78
2: Scotland	82
3: Northern Ireland	84
4: Ireland	86
5: Sweden	88

6: France	90
7: Germany	92
8: Denmark	94
9: USA	96
10: Canada	106
11: Australia	108
12: New Zealand	112
13: South Africa	114

Introduction

This report provides a summary of current and recent longitudinal surveys which are relevant to the Department for Education. The report was compiled in March 2015.

Surveys have been selected for inclusion on the following basis:

- Current or recent surveys (conducted in the last 7-10 years);
- Multi-wave surveys (usually three or more waves);
- Surveys of individuals or households;
- Subject coverage that is relevant to the Department; specifically, surveys covering issues and services for children and young people (aged under 19).

The report has two main sections:

- Surveys conducted in England; for each survey, details are provided on key features, design and topic coverage;
- Relevant surveys outside England; a shorter summary is provided for these surveys.

This report details 16 studies covering England and a further 19 covering other countries which meet the stated criteria. The studies vary by methodology although they are largely quantitative surveys. They also range in size and coverage – covering different areas, regions, England, UK and other countries.

The report is not intended to provide a definitive guide to existing longitudinal surveys; rather it serves as an internal reference document for Department staff wishing to find out more about the longitudinal surveys that are most relevant to the Department's work.

Longitudinal Surveys in England

1: 1958 National Child Development Study (NCDS)

Summary¹

The National Child Development Study (NCDS) is a continuing longitudinal study that seeks to follow the lives of all those living in Great Britain who were born in one particular week in 1958. It started in 1958 as the Perinatal Mortality Survey (PMS). Sponsored by the National Birthday Trust Fund, the survey was designed to examine the social and obstetric factors associated with stillbirth and death in early infancy among the children born in Great Britain.

Surviving members of this birth cohort have been surveyed on nine further occasions in order to monitor their changing health, education, social and economic circumstances.

There have also been surveys of sub-samples of the cohort, the most recent occurring in 1995 (see further details below).

Key features²:

The aim of the study is to improve understanding of the factors affecting human development over the whole lifespan. It collects information on physical and educational development, economic circumstances, employment, family life, health behaviour, wellbeing, social participation and attitudes

Survey details

Sponsor/data owner	Funded by the ESRC (the Economic and Social Research Council). Conducted by Centre for Longitudinal Studies (CLS).
Type of study	Birth cohort survey.
Geographical coverage	Great Britain (England, Scotland, Wales).
Population definition	All babies born in Great Britain during one week in March 1958, plus any additional children also born in the same week who were born outside Great Britain but moved to and were educated within Britain before the age of sixteen.

¹ From [UK Data Service Abstract](#) (accessed 11/3/15)

² From [UK Data Service Abstract](#) (accessed 11/3/15)

Sample design	The original sample comprised all children born (including stillbirths) in Great Britain in one week in March 1958. In later sweeps up to age 16, the cohort was augmented by additional children who were born outside Great Britain but within the target week in 1958. These children had moved to and were educated within Britain before the age of sixteen; these children (born outside Great Britain) comprise the 'cross-sectional' sample.
Weighting	None.
Data collection mode	<p>Data has been collected using a variety of methods: paper, electronic and self-completion questionnaires, clinical records, medical examinations, physical measurements, ability tests, educational assessments and diaries.</p> <p>Most of the sweeps have been carried out face-to face with interviewers in the cohort members' homes, but the age 46 sweep of NCDS was conducted for the first time as a telephone interview (CATI). In the latest sweep (age 55), cohort members were asked to complete the questionnaire online; non-responders were then contacted and asked to do a telephone interview instead.</p>
Sample replacement/refreshment	As noted above, children who were born outside Great Britain were added at sweeps 1-3, but no further attempts were made to augment the sample.
Use of administrative data	Not stated.
Data availability	The data for all NCDS sweeps is available from the UK Data Service .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/technical report	Technical report for age 55 survey (2013/14) . Other technical reports available via survey website .
Link to questionnaires	Available via survey website .

Sample waves and numbers of interviews

Sweep	Year	Age	Achieved interviews
PMS	1958	Birth	17,415
NCDS1	1965	7	15,425
NCDS2	1969	11	15,337
NCDS3	1974	16	14,654
NCDS4	1981	23	12,537
NCDS5	1991	33	11,469
NCDS6	1999/2000	42	11,419
NCDS7	2004/5	46	9,534
NCDS8	2008/9	50	9,790
NCDS9	2013/14	55	8,958

The response rate for the latest wave (NCDS9) was 78%.

There have also been surveys of sub-samples of the cohort, the most recent occurring in 1995 (age 37), when a 10% representative sub-sample was assessed for difficulties with basic skills (SN 4992). Finally, during 2002-2004, 9,340 NCDS cohort members participated in a bio-medical survey, carried out by qualified nurses. The bio-medical survey did not cover any of the topics included in the 2004/2005 survey. Further NCDS data separate to the main surveys include a response and deaths dataset, parent migration studies, employment, activity and partnership histories, behavioural studies and essays.

Data for NCDS have so far been collected from a number of different sources; the midwife present at birth, the cohort members' parents, the head and class teachers, health service personnel, the cohort members themselves, their spouses, cohabitees and children.

Status of the survey

On-going.

Topics covered (overview) in the most recent questionnaire (age 55):

2013:

- Household: partnership history, children, other household members.
- Family: number of grandchildren, looking after grandchildren, parents, caring responsibilities for parents.
- Housing: housing history, current accommodation, housing expenses, housing equity, emigration details.
- Employment and Income: economic activity history, current job details – including pay and hours, retirement expectations, pensions, household income.
- Lifelong learning: qualifications, training.
- Health: general health, specific health problems, menopause (women only), smoking, alcohol, height and weight, well-being, voting, leisure activities.

Previous questionnaires included details on child and parenting, for example:

- The 2000 survey included details on family activities, demands of parenting, physical/emotional/time demands, worries, closeness of family.
- The 1991 survey included questions on child's education and behaviour, child questionnaire (including Maths and English tests).

2: 1970 British Cohort Study (BCS70)

Summary³:

The 1970 British Cohort Study (BCS70) follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970. Over the course of cohort members' lives, the BCS70 has broadened from a strictly medical focus at birth to collect information on health, physical, educational and social development, and economic circumstances among other factors. The BCS70 is conducted by the Centre for Longitudinal Studies (CLS).

The study began in 1970 when data were collected about the births and families of babies born in the United Kingdom in one particular week in 1970. The first wave, called the British Births Survey, was carried out by the National Birthday Trust Fund in association with the Royal College of Obstetricians and Gynaecologists. Its aims were to examine the social and biological characteristics of the mother in relation to neonatal morbidity, and to compare the results with those of the National Child Development Study (NCDS), which commenced in 1958 (held separately at the UK Data Archive under GN 33004).

Key features⁴:

Over time, the scope of BCS70 has broadened from a strictly medical focus at birth, to encompass physical and educational development at the age of 5, physical, educational and social development at the ages of 10 and 16, and physical, educational, social and economic development at 26 years and beyond.

Survey details

Sponsor/data owner	Sponsored by the Economic and Social Research Council (ESRC). Conducted by Centre for Longitudinal Studies (CLS).
Type of study	Birth cohort survey.
Geographical coverage	Great Britain.
Population definition	All children in England, Scotland and Wales born in one week in 1970.
Sample design	No sampling; all eligible children selected.

³ From [UK Data Service Abstract](#) (accessed 12/3/15)

⁴ From [UK Data Service Abstract](#) (accessed 12/3/15)

	<p>In later sweeps, the cohort was augmented by additional children who were born outside Great Britain, but within the target week in 1970, and subsequently moved to and were educated within Britain. Individuals from Northern Ireland, who had been included in the birth survey, were dropped from the study in subsequent sweeps.</p> <p>For further details, see page 9 of 2012 technical report.</p>
Weighting	None.
Data collection mode	<p>Data for BCS70 have so far been collected from a number of different sources (the midwife present at birth, parents of the cohort members, head and class teachers, school health service personnel and the cohort members themselves). Data have also been collected in a variety of ways (paper and electronic questionnaires, clinical records, medical examinations, physical measurements, tests of ability, educational assessments and diaries). The survey was conducted by telephone for the first time in 2008/2009 (age 38).</p> <p>The most recent survey (2012) was comprised of two parts: a 'core' face-to-face interview and a paper self-completion questionnaire.</p>
Sample replacement/refreshment	Later waves of the survey have attempted all original cohort members, irrespective of participation in individual waves.
Use of administrative data	Survey data linked with administrative data held by the NHS, DWP and HMRC.
Data availability	Data for all surveys available from UK Data Service .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/technical report	2012 technical report .
Link to questionnaires	Available via UK Data Service .

Sample waves and numbers of interviews

BCS70 began when data were collected about the births and families of 17,287 babies born in the UK during one week in April 1970. Since then, there have been eight surveys gathering information from respondents living in England, Scotland and Wales.

At age 34 (2004/2005), cohort members' basic skills (literacy and numeracy) were also assessed. In addition, there have been studies of sub-samples of the cohort, for

example, in 1991/1992 a 10% representative sub-sample was assessed for difficulties with basic skills. In 2004, for a one-in-two sample of BCS70 cohort members, information was gathered from and about all natural and adopted children living with them.

Sample waves and numbers of interviews

Sweep	Age	Number of interviews
1970	Birth	16,571
1975	5	13,071
1980	10	14,874
1986	16	11,621
1996	26	9,003
2000	30	11,261
2004	34	9,665
2008	38	8,874
2012	42	9,842

In the most recent (2012) survey, the response rate was 75%

Status of the survey

Ongoing. The next survey is scheduled to take place in 2016, when sample members will be 46.

Topics covered (overview):

- Qualifications and lifelong learning.
- Relationships, parenting and housing.
- Employment and income.
- Health and health behaviour.
- Citizenship and values.

The most recent questionnaires are summarised as follows: [summary document](#) for 2008 and 2012 (see page 15 of the [2012 technical report](#))

The proposed coverage of the next survey (in 2016) can be seen in the [summary of questionnaire content](#) document.

Topics covered in detail (where relevant to DfE):

Qualifications and lifelong learning:

- Qualifications, current/recent courses, learning overview, contact with information technology, literacy and numeracy.

Details about respondent's children:

- Child's physical and mental health, current education and parental aspirations, child's physical and cognitive development, child's behaviour, discipline, school absence/exclusion and reading / schoolwork.

Parenting:

- Parenting styles, parent / child relationship, any parent-child separations, childcare.

The 2004 survey included a child assessment, adapted from the British Ability Scales Second Edition (BAS II), and a child self-completion questionnaire. Topics covered in the child self-completion questionnaire included:

- Leisure time activities, the child's relationship with their parents, their attitudes to school and aspirations for the future, their self-esteem, smoking, drinking, drug use and experience of petty crime.

3: Youth Cohort Study (YCS)

Summary

The Youth Cohort Study (YCS) began in 1985. It was a major programme of longitudinal research designed to monitor the behaviour and decisions of representative samples of young people aged 16 years onwards as they make the transition from compulsory education to further or higher education, or to the labour market. The YCS tries to identify and explain the factors which influence post-16 transitions, for example, educational attainment, training opportunities, experiences at school. YCS covered 13 cohorts and over 40 surveys⁵.

Key features⁶

The longitudinal nature of the YCS enables the Department for Education to establish the education and employment paths that young people take and explore how things develop over time. Finding out about the different routes that young people take helps the Department plan services for different types of young people. It also enables the Department to establish appropriate points in the lives of young people where policy intervention helps to improve their educational and employment outcomes.

Survey details

Sponsor/data owner	Department for Education.
Type of study	Longitudinal panel/cohort.
Geographical coverage	Cohorts One to Twelve cover England and Wales but a change to the methodology means that from Cohort Thirteen, data cover England only.
Population definition	Young people who reached minimum school leaving age (year 11) in a given school year.
Sample design	The YCS sample was designed to be representative of the 16/17 year old population in England and Wales. For cohorts 1-10 a sample of schools was selected by the DfE from records held by the Department and Welsh Office. Headteachers were asked by the DfE to consult pupils about participation in the survey and then only names and addresses of pupils willing to be included in the sample were provided. YCS cohorts 11-13s were selected by taking a random sample of pupils from the Pupil Level Annual School Census (PLASC) which contains name and address details

⁵ From [UK Data Service Abstract](#) (accessed 12/3/15)

⁶ From the [cohort 13 technical report](#) (accessed 12/3/15)

	<p>of young people in Year 11 in schools.</p> <p>Multi-stage stratified random sampling was used for Cohorts One-Five, but the YCS sample has been a single-stage simple random sample since Cohort Six.</p> <p>In spring of the sampling year all schools in England and Wales (excluding special schools), both state maintained and private sector, are sent a return form for sampling. This gives a number of dates, e.g. the 5th, 15th and 25th, and all pupils on the Year 11 roll whose birth dates coincide are sampled. Usually three dates are specified giving a simple random sample of just under 10%. Occasionally more dates are given, either to draw a larger sample overall or only in specific geographical areas where the Principal Investigators wish to over-sample, e.g. the sampling for Cohort Eleven specified three dates for most schools but four dates for schools in LEAs with a high proportion of pupils in ethnic minorities. There are some difficulties with school-level non-response at the sampling stage and to compensate for this there is a further stage of sampling before Sweep One. Here the initial sample is sub-sampled to give a Sweep One final sample that is representative of a population matrix of pupil numbers by school type by sex by region.</p> <p>The methodology of the YCS changed at Cohort Thirteen, to allow linkage with the <i>Longitudinal Study of Young People in England</i> (LSYPE). Samples for Cohort Thirteen and LSYPE were taken from the same academic cohort and their questionnaires and methodology were harmonised to facilitate analysis of the merged datasets. The larger sample from the combined YCS and LSYPE surveys enables analysis at a greater level of detail, for example to show gender differences within a breakdown by ethnic origin.</p> <p>For further details, see page 6 of cohort 13 technical report.</p>
Weighting	<p>Sample design and non-response weights (see page 2 of cohort 13 user guide).</p>
Data collection mode	<p>In cohorts 1-12, the primary mode of interview was by a self-completion postal questionnaire. Telephone interviewing and a web option were also used in order to follow-up non-responders to the postal questionnaire mail out, to boost the response rate.</p> <p>The data collection method for Cohort Thirteen was different to previous YCS surveys. Sweep One used a face-to-face methodology in order to address falling response rates on recent YCS cohorts. Sweeps Two, Three and Four were conducted using a mixed-mode methodology (online,</p>

	telephone and face-to-face interviewing). In particular, there had been concern over differential response rates between high attainers and low attainers, and it was considered that the use of a face-to-face method at Sweep One mixed-mode at Sweeps Two to Four, would boost response rates amongst low attainers.
Sample replacement/refreshment	The sample for each wave was based on individuals interviewed at the previous wave.
Use of administrative data	The YCS data has been linked by DfE to administrative data held on the National Pupil Database (NPD).
Data availability	Data for all cohorts 1-13 available from UK Data Service .
Link to survey home page	Key details available from UK Data Service .
Link to latest user guide/technical report	Cohort 13 technical report . Technical reports for cohorts 1-12 available from UK Data Service .
Link to questionnaires	Available via UK Data Service .

Sample waves and numbers of interviews

The table below shows the details of cohorts (along the top), year of fieldwork (left hand column) and sweeps of fieldwork, showing respondents' age (figures in the body of the table).

For all cohorts, the first survey (or 'Sweep') takes place around six months to one year after pupils have finished Year 11, with subsequent Sweeps taking place annually.

Sample waves and numbers of interviews

Cohorts	1	2	3	4	5	6	7	8	9	10	11	12	13
Year													
1985	16												
1986	17	16											
1987	18	17	16										
1988		18	17										
1989			18	16									
1990				17									
1991				18	16								
1992					17	16							
1993					18	17							
1994			23			18*	16						
1995													
1996							18	16					
1997													
1998								18	16				
1999									17				
2000								20	18**	16**			
2001													
2002										18	16		
2003										19	17		
2004											18	16	
2005											19	17	
2006												18	
2007												19	16
2008													17
2009													18
2010													19

* Cohort 6 was surveyed twice in 1994 (Sweeps 3 and 4).

** These Cohorts were surveyed twice in 2000. Cohort 9 had Sweeps 3 & 4 and Cohort 10 had Sweeps 1 & 2.

Sample size varies between the different cohorts. In the first year of the study (1985), information was collected on around 8,400 individuals, while in the base year of the eleventh cohort (2002) around 16,800 young people were interviewed. Details for the most recent cohort (cohort 13) are as follows:

Sample waves and numbers of interviews

Sweep	Year of fieldwork	Achieved interviews	Response (% of original sample)
1	2007	7,525	69
2	2008	6,295	58
3	2009	5,411	50
4	2010	4,829	44

Status of the survey

The survey ended with cohort 13 (in 2010), after which the cohort was passed to the Centre for Longitudinal Studies.

Topics covered (overview)

Education and training: detailed information on qualifications and post-education transitions to work and training; information on attitudes to post-education choices.

Detailed coverage (based on cohort 13):

- Sweep One:
 - respondents' experiences of year 11
 - careers advice
 - economic activity and their activity history
 - qualifications sought
 - information on Higher Education
 - self completion section (covering risky behaviours)
 - background information about their families
 - attitudes.
- Sweep Two:
 - current activities and activity history
 - jobs and training
 - qualifications being studied for at time of interview
 - higher education
 - young people Not in Employment, Education or Training (NEET)
 - Education Maintenance Allowance (EMA)
 - community cohesion
 - own children and caring responsibilities.

- Sweep Three:
 - current activities, jobs and training; activity history
 - qualifications being studied for at time of interview
 - higher education students
 - potential higher education students
 - sources of information, advice and guidance
 - relationships
 - own children
 - caring responsibilities.
- Sweep Four:
 - jobs and training
 - activity history
 - qualifications being studied for at time of interview
 - NEET
 - apprenticeships
 - higher education students
 - potential higher education students
 - sources of information, advice and guidance
 - own children
 - caring responsibilities.

4: British Household Panel Survey (BHPS)

Summary

The British Household Panel Survey (BHPS) was carried out by the Institute for Social and Economic Research (ISER) at the University of Essex from 1991-2009 (waves 1-18). The main objective of the survey was to further understanding of social and economic change at the individual and household level in Britain (the UK from wave 11 onwards), to identify, model and forecast such changes, their causes and consequences in relation to a range of socio-economic variables. From wave 19, the BHPS became part of a new longitudinal study called Understanding Society, or the United Kingdom Household Longitudinal Study (UKHLS), conducted by ISER. The BHPS sample is part of Understanding Society from wave 2 onwards and BHPS sample members have an identifier within the Understanding Society datasets, allowing users to match BHPS wave 1-18 data to Understanding Society wave 2 data and onwards⁷.

Key features⁸

The British Household Panel Survey began in 1991 and is a multi-purpose study whose unique value resides in the fact that:

- It follows the same representative sample of individuals - the panel - over a period of years.
- It is household-based, interviewing every adult member of sampled households.
- It contains sufficient cases for meaningful analysis of certain groups such as the elderly or lone parent families.

In addition, the sample covers all of the UK and provides robust analysis of England, Scotland, Wales and Northern Ireland.

⁷ From [UK Data Service Abstract](#) (accessed 9/3/15)

⁸ From [survey home page](#) (accessed 9/3/15)

Survey details

Sponsor/data owner	Sponsor: Economic and Social Research Council Principal investigator: University of Essex. Institute for Social and Economic Research.
Type of study	Household Panel.
Geographical coverage	UK. Original sample covered England, Scotland and Wales. The samples in Scotland and Wales were boosted from wave 9, and a new Northern Ireland sample (NIHPS) was added at wave 11 – see sample design below.
Population definition	Population of Great Britain (adults aged 16 or over); from wave 11: population of UK including Northern Ireland.
Sample design	<p>The BHPS was designed as an annual survey of each adult (16+) member of a nationally representative sample of more than 5,000 households, making a total of approximately 10,000 individual interviews. The original sample was drawn from Postcode Address File (PAF).</p> <p>The sample for the subsequent waves consists of all adults in all households containing at least one member who was resident in a household interviewed at wave 1, regardless of whether that individual had been interviewed in wave 1. If original sample members split-off from original households, all adult members of their new households will also be interviewed. Children are interviewed once they reach the age of 16; there is also a special survey of 11-15 year old household members from wave 4 onwards. Thus the sample should remain broadly representative of the population of Britain as it changes through the 1990s. Additional sub-samples were added to the BHPS in 1997 and 1999:</p> <ul style="list-style-type: none"> • From wave 7 to wave 11, the BHPS provided data for the United Kingdom European Community Household Panel (ECHP). As part of this, it incorporated a sub-sample of the original UKECHP, including all households still responding in Northern Ireland, and a 'low-income' sample of the Great Britain panel. • Scotland and Wales Extension Samples, added at wave 9 to boost the samples in these countries. • At wave 11 a substantial new sample in Northern Ireland, the Northern Ireland Household Panel Survey (NIHPS) was added. • British Youth Panel (BYP): the BHPS was supplemented in wave four to include children in sample households and this has been maintained in subsequent waves. The age band is 11 and 15 inclusive. <p>See Page A2-2 of British Household Panel Survey User Manual.</p>

Weighting	Sample design and non-response weights (see page A5-1 of User Manual).
Data collection mode	Face-to-face interview; Telephone interview; Self-completion At wave 9, the survey moved from pen and paper to a Computer Assisted Personal Interview (CAPI) mode of collection.
Sample replacement/refreshment	See sample design above.
Use of administrative data/links to other surveys	The BHPS sample is part of Understanding Society from wave 2 onwards. BHPS questions also have links with a range of other surveys(see page A2-6 of User Manual).
Data availability	Data for all waves 1-18 available from UK Data Service .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/technical report	User guide .
Link to questionnaires	Available via UK Data Service

Sample waves and numbers of interviews

Wave	Year	Households interviewed	Response rate	Full individual interviews
1	1991/2	5,538	74%	9,912
2	1992/3	5,227	89%	9,459
3	1993/4	5,228	88%	9,024
4	1994/5	5,125	87%	9,060
5	1995/6	5,034	86%	8,827
6	1996/7	5,066	87%	9,137
7	1997/8	5,027	92%	9,118
8	1998/9	5,007	90%	8,940
9	1999/2000	4,974	88%	8,820
10	2000/1	4,916	87%	8,701
11	2001/2	4,887	86%	8,590
12	2002/3	4,853	89%	8,383
13	2003/4	4,765	87%	8,264
14	2004/5	4,760	88%	8,080
15	2005/6	4,698	87%	7,994
16	2006/7	4,674	86%	7,946
17	2007/8	4,597	85%	7,766
18	2008/9	4,509	84%	7,500

Status of the survey and Link with Understanding Society

From wave 19, the BHPS was subsumed into a new longitudinal study called *Understanding Society*, or the *United Kingdom Household Longitudinal Study* (UKHLS), conducted by ISER. The BHPS wave 19 is part of *Understanding Society* wave 2 (January 2010 - March 2011) (see under SN 6614). The BHPS fieldwork moved accordingly from September - April to January - March. This means that the gap between interviews 18 and 19 for the BHPS sample ranged between 16 and 30 months rather than the standard 12 months. From wave 2, the BHPS sample is a permanent part of *Understanding Society* and interviews are conducted annually again. BHPS sample members have an identifier within the *Understanding Society* datasets, allowing BHPS users to match BHPS wave 1-18 data to *Understanding Society* wave 2 (and onwards) data. Further information is available on the [web site](#).

Topics covered (overview)

- Property and household details, household finances.
- Neighbourhood and individual characteristics.
- Current employment and employment history.
- Individual finances.
- Health and caring.
- Values and opinions.
- Subjective well-being.
- Computers and computing.
- Fertility and adoption.
- Wealth and debt.
- Crime.
- Ageing and retirement.
- Children and parenting.
- Young person's questions: relationships, behaviour, activities, attitudes.

Topics covered in detail (where relevant to DfE)⁹

Adults 16 or over:

- Educational background and attainments.
- Recent education/training.
- Employment details, including childcare provisions.
- Childcare.
- Parental values.
- Aspirations for children.
- Children and parenting (waves 12 and 17): school choice and educational aspirations; parenting styles.

Young person's questions (wave 4 onwards):

- Use of spare time.
- TV watching.
- Going out.
- Relationships with family and friends.
- Attitudes to issues facing young people.
- Smoking, drugs and alcohol.
- Crime.
- Attitudes to health and family life.
- Diet.
- Sport.
- Subjective well-being.
- Self image.
- Reading and comprehension.
- Pastimes.
- Pocket money, earnings.
- Social and political awareness.

⁹ see pages A2-7 of [user guide](#) for further details:

- Employment aspirations and life after school.

5: Avon Longitudinal Study of Parents and Children (ALSPAC)

Summary

The Avon Longitudinal Study of Parents and Children (ALSPAC, and also known as the 'Children of the 90s' study), which is based at the University of Bristol, is a longitudinal study of a population of children born to mothers resident in one geographic area in England. The overall objectives of the study are to understand the ways in which the physical and social environments interact over time with genetic inheritance to affect health, behaviour and development in infancy, childhood and then into adulthood. Information has been collected at regular and frequent intervals from pregnancy and throughout childhood concerning the child's physical environments, parental characteristics (including economic and educational indicators), social circumstances, and family relationships. ALSPAC recruited more than 14,000 pregnant women with estimated dates of delivery between April 1991 and December 1992, who were living in the Avon Health Authority area, to take part in the study. These women, the children arising from the index pregnancy and the women's partners have been followed up since then and detailed data collected throughout childhood.¹⁰

Key features

Avon Longitudinal Study of Parents and Children (ALSPAC) is the most detailed study of its kind and provides a rich resource for the study of the environmental and genetic factors that affect health and development.

Based at the University of Bristol, the ALSPAC is a world-leading birth cohort study. Between April 1991 and December 1992 more than 14,000 pregnant women were recruited into the study and these women (some of whom had two pregnancies or multiple births during the recruitment period), the children arising from the pregnancy, and their partners have been followed up intensively over two decades¹¹.

Survey details

Sponsor/data owner	Economic and Social Research Council. University of Bristol. Department for Environment, Food and Rural Affairs. Home Office. United States: Department of Health and Human Services, National Institutes of Health.
Type of study	Birth cohort survey.

¹⁰ From [UK Data Service Abstract](#) (accessed 10/3/15)

¹¹ From ALSPAC page on [CLOSER website](#) (accessed 10/3/15)

Geographical coverage	Avon, England.
Population definition	ALSPAC recruited more than 14,000 pregnant women with estimated dates of delivery between April 1991 and December 1992 who were living in the then Avon Health Authority area (now Avon NHS Trust). These women, the children arising from the index pregnancy and the women's partners have been followed up since then and detailed data collected throughout childhood.
Sample design	<p>A poster with information about the study asked interested pregnant mothers to get in touch with the study team. In addition, the local community midwives when interviewing the mother for the first time discussed the study with her, and gave her a card with which to send for further details.</p> <p>Mothers who returned a card were included in the sample.</p>
Weighting	No weighting used.
Data collection mode	<ul style="list-style-type: none"> • Self-completion questionnaires completed by the child's mother. • Self-completion questionnaires completed by the mother's partner. • Assays of biological samples, including genetics. • Medical records. • Educational records. • Information from teachers and head teachers. • Self-completion questionnaires completed by the study child. • Hands-on assessments.
Sample replacement/refreshment	When the oldest children were approximately 7 years of age, an attempt was made to bolster the initial sample with eligible cases that failed to join the study originally. This resulted in an additional 713 children in the sample.
Use of administrative data	Medical records and educational data through National Pupil Database.
Data availability	Some data sets are deposited with the UK data archive, covering the questionnaires from the mothers and partners and data from the hands-on assessments. Otherwise, the data is accessible to bona fide researchers by applying through the ALSPAC website .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/technical report	Overview guide of study design .
Link to questionnaires	The ALSPAC questionnaires are on the study web site.

Sample waves and numbers of interviews

The study includes a large number of questionnaires and assessments from the time of pregnancy onwards. These are outlined in the [Summary of data collected](#), which includes timing of questionnaires, child ages, and numbers of responses.

Status of the survey

Ongoing. A full forecast of all future activities is shown in the [Data Collection Plan 2015](#).

Topics covered (overview)

Data about mothers and partners:

- Physical health, Obstetric health/history, mental health, diet/nutrition, social variables.
- Housing and neighbourhood variables.
- Environmental exposures.
- Substance use.
- Parenting.
- Childcare.

Data about child (provided by child and by mother):

- Child's physical health, mental and cognitive issues, diet/nutrition.
- Environmental exposures.
- Social variables.
- Parenting.
- Childcare/schooling.
- Employment.
- Substance use.
- Activities.

Topics covered in detail (where relevant to DfE)¹²

Parenting	Mother's/partner's feelings towards study child
	Attitudes towards parenting
	Parenting skills/behaviour
	Parent -child relationship and conflicts
	Discipline/punishment
	Parental monitoring , Own space
Childcare	Plans
	Arrangements
Child development	Child mental and cognitive issues
	Parental concerns over development
	Behaviour and temperament, anti-social activities
	Social development
	Communication
	Gender behaviour
	Mood and Feelings, self esteem, self-harm, life events
	Substance use (alcohol, cigarettes, drugs)
Social variables	Other siblings
	Religion
	Friendships
	Romantic relations
Schooling	Type of school
	Transport to/from school
	School meals/packed lunches
	School ability/performance, Key stage grads and aspirations for grades
	School enjoyment, Favourite subjects
	Behaviour/emotions after school
	Problems at school, bullying
	Special needs at school, Educational problems, Disciplinary problems
	Parental aspirations for school/career
	Child's aspirations for further education
	Attitudes towards learning
	Maths and maths teacher
	GCSE choices
	Attendance

¹² See further details in [questionnaire summary document](#).

	Clubs/activities in school
	University applications
Employment	Employment details and aspirations
Activities	TV viewing
	Toys/activities
	Book reading
	Out of school activities, Outings, Indoor /Outdoor activities, Favourite activities
	Help in the home
	Activities with adults and siblings
	Computers/internet
	Mobile phones
Other	pocket money
	Bullying by siblings
	Road safety
	Transport use

6: Effective Pre-School, Primary and Secondary Education (EPPSE)

Summary

The Effective Provision of Pre-school, Primary and Secondary Education (EPPSE) project explored the home, pre-school, primary and secondary school factors that influence, cognitive, educational and social development from age 3/5 to age 16 years. Data for this longitudinal study was collected over the period 1997 to 2013, covering children, families, pre-schools, primary and secondary schools. Data from qualitative case studies was also analysed¹³.

A related study has been conducted in Northern Ireland: Effective Pre-School Provision in northern Ireland (EPPNI), which has followed the progress of over 800 children in Northern Ireland¹⁴.

Key features

The EPPSE research project is a large-scale, longitudinal study of the progress and development of children from pre-school to post-compulsory education. It has followed the same children throughout four phases of their school life.

During each stage of the study an 'educational effectiveness' design has been applied to establish the factors related to children's progress. The EPPSE programme of research represents a major investment into early effectiveness research by the Department for Education (DfE)¹⁵.

Over 13 years of historical data on each member of this large sample includes information on 'soft' outcomes such as social-behaviour, dispositions and well-being alongside 'hard' academic outcomes¹⁶.

¹³ From abstract on [UK Data Service](#) website (accessed 11/3/15)

¹⁴ From [survey home page](#) (accessed 11/3/15)

¹⁵ From [survey home page](#) (accessed 11/3/15)

¹⁶ From [Phase 4 report](#) (accessed 11/3/15)

Survey details

Sponsor/data owner	Sponsors: DfE Principal investigator: University of London. Institute of Education.
Type of study	Panel/cohort study.
Geographical coverage	England; Northern Ireland (EPPNI).
Population definition	Original sample covered children at age 3+ attending pre-school centres.
Sample design	<p>The study involved an original sample of 3,172 children made up of 2,857 children recruited around the age of 3/4 from 141 pre-schools plus over 315 children with no pre-school experience (the 'home' group) who were recruited to the study at age 5 when they entered school. The children's pre-schools were located in six Local Authorities (five regions) in England, which were chosen to provide a sample of urban, rural, inner city and other social demographic populations. The first children were recruited to the project in early 1997.</p> <p>The survey in Northern Ireland (EPPNI) tracked the experiences of over 800 3-4 year olds.</p>
Weighting	No weighting used.
Data collection mode	Face-to-face interview; Postal survey; Educational measurements; Observation; Physical measurements.
Sample replacement/refreshment	The survey was based only on original cohort members.
Use of administrative data	Findings linked to Key stage results and Ofsted data.
Data availability	Data and reports for Phases 1-3 available from UK Data Service . Phase 4 report . See also full list of publications .
Link to survey home page	Details and downloaded materials and publications at the survey home page . See also the home page for EPPNI .
Link to latest user guide/technical report	Reports available at UK Data Service and survey home page .
Link to questionnaires	Summarised in reports, available via UK Data Service and survey home page .

Sample waves and numbers of interviews

Phase	Year	Age	Number of pupils
1	1996-2003	3-7	3,170
2	2003-2008	7-11	3,000 +
3	2007-2011	11-14	2,800 +
4	2008-2013	16+	2,800 +

For further details on the design of each phase, see details on survey home page for [age 3-7](#), [age 7-11](#), [age 11-14](#) and [age 16+](#).

Status of the survey

The study ended with the 16+ phase in 2013, however some limited data matching is being undertaken by the University of Oxford to outcomes at age 18. This will be published in Autumn 2018.

Topics covered (overview):

- Family characteristics: family make-up; parental employment; household income; parenting.
- Household and neighbourhood: home-learning environment; housing type and tenure; out of school learning; neighbourhood characteristics.
- Education and development: social and emotional development from teacher assessments; cognitive tests; educational attainment; pedagogical practices; character and ethos of school and pre-school settings.
- Health: self-perception.

Detail on approach and coverage of each phase:

Ages 3-7:

- The original EPPE longitudinal study (1997-2003) assessed the attainment and development of children between the ages of 3 to 7 years. Both quantitative and qualitative methods (including multilevel modelling) were used to explore the effects of pre-school education on children's cognitive/academic attainment and progress as well as their social-behavioural development at entry to school and any continuing effects on such outcomes two years later at the end of Key Stage 1 (age 7).

Ages 7-11:

- This phase followed the same children to age 11, investigating both pre-school and primary school influences on children's attainment, progress and social/behavioural development.
- Across the first two phases (age 3-11), the study established a developmental profile for each child including cognitive and language assessments (standardised assessments), social and emotional assessments (carried out by key pre-school

and school staff) and self-reports completed by the children themselves. These longitudinal assessments undertaken at age 3, 5, 6, 7, 10 and 11 are the core of the study. The study included parental interviews and questionnaires to find out about the child's history from birth and family demographic characteristics when the child was 3, 6 and 11. Parents were also asked about daily routines and learning activities with their children at home and in the community. The 141 pre-school settings and a subset of the primary schools children attended (125 school in Year 5) were studied through interviews, questionnaires and observations. The project also used data on Key Stage 1 (KS1) and Key Stage 2 (KS2) National assessment scores for every child in England, grouped by the schools they attended, to calculate academic effectiveness measures for primary schools.

Ages 11-14:

- This phase follows the same cohort to the end of Key Stage 3 (age 14). The study applied an 'educational effectiveness' design to establish the factors related to children's progress and used intensive case studies and classroom observations to 'un-pack' effective practices. As well as examining the enduring impact of early experiences, it considers aspects of teenage behaviour.
- Statistical models were used to predict students' academic outcomes and social-behavioural developmental progress in KS3 allowing for differences in their families, home environments, schools, and neighbourhoods.
- The KS3 academic outcomes were attainment in English, maths and science derived from Teacher Assessment National Curriculum levels. Social-behavioural outcomes were 'self-regulation' (problem solving, motivation, self-confidence, assertiveness etc.), 'pro-social' behaviour (peer empathy, co-operation, altruism etc.), 'hyperactivity' (reduced self-control, impulsiveness etc.) and 'anti-social' behaviour (verbal abuse, aggression etc.). Students' dispositions were measured in six areas: 'enjoyment of school', 'academic self-concept (English and maths)', 'popularity', 'citizenship values' and 'anxiety'. In addition, selected Ofsted inspection judgements were used as external indicators of the quality of secondary schools.
- Insights into the influence on student attainment and development during KS3 were collected from a range of sources: CVA measures, Ofsted judgements and questionnaires to students, teachers and parents. Two student questionnaires, 'All about Me' and 'All about Me in School', provided student report data about their secondary school as well as their own dispositions to learning in their early teenage years. In addition, Heads of Year 9 (HoY9) and parents were surveyed about their views on school and students. The 50 qualitative case studies of students' learning trajectories.

Ages 16+

- This extension to the project continued to follow the same group of students through their final year of compulsory schooling and on to their post 16 educational, training and employment choices.
- This phase of the research explored how different stages of education, student characteristics, family background, and home and out of school learning, are related to students' GCSE attainment and progress, their social behaviour, dispositions, views of school, and future destinations at age 16. The research also estimates some of the economic returns from society's investment in early education.
- GCSE outcomes and other information has been collated for students remaining (around 80%) from the original sample, although numbers vary depending on the outcome being studied. External indicators of secondary school quality were obtained from Ofsted and the DfE. The latter included CVA2 (Contextualised Value Added) measures on individual schools. Measures of social behaviour were derived from teacher ratings. Secondary school experience was collected from the students by survey in Year 11. Six months after finishing Year 11 the young people were also asked about their current studies, training and/or employment. The statistical analyses include exploratory and confirmatory factor analyses along with multilevel modelling.

7: Families and Children Study (FACS)

Summary¹⁷:

The Families and Children Study (FACS), formerly known as the Survey of Low Income Families (SOLIF), originally provided a new baseline survey of Britain's lone-parent families and low-income couples with dependent children. The survey was named SOLIF for waves 1 and 2, and FACS from wave 3 onwards.

The FACS study has become a 'true panel', whereby respondents in 1999 have been re-interviewed in subsequent annual waves. Starting with wave 3 (2001) the survey was extended to include higher-income families, thereby yielding a complete sample of all British families (and the subsequent name change). From wave 4 (2002) onwards, longitudinal comparisons can be made.

Key features¹⁸:

The main objectives of the survey are to:

- Evaluate the effectiveness of the Government's work incentive measures in terms of helping people into work, improving living standards and improving child outcomes.
- Compare the living standards and outcomes for children and for families across the income distribution.
- Compare changes in the above across the waves since 1999.

FACS also aims to provide commentary on longer-term objectives such as the Government's Public Service Agreement to eradicate child poverty within a generation.

¹⁷ From [UK Data Service](#), accessed 10/3/15

¹⁸ From [user guide](#), accessed 10/3/15

Survey details

Sponsor/data owner	Sponsors: Department for Work and Pensions, HM Revenue and Customs, Department for Education and Skills, Department for Transport. Data collector National Centre for Social Research.
Type of study	Longitudinal panel/cohort.
Geographical coverage	Great Britain.
Population definition	The study was initially based on interviews with low-income parents living in Great Britain during 1999. From 2001 onwards, higher-income couples were included to yield a complete sample of all British families with dependent children. Parents were defined as anyone over the age of 15 years who had parental custody of either a child aged 16 years or less, or 18 years or less and in full-time education. See documentation for further details.
Sample design	Multi-stage stratified random sample. The basic design is of a panel study, with sample boosters that ensure cross-section representativeness in each year. Samples in 1999/2000 were only of lone parents and low-income couples with children (approximately the poorest 40% of couple families). In 2001 the sample was extended to all families with children, by including higher income families previously screened out. The sample is taken from Child Benefit records, so is strictly a sample of Child Benefit recipients rather than of all British based families with children.
Weighting	There are separate panel weights covering the original 1999 sample (wLWOF) and covering the 2001 sample of all families (wLWAF). These are designed to deal with differential attrition. See page 27 of user guide .
Data collection mode	Face-to-face interview; self-completion.
Sample replacement/refreshment	Each year the longitudinal sample is refreshed with a booster sample of new families in order to ensure it is representative of all families. The booster sample is made up of 'new' families (where there has been the birth of a baby), and 'in-movers' - families new to the sampled postcode areas. See page 7 of user guide .
Use of administrative data	Survey data have been linked to employment, tax and benefit data.
Data availability	Data for all sweeps 1-10 available from UK Data Service .
Link to survey home page	Most details are available at the UK Data Service . Also see the National Centre for Social Research web page

	See list of published FACs reports – page 35 of user guide.
Link to latest user guide/ technical report	User guide.
Link to questionnaires	Available via UK Data Service

Sample waves and numbers of interviews

Wave	Year of fieldwork	Achieved interviews	Response rate
1 (baseline)	1999	4,659	50
2	2000	4,720	78
3	2001-2	8,057	80
4	2002-3	7,878	80
5	2003-4	7,740	82
6	2004-5	7,469	80
7	2005-6	7,656	83
8	2006-7	7,461	84
9	2007-8	5,818	84
10	2008-9	5,888	82

More detail can be found on page 11 of the [user guide](#)

Status of the survey

The survey ended in 2008.

Topics covered (overview):

Topics covered in the main interview include:

- Household characteristics.
- Housing: Type of property and tenancy and quality of housing, housing finance.
- Health and well-being.
- Childcare provision.
- Use of local services.
- Education and training.

- Employment and barriers to work.
- Level and sources of family income.
- In-work support through the use of Working Families' Tax Credits (and its replacement system, the New Tax Credits).
- Receipt of benefits (In-work support for families through Working Tax Credit and Child Tax Credit; Families' type and value of benefits and families on Income Support).
- Money management, savings and debt.
- Material deprivation.

Questionnaire coverage by respondent:

- The core FACS interviews are with the 'main respondent' (typically the mother figure in the household), and a partner interview¹⁹.
- Topics covered include household characteristics, health and well-being, children's schooling, behaviour and childcare provision, use of local services, education and training, employment, family income, in-work support through the use of Working Families' Tax Credits (and its replacement tax credit system), receipt of benefits, child maintenance, money management and savings, housing, and material deprivation. The wave 7 (2005) questionnaire included a new section on social capital for main respondents and partners.
- Waves 1-3 (1999-2001) also included a self-completion questionnaire for the main respondent and their partner, covering morale and various attitudinal questions. This was dropped for wave 4.
- Waves 5, 6, 8, 9 and 10 (but not wave 7) included a short self-completion questionnaire for all children aged 11 to 15 in the family. The children's questionnaire covered leisure time activities, computer access, social participation, sport and organised activities, use of local amenities and attitudes to neighbourhood, alcohol use, smoking, illegal drug use, self-esteem, health and happiness, attitudes to school and schoolwork, relationship with parents, and income.

¹⁹ Partners in the household were also interviewed up to wave 8. For waves 9 and 10, a short proxy interview was completed with the main respondent.

Topics covered in detail (where relevant to DfE):

Household	Characteristics of families with children
Health and development	Health and longstanding illness/disability of mothers and children
	Children's physical activity
	Children's socialising
	Time spent by children watching TV and on computers
	Children's problems with drink, drugs and alcohol
	Problems with the police
Qualification	Education and training qualifications within families
Childcare	Use of formal and informal childcare, including amount of time and costs
	Sources of information about childcare
	Attitudes to local childcare provision
Parenting	Arrangement and payment of child maintenance and contact between children and absent parents
	Parental aspirations for children
	Attitudes to work, parenting and family life, and future plans
	Parental restrictions
Services for children and young people	Mothers' awareness of the Connexions service
	Use and opinions of local services for children and young people
Environment	Mothers' satisfaction with local area
	Children's attitudes to local area
School	Travel to school
	Performance in major subjects
	Home work
	Special Educational Needs (SEN)
	Exclusions, behavioural problems at school
	Bullying
	Children's attitudes to school

8: Millennium Cohort Study (MCS)

Summary

The study aims to chart the conditions of social, economic and health advantages and disadvantages facing children born at the start of the 21st century. The study has been tracking the 'Millennium children' through their early childhood years and plans to follow them into adulthood. It also provides a basis for comparing patterns of development with the preceding cohort studies (the National Child Development Study (NCDS) and the 1970 Birth Cohort Study (BCS70) ²⁰.

Key features²¹

- Unlike previous birth cohort studies, MCS covers births over a full year rather than those that took place in a particular week. This means that it can measure differences in children's outcomes depending on the month they were born. For example, it is known that children who are young for their school year (born in July or August), are less likely to do well, other things considered, than their older counterparts (born in September or October).
- It follows up children across all four countries of the UK. In fact, it has oversamples from the three smaller countries, so that it is possible to compare all four countries with each other, as well as to look at the UK as a whole.
- It oversamples children from wards with higher concentrations of minority ethnic families and with higher concentrations from disadvantaged backgrounds.

²⁰ From [UK Data Service Abstract](#) (accessed 4/3/15)

²¹ [From 2012 technical report](#) (accessed 4/3/15)

Survey details

Sponsor/data owner	Funded by the ESRC (the Economic and Social Research Council) and a consortium of government departments coordinated by the Office for National Statistics (ONS). Conducted by Centre for Longitudinal Studies (CLS).
Type of study	Birth cohort survey.
Geographical coverage	UK.
Population definition	The sample population for MCS was drawn from all live births in the United Kingdom over 12 months (from 1 September 2000 in England and Wales and for 59 weeks from 22 November 2000 in Scotland and Northern Ireland).
Sample design	Multi-stage stratified random sample (see page 5 of guide to datasets). Selection from Child Benefit Register..
Weighting	Sample design and non-response weights (see page 15 of guide to datasets).
Data collection mode	Face-to-face interview; Self-completion; Psychological measurements; Educational measurements; Observation; Physical measurements.
Sample replacement/ refreshment	<p>Sweep 2 sample included another 1,389 'New Families' in England who appeared to have been living in sample wards at the time of MCS1, but whose addresses reached DWP records too late to be included in the first survey.</p> <p>Sweeps 3-5 attempted to contact all families who had participated in Sweep 1 (irrespective of participation in subsequent sweeps).</p>
Use of administrative data	<p>MCS has collected consents to link to a range of other data:</p> <ul style="list-style-type: none"> Geographically Linked Data including Index of Material Deprivation (IMD) and Rural Urban Indicators. Linked education records were obtained from the National Pupil Database (England and Wales), and the Attendance, Absence, Pupil Census and School Meals Survey in Scotland.
Data availability	Data for all sweeps 1-5 available from UK Data Service .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/ technical report	Sweep 5 technical report . Guide to all datasets sweeps 1 to 5 .
Link to questionnaires	Available via UK Data Service

Sample waves and numbers of interviews:

Sweep	Year	Age	Achieved response (families)	Response (overall response rate)	Questionnaires
MCS1	2001/2	9 months	18,552	68%	Co-resident parents.
MCS2	2003/4	3	15,590	78%	Co-resident parents, older sibling; cognitive assessment and observations of child; interviewer neighbourhood assessment.
MCS3	2006	5	15,246	79%	Co-resident parents, older sibling; cognitive assessment and observations of child.
MCS4	2008	7	13,857	72%	Co-resident parents, cognitive assessment and observations of child; child questionnaire; teacher assessment.
MCS5	2012/13	11	13,287	69%	Co-resident parents, cognitive assessment and observations of child; child questionnaire; teacher assessment.

Status of the survey

Sweep 6 of the survey will be conducted in 2015 (age 14).

Topics covered (overview):

- Household characteristics: family size and make-up, including non-resident parents; employment and worklessness; estimated household income; parenting styles; family networks.
- Child development: growth and health; physical and cognitive development; cognitive testing; food and nutrition; family and friends; activities outside school; child attitudes; growing up.
- Service use: antenatal and maternity care; childcare; healthcare; primary schooling.
- Environment: housing type and quality; access to transport; neighbourhood characteristics; neighbourhood deprivation.

Topics covered in detail (where relevant to DfE)²²:

Household	Household composition
	Non-resident parents
Health and development	Child's health and development
	Child temperament and behaviour
	Child wellbeing and self esteem
	Attitudes and aspirations
	Child height and weight, other physical checks
	Child assessments and tests
	Relationship with siblings
	Older siblings: behaviour, development, activities, contact with services
	Child activities outside school
	Friends
	Internet and social networking
	Bullying
	Risky behaviours (e.g. smoking, drinking)
Childcare	Childcare arrangements
	Types of support for child and family
Parenting	Attitudes to parenting
	Father's involvement in parenting
	Parent-child relationship
	Parenting activities
	Parent relationships and history
	Parental attitudes
	Parental health and lifestyle
	Discipline
Environment	Home environment
	Housing
	Family context
	Neighbourhood
School	Pre-school education
	Primary education
	Secondary education
	Experience/attitudes to school
	Suspensions, exclusions, truancy
	SEN/additional support needs

²² see pages 30-37 of [guide to datasets](#) for further details:

	Parental interest in education
	Setting and streaming

9: The Citizenship Education Longitudinal Study (CELS)

Summary

This study focused on citizenship education in England. It sampled a cohort of young people at age 11 (school year 7); these were the first cohort to have had a compulsory entitlement to citizenship education.

Key features²³:

CELS is the biggest and longest-running study about the impact of citizenship education anywhere in the world.

- The aim of CELS is to study the effects of the compulsory citizenship education curriculum on young people and schools in England, and answer key questions such as:
 - What are the effects of citizenship education on the knowledge, skills and attitudes of young people?
 - How is citizenship education being delivered in schools, and how are these different delivery methods shaping outcomes for students and schools?

To answer these questions, CELS uses a combination of case study visits to schools and regular surveys with young people, teachers and school leaders. This enabled CELS to examine some of the short- and long-term impacts of citizenship education, and what citizenship means to young people in England today.

²³ From [NFER survey home page](#) (accessed 13/3/15)

Survey details

Sponsor/data owner	CELS was run by NFER (the National Foundation for Educational Research) and funded by the DCSF.
Type of study	Cohort survey, alongside other research elements (see below).
Geographical coverage	England.
Population definition	Young people who entered secondary school in England in 2002.
Sample design	<p>CELS administers two survey strands which are distinct, but linked.</p> <ul style="list-style-type: none"> • A longitudinal survey. This tracks the cohort of young people who entered secondary school in 2002 and are therefore the first to have a continuous entitlement to citizenship education. Tracking runs between ages 11 and 18, in years 7, 9, 11 and 13 and is based on a complete cohort from a sample of 75 schools (approximately 11,250 students). • A cross-sectional survey. Each wave was based on a sample of 300 schools and colleges (approximately 2500 students in each of years 8, 10 and 12). The cross-sectional survey provides data that can be cross-referenced with the data from the longitudinal survey in order to provide a broader context for the results from the longitudinal survey cohort. <p>In all of the participating schools and colleges, one senior manager and five teachers were also asked to complete questionnaires.</p> <p>CELS also includes 12 longitudinal case studies. The case-study schools were selected from the sample of schools taking part in the surveys, with around half being from the longitudinal survey sample. School visits include student discussion groups and in-depth interviews with senior leaders, co-ordinators and teachers.</p> <p>For the longitudinal survey:</p> <ul style="list-style-type: none"> • A random sample of 240 schools with at least 20 students in Year 7 was drawn from the NFER register of schools in England, stratified by school size and region.
Weighting	No details given in reports.
Data collection mode	Paper self-completion questionnaire. At waves 1-3, students were contacted via schools, at wave 4 they were contacted directly.
Sample replacement/refreshment	Over time, there was considerable attrition from the original sample. As a result, the longitudinal sample was topped-up in 2008 with students from the CELS cross-sectional survey, who were then in Year 12, and who were of the same age group as those from the longitudinal CELS survey that started when the pupils were in Year 7. These young people were also approached in 2009 and asked to participate in the fourth sweep of the longitudinal

	survey.
Use of administrative data	No details given in reports.
Data availability	Findings available in the report series and other publications/resources . Key individual reports: Wave 1 longitudinal report . Final report .
Link to survey home page	NFER survey home page .
Link to latest user guide/ technical report	See report series .
Link to questionnaires	Summarised in report series .

Sample waves and numbers of interviews

Year	Longitudinal	Cross-sectional
2001-2		Survey of students in years 8, 10 and 12
2002-3	Survey of pupils in year 7	School visits
2003-4		Survey of students in years 8, 10 and 12. School visits
2004-5	Survey of pupils in year 9	School visits
2005-6		Survey of students in years 8, 10 and 12
2006-7	Survey of pupils in year 11	
2007-8		Survey of students in years 8, 10 and 12. School visits
2008-9	Post-16 survey	

In the longitudinal survey:

- At wave 1, 240 schools were selected for the survey, of which 112 returned questionnaires; this included 18,583 student questionnaires.
- At wave 2, 91 schools participated, with 13,643 student questionnaires returned.
- At wave 3, 85 schools participated, with 11,103 student questionnaires returned.
- At wave 4, students were contacted directly; 1,343 questionnaires were returned, 18% of those for whom contact details were available.

Status of the study

Completed in 2009.

Topics covered:

Variables include students' experiences of citizenship, schools and communities (local and wider), awareness of current affairs, media, politics, neighbourhood, civic participation, volunteering, school ethos and democracy, social activity.

The analysis examined:

- The extent of students' exposure to and experiences of, citizenship education.
- The development of citizenship skills and understanding as individual students move through secondary school and how this influences the opportunities for participation in, and actual participation in school and wider community activities.
- Changes in the perceptions of young people over time, as citizenship education becomes embedded in schools.
- Practitioners' views on citizenship education (its implementation, delivery and monitoring) and related training (its availability, quality and applicability) and how their views change over time.

10: Longitudinal Study of Young People in England (LSYPE)

Summary

The Longitudinal Study of Young People in England (LSYPE), also known as Next Steps, commissioned by the Department for Education (formally the Department for Children, Schools and Families) is a major panel study of young people. The study began in 2004, when its sample of young people were aged between 13 and 14. The LSYPE is one of the main information sources for the formation and appraisal of policies relating to young people. The baseline data can be used to monitor the progress of the cohort group, evaluate the success of policies aimed at this group and provide an evidence base for further policy development. The study brings together data from a wide range of sources and reflects the variety of influences on learning and progression. Annual interviews obtain information from the young person and additional information from a main and second parent interview.²⁴

Key features²⁵:

Next Steps is one of the biggest and most important studies of young people ever, not just in England but anywhere in the world. By following the lives of young people, researchers are able to understand:

- How circumstances and experiences in early life affect outcomes later on.
- How health, wealth, family, education and employment are linked.
- How these aspects of life vary for different people and across generations.

Research based on the information provided has informed government policy on a wide range of issues, and ultimately helped bring about better schools, colleges and services for all young people.

²⁴ Adapted from [UK Data Service Abstract](#) (accessed 6/3/15)

²⁵ From [Next Steps survey home page](#) (accessed 6/3/15)

Survey details

Sponsor/data owner	Commissioned by the former Department for Education and Skills (DfES) in 2004. The study has been subsequently managed by the predecessor departments of DfES; the Department for Children, Schools and Families (DCSF) (2007 to 2010) and the Department for Education (DfE) (2010 to 2011). The Institute of Education (IOE) have since taken over responsibility for the study.
Type of study	Cohort survey.
Geographical coverage	England.
Population definition	Young people in Year 9 attending maintained schools, independent schools and pupil referral units in England in February 2004. All sample members were born between 1st September 1989 and 31st August 1990.
Sample design	<p>Multi-stage stratified random sample. The survey was sampled from the year 9 pupil records of schools throughout England (both maintained and independent schools, and mainstream and special schools). The sample was boosted with pupils from certain ethnic groups and with those attending schools in areas with high levels of deprivation (see page 7 of user guide for further details). The wave 4 sample frame also included an ethnic minority boost of six hundred Black African and Black Caribbean young people. This sample was selected from schools who did not co-operate in the initial wave 1 sampling frame.</p> <p>The original LSYPE sample was taken from the same academic cohort as the sample for Cohort Thirteen of the Youth Cohort Study (see later section); questionnaires and methodology were harmonised to facilitate analysis of the merged datasets. The larger sample from the combined YCS and LSYPE surveys enables analysis at a greater level of detail, for example to show gender differences within a breakdown by ethnic origin.</p>
Weighting	Sample design and non-response weights (see page 55 of user guide for waves 1-7).
Data collection mode	Face-to-face interview; Telephone interview; Self-completion. At waves 1-5, interviews were conducted with the young person, as well as a main and second parent. At waves 5-7, only the young person was interviewed.
Sample replacement/refreshment	The sample for each wave was based on families interviewed at the previous wave. In addition, a small number of families that had only participated in wave 1 volunteered to re-enter the survey at either wave 4 or wave 5.
Use of	The data have been supplemented by linkage to administrative

administrative data	records such as the National Pupil Database (NPD) and other data sources such as geo-demographic data from the 2001 Census. See page 77 of user guide for further details.
Data availability	Data for all waves 1-7 available from UK Data Service .
Link to survey home page	Survey home page .
Link to latest user guide/ technical report	User guide for waves 1-7 .
Link to questionnaires	Available via UK Data Service

Sample waves and numbers of interviews

Wave	Year of fieldwork	Respondent age	Achieved interviews	Response rate
1	2004	13-14	15,770	74%
2	2005	14-15	13,539	86%
3	2006	15-16	12,439	92%
4	2007	16-17	11,449	92%
4 boost	2007	16-17	352	59%
5	2008	17-18	10,430	88%
6	2009	18-19	9,799	87%
7	2010	19-20	8,682	90%

Status of the survey

Wave 8 of the survey will be conducted in 2015 (age 24-25). A second cohort (LSYPE 2) has also started – see next section.

Topics covered (overview)

- The young person's family background.
- Parent's socio-economic status.
- Personal characteristics.
- Attitudes, experiences and behaviours.
- Attainment in education.
- Parental employment.
- Income and family environment as well as local deprivation.
- The school(s) the young person attends/attended.
- The young person's post-16 plans and activities.

A detailed summary of topics covered in the survey can be found in the [user guide](#) (pages 30-31).

11: Born in Bradford

Summary

Born in Bradford is a long term study of a cohort of 13,500 children, born at Bradford Royal Infirmary between March 2007 and December 2010, whose health is being tracked from pregnancy through childhood and into adult life. A birth cohort study is a powerful way of researching into the many influences that shape our lives: our parents and our wider family, our genes, the way we choose to live, the local environment, the services we access and how all these come together to affect our health and well-being. The information collected from the BiB families is being used to find the causes of common childhood illnesses and to explore the mental and social development of this new generation²⁶.

Key features²⁷

The Born in Bradford cohort study offers a unique window of opportunity to initiate an innovative and multidisciplinary programme of research. By recruiting pregnant women, their partners and their newborn babies to the cohort, this study offers the potential to:

- Assess the determinants of childhood and adult disease.
- Assess the impact of migration.
- Explore the influences of pregnancy and childbirth on subsequent health.
- Generate and test hypotheses that have the potential to improve health for some of the most disadvantaged within our society.

The Bradford community provides a unique setting for a birth cohort study exploring the determinants of childhood and adult disease because of its diversity of population and high levels of ill-health.

²⁶ From [survey website](#) (accessed 12/3/15)

²⁷ [Survey website](#) (accessed 12/3/15)

Survey details

Sponsor/data owner	Bradford Institute For Health Research.
Type of study	Birth cohort survey.
Geographical coverage	Bradford, England.
Population definition	Mothers were eligible to enter the study if they planned to give birth in the Bradford Royal Infirmary between 2007 and 2011.
Sample design	Between 2007 and 2011, detailed information on socio-economic characteristics, ethnicity and family trees, lifestyle factors, environmental risk factors and physical and mental health has been collected from 12,453 women with 13,776 pregnancies (recruited at ~28 weeks) and 3448 of their partners.
Weighting	Details not available.
Data collection mode	Interviewer-administered (face-to-face) and self-completion questionnaires, assessments.
Sample replacement/refreshment	None.
Use of administrative data	Not known.
Data availability	Applications for use of the data need to be made to the project team .
Link to survey home page	Details and downloaded materials and publications at the survey home page .
Link to latest user guide/technical report	Information on survey website .
Link to questionnaires	Available via survey website .

Details of individual questionnaires

The study includes:

- Baseline questionnaires with mother and partner (before the child's birth).
- Questionnaires at 6, 12, 18, 24 and 36 months.
- 'Starting School' survey: Literacy, movement and wellbeing assessment of children aged 4-5.
- Reception year measurements.
- Pre-schoolers in the playground survey.
- Health in schools: questionnaires for reception year teachers.

Status of the survey

Ongoing.

Topics covered:

- Household characteristics.
- Childcare arrangements.
- Nursery/pres-school details.
- School details.
- Transport.
- Child:
 - General health and illnesses.
 - TV viewing.
 - Physical activity.
 - Use of play areas outside the home.
 - Food and diet.
 - Behaviour, strengths and difficulties.
- Parents:
 - General health and illnesses.
 - Parental lifestyle and diet, physical activity.
 - Employment..

12: Timescapes

Summary

The Timescapes project was the first major qualitative longitudinal study to be funded in the UK, and explored how personal and family relationships develop and change over time. The project researchers focused on relationships with significant others: parents, grandparents, siblings, children, partners, friends and lovers. They investigated how these relationships affected people's well-being and life chances, and considered the implications for the long term resourcing of families. Timescapes ran for five years from February 2007, funded by the Economic and Social Research Council (ESRC)²⁸.

Key features²⁹

The study uses the lens of three timescapes – biographical, generational and historical time, and seeks to develop fresh insights into the multiplicities of time in lived experience. The study uses and develop qualitative longitudinal (QL) methods that allow for finely grained understandings of temporal processes in people's lives. The study has both theoretical and practical relevance. Firstly it will yield valuable data on the dynamics of personal lives and relationships that will fill gaps in our substantive and theoretical knowledge and be of relevance for social policy. Secondly, the study will establish a specialist archive of data for sharing and re-use within and beyond the academic community. The archive will represent a rich and detailed historical resource on the dynamic nature of human sociability and belonging at the turn of the millennium, illuminating basic and important human experiences that are common to all.

²⁸ From the [study website](#) (accessed 13/3/15)

²⁹ From [study overview report](#) (accessed 13/3/15)

Survey details

Sponsor/data owner	Funded by the Economic and Social Research Council.
Type of study	Series of qualitative panel/cohort studies.
Geographical coverage	England, Scotland.
Population definition	Purposively selected sample of people and families.
Sample design	Qualitative study, selection based on Purposive selection/case studies.. Collectively, the projects included 318 people from all walks of life, living in varied communities across the UK.
Weighting	n/a
Data collection mode	Face-to-face qualitative interviews.
Sample replacement/ refreshment	None.
Use of administrative data	N/a
Data availability	Publications and outputs.
Link to survey home page	Timescapes home page.
Link to latest user guide/ technical report	Study overview report.
Link to questionnaires	n/a

The study is organised into a series of strands and projects that run concurrently over a five year period:

- [Siblings and Friends](#) tracked the lives of fifty children from mid-childhood to young adulthood.
- [Young Lives and Times](#) followed an age cohort of young people from varied backgrounds as they grew through their teenage years and into early adulthood.
- [The Dynamics of Motherhood](#) aimed to provide a picture of what it means to be a mother in the 21st century.
- [Masculinities, Identities and Risk](#) sought to find out just how life-changing fatherhood can be.
- [Work and Family Lives](#) explored the ways in which families reconcile their work and family lives over time.

- [Intergenerational Exchange](#) generated insights into the lived experience of social exclusion.
- [The Oldest Generation](#) was concerned with the dynamic nature of older people's relationships and identities in the context of changing structures of family life and service provision.

Further details, with timing of fieldwork, is shown on pages 58-59 of the [study overview report](#).

Status of the study

Ended in 2012.

Topics covered

Siblings and Friends:

- What are the dynamics of children and young people's ontological connection to/separation from siblings and friends, and what do these relationships mean for age related, gender and other status hierarchies and boundaries?
- How are these prescribed and chosen relationships balanced over time and accommodated with a sense of a separate self for children and young people from different social groups?
- What particular ethical considerations arise in the design and conduct of QL research with children and young people living in different circumstances? What are the specific issues surrounding sample maintenance, informed consent, appropriate methods of data collection and researcher involvement over time?

Young Lives and Times:

- How do young people define, experience, balance and move between their family, friendship and courtship (intimate) relationships over time?
- What are the changing values and sources of morality that young people draw upon in practicing and developing these differently constituted relationships and what does this mean for their evolving identities?
- What are the best means of addressing issues of confidentiality, anonymity, informed consent and intrusion in a prospective QL study which uses multi media methods to collect sensitive data? What are the best means of drawing on complementary quantitative longitudinal data to enrich a qualitatively led project?

The Dynamics of Motherhood:

- How are interpersonal and family relationships constituted and played out over time in the context of the arrival of a new generation?
- What are the dynamic processes of identity formation for mothers in this context and how is this linked to the interplay between 'grandmother', 'mother', 'daughter' and 'child' over time?
- How do hindsight, foresight and insight (Thomson and Holland 2003) interact in the research process and in what ways does researcher subjectivity become a central source of data and knowledge (Lucey et al 2003)?

Masculinities, Identities and Risk:

- How do men interpret the changes in their relationships and identities as they enter parenthood, and how do they understand and negotiate masculinities, fatherhood and risk across biographical time?
- How effective is the strategy of using cultural images to historically contextualize biographical data?
- What is the utility of a research design combining intensive and extensive tracking of individuals across different stages of life?
- How can a virtual network of academic users be used to develop data analysis, interpret stakeholder involvement, and establish the reach, relevance and impact of findings?

Work and Family Lives:

- How do young children and parents understand, negotiate and reconcile the timetables and rhythms of their working and home lives and what does this mean for their relationships and identities over time?
- How are these changing experiences mediated by families living under different socio-economic circumstances and structural constraints?
- What is the utility of QL research for understanding the dynamics of work/family balance and for developing policies that are sensitive to processes of change, particularly in low income families?

Intergenerational Exchange:

- How do grandparents living in a socially excluded locality, understand and mobilize intergenerational relationships over time, and what impact do these processes have on their identities, in particular on the sustainability of their health and well being?

- What are the dynamics of grandparents' experiences of social inclusion or exclusion and the nature of their ties to their localities and how does this relate to their unfolding biographies?
- What meta data needs to be collected and collated in order to contextualize project level data for secondary analysis and what ethical issues need to be taken into account in determining the nature and extent of meta data? What are the best strategies for ensuring the credible and ethical transfer of these data to inform policy making processes addressing social exclusion and inequalities in health?

The Oldest Generation:

- How are the living arrangements, household practices, needs and resources of the oldest generation affected by (and how do they affect) their intergenerational relationships and identities and what is the dynamic nature of these processes?
- How do families maintain contact within and between the different generations, and how significant are annual routines of family celebration and commemoration, and events associated with key life transitions (births, marriages, deaths)?
- What is the value of linking data from a range of differently derived time- based projects and datasets (Mass Observation, Timescapes) in addressing these themes?

13: Understanding Society

Summary

The Understanding Society study, or the United Kingdom Household Longitudinal Study (UKHLS), which began in 2009, is conducted by the Institute for Social and Economic Research (ISER), at the University of Essex. As a multi-topic household survey, the purpose of Understanding Society is to understand social and economic change in Britain at the household and individual levels. It is anticipated that over time the study will permit examination of short- and long-term effects of social and economic change, including policy interventions, on the general wellbeing of the UK population. The Understanding Society study is a successor to the British Household Panel Survey (BHPS). The BHPS sample forms part of Understanding Society from wave 2 onwards³⁰.

Key features³¹:

Understanding Society is an innovative world-leading study about 21st century UK life and how it is changing. It captures important information about people's social and economic circumstances, attitudes, behaviours and health.

- It is the largest household study of its kind, interviewing the same people in the same households each year to build a longitudinal picture of how their lives are changing over time.
- It represents the diversity of the UK; participants live in Scotland, Wales, Northern Ireland and England and all of Britain's ethnic groups are represented in the Ethnicity Sample.
- It covers issues that affect all our lives: the questionnaires cover a wide variety of themes such as family, education, finance, employment, health and wellbeing.

Understanding Society data and research is used by a range of audiences. Primarily, it is used to produce research to inform, influence and check the success of social, economic and health policy and practice in the UK and abroad:

- Researchers in academic and non-academic institutions (including economists, health researchers and social scientists) analyse the study's data to draw more accurate conclusions about how UK lives are changing. See [working papers](#) and [case studies](#).

³⁰ From [UK Data Service Abstract](#) (accessed 9/3/15)

³¹ From [survey home page](#) (accessed 9/3/15)

- Evidence produced by careful research is used by policy-related organisations including Government departments, charities and think tanks.
- Wider society benefits from well-informed social and economic policies, based on quality evidence.

Survey details

Sponsor/data owner	Conducted by the University of Essex, Institute for Social and Economic Research. Sponsored by the Economic and Social Research Council, as well as a consortium of government departments.
Type of study	Household panel survey.
Geographical coverage	UK.
Population definition	Households and their individual members resident in the United Kingdom. The same individuals are re-interviewed in each wave. If individuals leave their household, all adult members of their new household are interviewed.
Sample design	<p>The sample for England, Scotland and Wales was selected in two stages. The first stage was to select a sample of postcode sectors as the primary sampling units (PSU's). The second stage was to select addresses within each sampled sector. The England, Scotland and Wales sample is based upon an initial sample of 47,520 addresses. In Northern Ireland, 2,395 addresses were selected in a single stage from the list of domestic addresses. In combination, the sample is therefore based upon a total of 49,915 addresses.</p> <p>The study has multiple sample components. In the Main Survey there is:</p> <ul style="list-style-type: none"> a) General Population Sample (GPS), with its subset the General Population Comparison (GPC) sample; b) Ethnic Minority Boost (EMB) sample; c) participants from the BHPS. The sample issued at wave 2 consisted of all members from the BHPS sample who were still active at wave 18 of the BHPS and who had not refused consent to be issued as part of the Understanding Society sample. <p>In addition, there is a separate survey, the Innovation Panel (IP), which is fielded in the year before the main survey. It tests varying measurement issues, and its instruments are somewhat different from the main survey.</p>
Weighting	See page 49 of user guide .
Data collection mode	Face-to-face interview; self-completion.
Sample	No sample replacement.

replacement/refreshment	The sample of individuals includes three possible sample statuses: Original Sample Members (OSMs), Temporary Sample Members (TSMs), and Permanent Sample members (PSMs). See page 10 of user guide for detailed definitions.
Use of administrative data	Links with health and education administrative records.
Data availability	Data for all sweeps 1-4 available from UK Data Service . Survey website includes details of findings on education and children and families , as well as other topics.
Link to survey home page	Survey home page .
Link to latest user guide/technical report	Users manual for waves 1-4 . Wave 4 technical report .
Link to questionnaires	Available via UK Data Service .

Sample waves and numbers of interviews

Each wave is collected over 24 months, such that the first wave of data was collected between January 2009 and January 2011, the second wave between January 2010 and January 2012, and so forth. One person completes the household questionnaire. Each person aged 16 or older answers the individual adult interview and self-completion questionnaire. Young people aged 10-15 years are asked to respond to a paper self-completion questionnaire.

Sample waves and numbers of interviews

Wave	Year	Households interviewed	Household response rate	Individuals (adults) interviewed (full or proxy)	Response rate for Individuals
1	2009-11	30,169	57% GPS 40% EMB	50,994	87% GPS, 79% EMB*
2	2010-12	30,428**	76%	54,259	64%
3	2011-13	27,715	76%	49,708	66%
4	2012-14	25,814	81%	47,132	72%

*response rates for individuals at wave 1 are based on co-operating households

** includes sample from BHPS

Status of the survey

Ongoing. Details for sweeps 5 onwards are not yet available.

Topics covered (overview)

The survey instrument is constructed with modules.

- The **household questionnaire** includes a household composition listing of all household members with information about gender, date of birth, marital and employment status, and relationship to the household respondent. The household questionnaire also includes questions about housing, mortgage or rent payments, material deprivation, and consumer durables and cars.
- The **individual interview** is asked of every person in the household aged 16 or over. It includes questions about demographics, baseline information, family background, ethnicity and language use; migration, partnership and fertility histories; health, disability and caring; current employment and earnings; employment status (for persons interviewed January-June); parenting and childcare arrangements; family networks; benefit payments; political party identification; household finances; environmental behaviours; consents to administrative data linkage.
- The **adult self-completed questionnaire** is a pencil-and-paper instrument. The self-completion component asks about subjective questions, particularly those which are potentially sensitive or require more privacy. It includes feelings of depression (General Health Questionnaire (GHQ-12)) and well-being, sleep behaviour, environmental attitudes and beliefs, neighbourhood participation and belonging, life satisfaction, activities with partner and relationship quality.
- A **proxy module**, a much shortened version of the individual questionnaire, collects demographic, health, and employment information, as well as a summary income measure.
- The **youth self-completion questionnaire** is a pencil-and-paper instrument for children aged 10-15. The content includes computer and technology use, family support, sibling relationships, feelings about areas of life, Strengths and Difficulties Questionnaire (SDQ), health behaviours, smoking and drinking, and aspirations.

Standard measures used:

- Medical Outcomes Study Short Form 12 (SF-12).
- General Health Questionnaire (GHQ-12).
- Warwick Edinburgh Mental Well-Being Scale.
- Strengths and Difficulties Questionnaire (SDQ).
- Material deprivation.

- Child deprivation.
- Neighbourhood cohesion.

Topics covered in detail (where relevant to DfE)³²:

Adult questionnaires (16+)

- Childcare.
- Parents and children.
- Family networks.
- Family support and activities.
- Bullying.
- Family relationships.
- Child development (about child age 3, 5 or 8).
- Parenting style (refers to child age 10).

Youth self-completion questionnaire (aged 10-15)

- Demographics.
- Leisure: TV, computer use, on-line social networks, activities outside school.
- Family: meals, support, household chores, supervision, talking/quarrelling, step parent relationship, bullying at home.
- Friends: friendship networks, boyfriend/girlfriend.
- Self-perceptions: self-esteem, behaviour / SDQ (Strengths and Difficulties Questionnaire), happiness.
- Leisure/activities outside school.
- Local neighbourhood, fear of crime.
- Education: homework, aspirations, truancy, parental involvement, misbehaviour, bullying at school finance: savings behaviour, pocket money, earnings.
- Caring.
- Health: nutrition, health/obesity, exercise, smoking, alcohol.
- Risky behaviour: binge drinking, drugs, attitudes to risky behaviour, vandalism/Fighting.

³² see pages 32-38 of [user guide](#) for further details. See also [long-term questionnaire content plan](#) (waves 1-10)

- Political attitudes.
- Environmental behaviour/attitudes.
- Future intentions: marriage, children, 10 years, leave home, future job.

14: Life Opportunities Survey (LOS)

Summary

The Life Opportunities Survey (LOS) is a large scale longitudinal survey of disability in Great Britain.

The survey was needed to meet the following long term information needs on experiences of disabled people living in Great Britain:

- Dynamics of disability over time, including the factors associated with transitions and onsets of impairment.
- Social participation by disabled people.
- Up-to-date prevalence rates of impairments³³.

Key features³⁴:

LOS is the first major government survey to explore disability in terms of social barriers across Britain (England, Scotland and Wales). The survey has been designed to find out about the interaction of social barriers with impairments. The survey also measures the prevalence of different impairments and conditions and collects information on those who have entitlements under the Disability Discrimination Act (DDA). In addition, the survey also collects information on all equality strands, not just disability.

³³ From [UK Data Service Abstract](#) (accessed 16/3/15)

³⁴ From [survey overview document](#) (accessed 16/3/15)

Survey details

Sponsor/data owner	The survey is wholly funded by the Department for Work and Pensions (DWP) and is carried out by the Office for National Statistics (ONS).
Type of study	Household panel survey.
Geographical coverage	Great Britain (England, Scotland, Wales).
Population definition	LOS starts with a baseline random sample of 37,500 households across Britain, interviewing all people aged 16+ in each household. For the baseline survey, all people aged 16+ in the household will take part in face to face interviews. Parents or guardians will also be asked to provide some key data about children, aged 11 to 15. Children will be able to take part in a face to face interview when they reach age 16.
Sample design	<p>The LOS sample for the full wave one data collection was drawn from the Postcode Address File (PAF). A random, single-stage unclustered sample of addresses was used. See page 5 of the wave 1 technical report for further details.</p> <p>Each respondent's impairment status at wave 1 was used to assign them to one of three different groups which determined how they were followed up at wave 2:</p> <ol style="list-style-type: none"> 1. Adults with at least one impairment This group included all adults who reported at least one impairment at wave 1 (29%). These adults, as well as all adult members of their households, were interviewed in person at wave 2. 2. Control: Of the 71% of adults who did not report having an impairment at wave 1, a subset was selected to form a 'control' group. The adults in this group were chosen to provide a comparison group that is similar to the adults with at least one impairment on several key characteristics associated with impairment – sex, age, region of residence, and the urban/rural classification of residence. The size of the control group was designed to be half that of the group of adults with at least one impairment, that is for the wave 2 sample there were two adults with impairment for every one person in the control group. All of the adults in the control group, as well as all adult members of their households, were interviewed in person at wave 2. 3. All of the remaining adults who did not have an impairment at wave 1 and who were not selected for the control group were assigned to the 'onset screening group'. These adults were not interviewed in person at wave 2, unless they or an adult member of their household had acquired an impairment between wave 1 and wave 2. A brief telephone interview was conducted with the onset-screening group between wave 1 and wave 2 in order to establish if anyone in their household had acquired an impairment.
Weighting	Selection, non-response and population weighting. See page 25 of the Wave 1 technical report . See page 11 of the interim wave 2 technical

	report.
Data collection mode	Face-to-face interviews, with telephone interviews among part of the control group of non-disabled people at wave 2.
Sample replacement/refreshment	None. See above for how respondents were assigned following the wave one interview.
Use of administrative data	Not stated.
Data availability	Data for waves 1 and 2 available from UK Data Service.
Link to survey home page	Survey home page at gov.uk.
Link to latest user guide/technical report	Wave 1 technical report. Wave 2 interim technical report.
Link to questionnaires	Available via UK Data Service.

Sample waves and numbers of interviews

- Wave 1: fieldwork 2009 to 2011. There were 19,951 households responding to the LOS questionnaire in England, Scotland and Wales; 59 per cent of eligible households. A total of 36,161 adult interviews were conducted.
- Wave 2: fieldwork 2010 to 2012. Wave 2 interviews took place one year after the wave 1 interview. As noted above, sample members were assigned to one of 3 groups. As stated in the interim wave 2 technical report, 4,954 households participated in the first year of the wave 2 fieldwork, a response rate of 74% (based on eligible wave 1 households).
- Wave 3: fieldwork 2011-2013. Wave 3 interviews took place one year after the wave 2 interview. Further details are not available at this stage.

Status of the survey

The survey ended in 2013 with the wave 3 interviews.

Topics covered (overview)

The LOS questionnaire is divided into two parts. The first part is the Integrated Household Survey (IHS) core module. The core module collects basic demographic information and other household information for all members of the household.

The second part of the questionnaire is the LOS module. This module is administered to each adult in the household and they are asked questions about:

- Education and training.
- Employment.
- Economic life and living standards.
- Transport.
- Leisure, social and cultural activities.
- Social contact.
- Housing.
- Accessibility in the home.
- Accessibility of public services.
- Domestic life and social care.
- Discrimination.
- Crime.
- Impairments and health conditions.
- Disability as defined by the Disability Discrimination Act.
- Income and benefits.

Information about impairments and health conditions of children aged 11 to 15 was collected by parental proxy.

Topics covered in detail (where relevant to DfE)³⁵:

Adults aged 16 or over:

- Participation in government training schemes.
- Participation in education and training.
- Qualifications.
- Whether limited in terms of education (as well as in other areas of life).
- Nature of limitations.
- Access to learning opportunities and nature of limitations.

³⁵ see [full questionnaire document for waves 1 and 2](#) for full details

- Detailed information on health and impairment condition.

Children aged 1-15 (data obtained by proxy through adult interview):

- Whether limited in terms of education (as well as in other areas of life).
- Nature of limitations.
- Special Educational needs (SEN).
- Detailed information on health and impairment condition.

15: Longitudinal Study of Young People in England 2 (LSYPE2)

Summary

LSYPE2, known as “Our Future” to respondents, started at the beginning of 2013 and is managed by the Department for Education. This is a major study of young people that will build upon the first LSYPE, which ran from 2004 to 2010. LSYPE2 will follow young people from the age of 13/14 to 19/20. The aims of this survey are:

- To follow a sample of young people through the final years of compulsory education.
- To follow their transition from compulsory education to other forms of education, training, employment and other activities.
- To collect information about their career paths and about the factors affecting them.
- To provide a strategic evidence base about the lives and experiences of young people.³⁶.

Survey details

Sponsor/data owner	Managed by the Department for Education.
Type of study	Cohort survey.
Geographical coverage	England.
Population definition	Young people in Year 9 attending maintained schools, independent schools and pupil referral units in England in 2012/13.
Sample design	The primary sample frame for LSYPE2 was the English School Census, which was used to identify sample members in state-funded education (apart from pupil referral units). The stratification has been designed to maintain minimum numbers in certain subgroups of interest right through to the planned end of the survey, to ensure robust analyses of these groups can continue to be produced. These subgroups include those with free school meals (FSM), those with FSM and special educational needs (SEN), and certain ethnic groups. Pupil level information was not available for sample members in independent schools or pupil referral units – schools were sampled first and then asked to supply contact details for pupils – meaning these groups could not be stratified in the same way.

³⁶ From [Wave 1 research report](#) (accessed 6/3/15)

Weighting	Sample design and non-response weights (see page 202 of wave 1 research report).
Data collection mode	Face-to-face interviews for the first 3 waves. Following this, the intention is to move to a sequential mixed-mode design, which involves first seeking web-based interviews, then telephone interviews and finally undertaking face-to-face interviews with hard to reach cases or those who cannot take part by other means. Interviews will take place with both the young person and at least one parent in the first 3 waves (i.e. until the young person is aged 15/16). In later waves, only the young person will be interviewed.
Sample replacement/refreshment	The sample for each wave was based on families interviewed at the previous wave.
Use of administrative data	The data have been supplemented by linkage to administrative records such as the National Pupil Database (NPD).
Data availability	Wave 1 findings were published in November 2014. Full data will shortly be available at the UK Data Archive.
Link to survey home page	Survey home page .
Link to latest user guide/technical report	Please contact team.longitudinal@education.gsi.gov.uk
Link to questionnaires	Please contact team.longitudinal@education.gsi.gov.uk

Sample waves and numbers of interviews

Wave	Year of fieldwork	Respondent age	Achieved interviews	Response rate
1	2013	13-14	13,100	71%
2	2014	14-15	11,100	85%
3	2015	15-16		
4	2016	16-17		
5	2017	17-18		
6	2018	18-19		
7	2019	19-20		

Status of the survey

LSYPE2 will follow young people from the age of 13/14 to 19/20; annual surveys will take place up to wave 7 in 2019.

Topics covered (overview):

- Attitudes to school, family and the labour market.
- Future plans.
- Personal characteristics.
- Experiences of school, subjects studied and academic achievement.
- Risky behaviours (including smoking, drinking alcohol and drug taking).
- Family background and relationships.
- Post-16 activities

16: Life Study

Summary³⁷:

Life Study is the new UK Birth Cohort Study and is the largest ever UK-wide study of babies and young children, with 80,000-90,000 families taking part. Its goal is to understand and ultimately improve the lives, health and wellbeing of children.

Life Study will support a wide range of research designed to understand how to give every child the best possible start in life.

Key features³⁸:

- Life Study is the only UK-wide study of its kind to recruit participants during pregnancy.
- It is also the largest study of its kind so far, which means it will be able to answer some new research questions, using smaller studies.
- It aims to represent the diverse mix of people living in the UK today including traditionally under-represented groups.

Survey details

Sponsor/data owner	The Economic and Social Research Council (ESRC) and the Medical Research Council (MRC) are funding the study.
Type of study	Birth cohort survey.
Geographical coverage	UK (England, Scotland, Wales, Northern Ireland).
Population definition	Babies born between 2014 and 2018 and their families.
Sample design	Women and their partners will be invited to take part during pregnancy, or soon after birth, and they and their new baby will be seen either at specially commissioned Life Study centres on three occasions during pregnancy and the first year of the baby's life, or in their own homes when the baby is about six months old with a further contact at 12 months by post, web or phone. These children and their families will be part of the Study throughout childhood and into adult life, as with earlier UK 'birth cohort' studies.

³⁷ From [survey home page](#) (accessed 13/3/15)

³⁸ From [survey home page](#) (accessed 13/3/15)

Data availability	No data available yet from the study.
Link to survey home page	Survey home page.

Status of study

The study has just started; the first wave is taking place between 2014 and 2018.

Topics covered (overview)

The study has been designed to answer a set of specific research questions, focused on the development of the child, and based around the following broad themes:

- The impact of social and other inequalities.
- The effects of a parent's health and wellbeing on their child's development.
- Child health, behaviour and education, and how these develop as the child grows older.
- Childhood neuropsychiatric, developmental and neurological disorders.
- Growth in infancy, childhood obesity, nutrition and physical activity.
- Environment, neighbourhood and health.

Research aims/questions:

- The biological factors that contribute to poor health and poor educational or social conditions for young children.
- The complex interaction between biology, behaviour, and environment during early development and how it influences the future health and wellbeing of children and their parents.
- The social diversity of the next generation of UK citizens, including information on family structures, ethnic identities and socioeconomic circumstances.
- How inequality and diversity influence family structures, the health and lifestyle choices of parents, and children's development from before birth and through the first years of their life.
- Factors during early life that affect health and development of young children and that increase risks of ill health, disability, cognitive or social impairment, or economic disadvantage in later life.
- Family influences on child development, readiness for school and educational attainment, including the influences of the parents' background, education and cultural heritage.

- The changing employment circumstances of families as the UK moves out of an economic recession which is hitting those who are already disadvantaged (low-skilled groups) and young adults (tomorrow's parents) particularly hard.

Longitudinal Surveys outside England

1: Multi-country surveys

1a: European Longitudinal Study of Pregnancy and Childhood (ELSPAC)

Summary

Project ELSPAC comprises over 40,000 children and their families followed in these participating countries: Great Britain, Isle of Man, the Czech Republic, Slovakia, Russia, Ukraine, part of Croatia and Estonia, and initially also in Greece and Spain. The study was initiated by the WHO European office in Copenhagen.

The uniqueness of the study rests in its longitudinality and wide variety of areas investigated, from physical growth, social relations in the families to psychological aspects of growing up. This width of the scope allows to determine various factors positively and negatively influencing child health³⁹.

The Great Britain survey is the Avon Longitudinal Study of Parents and Children (ALSPAC) – see survey 14 in section on surveys in England.

³⁹ From [survey home page](#)

Survey details

Type of study	Birth cohort survey.
Geographical coverage	Various European countries.
Design and timing	<p>The initial sample was designed to comprise all children born in a specified geographic region of each participating country to cover urban and at least partially a more or less rural area. The cohort was also limited to children born between specified dates in the span of 1.5 years. In Great Britain, the Czech Republic, Isle of Man children born in the years 1991 and 1992 are followed, in the other countries the span varies from 1992-1993 to 1994-1995.</p> <p>Investigations took place in these phases: in the 18th-20th week of pregnancy, at delivery, in the sixth week, in the sixth and eighteenth month of children's age, at 3, 5, 7, 11 and 15 years of age.</p>
Status	On-going
Coverage	<p>Data about child (provided by child and by mother):</p> <ul style="list-style-type: none"> • Child's physical health, Mental and cognitive issues, diet/nutrition. • Environmental exposures. • Social variables. • Parenting. • Childcare/schooling. • Employment. • Substance use. • Activities.
Web links	Information on Centre for Longitudinal Studies survey home page .

1b: Young Lives

Young Lives is an international study of childhood poverty, involving 12,000 children in 4 countries over 15 years. It is led by a team in the Department of International Development at the University of Oxford in association with research and policy partners in the 4 study countries: Ethiopia, India, Peru and Vietnam.

Through researching different aspects of children's lives, the study aims to improve policies and programmes for children.

Survey details

Type of study	Child cohort study.
Geographical coverage	Ethiopia, India, Peru and Vietnam.
Design and timing	<p>The longitudinal survey at the heart of Young Lives consists of a survey of children and their primary caregivers every 3 years. This is combined with in-depth qualitative research with a sub-sample of the children in the intervening years.</p> <p>In each country, the longitudinal survey covers two cohorts:</p> <ul style="list-style-type: none">• 2,000 children who were born in 2001-02; and• 1,000 children who were born in 1994-95. <p>Four waves of quantitative surveys have been carried out, with a fifth scheduled for 2016.</p>
Status	On-going
Coverage	<p>Data collection is through large-scale household surveys of the children and their primary caregiver, interspersed with more in-depth interviews, group work and case studies with a sub-sample of the children, their parents, teachers and community representatives.</p> <p>The household and child surveys cover topics such as:</p> <ul style="list-style-type: none">• Household composition, livelihood and assets, food and non-food consumption and expenditure, socio-economic status, social capital, economic changes and recent life history, childcare, child health and access to basic services, parental background and education. This is supplemented with additional questions that cover caregiver perceptions, attitudes, and aspirations for their child and the family.• The study also collects detailed time-use data for all family members, information about the children's weight and height (and that of their caregivers), and test the children for school

	<p>outcomes (language comprehension and maths).</p> <ul style="list-style-type: none"> • An important part of the survey asks the children about their daily activities, their experiences and attitudes to work and school, their likes and dislikes, how they feel they are treated by other people, and their hopes and aspirations for the future. • The community questionnaire provides background information about the social, economic and environmental context of each community. It covers topics such as population, ethnicity, religion and language, economic activity and employment, infrastructure and services, health and education facilities, political representation and community networks, crime and environmental changes.
Web links	Survey home page.

2: Scotland

2a: Growing Up in Scotland (GUS)

Summary

The Growing Up in Scotland (GUS) study is a large-scale longitudinal social survey which follows the lives of groups of Scotland's children from infancy through to their teens. The primary objective of GUS is to address a significant gap in the evidence base for early years policy monitoring and evaluation. The study seeks both to describe the characteristics, circumstances and experiences of children in their early years (and their parents) in Scotland and to generate a better understanding of how children's start in life can shape their longer term prospects and development with particular reference to the role of early years service provision⁴⁰.

Survey details

Type of study	Birth cohort survey
Geographical coverage	Scotland
Design and timing	Study includes three cohorts of children: <ul style="list-style-type: none">• Child cohort: interviews between 2005/6 (age 3) and 2008/9 (age 6).• Birth cohort 1: interviews between 2005/6 (age 10 months) and 2014/15 (age 10).• Birth cohort 2: interviews between 2010/11 (age 10 months) and 2015 (age 5).
Status	Last scheduled wave of interviewing takes place in 2015
Coverage	<ul style="list-style-type: none">• Characteristics and circumstances of children and their families.• Housing, neighbourhood and community.• Food and eating.• Child activities.• Child health and development.• Parenting styles and responsibilities.• Parental support.

⁴⁰ From [UK Data Service Abstract](#)

	<ul style="list-style-type: none"> • Childcare and work-life balance. • Experience of pre-school and primary school. • Parental physical and emotional health. • Child, parent and family social networks. • Parental employment, income and education.
Web links	Data and documentation from UK Data Service . Information on survey design, data and publications on survey home page .

Other UK surveys including coverage of Scotland (see previous section on surveys in England for further details):

- 1958 National Child Development Study (NCDS).
- 1970 British Cohort Study (BCS70).
- Millennium Cohort Study (MCS).
- Life Study.
- Families and Children Study (FACS).
- British Household Panel Survey (BHPS).
- Understanding Society.
- Life Opportunities Survey (LOS).
- Timescapes.

3: Northern Ireland

3a: Taking Boys Seriously

Summary

The study followed a cohort of 378 male pupils from nine post-primary schools, capturing their thoughts and experiences on an annual basis between School Years 8 and 12.

The study was initiated in response to concerns about boys' educational underachievement and wider concerns about their health and well-being. The specific objectives of the research were to increase understanding of:

- Factors that may contribute to male academic underachievement and finding practical ways to address this.
- The value of education and how school can become a more positive learning experience.
- Non-formal educational approaches.
- Male transitions through post primary school; beyond post-primary school to higher education/work and factors that impact upon future employment aspirations; and transitions from boy to man.
- How experiences of violence in a post-conflict society impact upon education and learning⁴¹.

Survey details

Type of study	Cohort survey.
Geographical coverage	Northern Ireland.
Design and timing	The study used a mixed method approach of quantitative and qualitative methods. Nine schools from across Northern Ireland participated in the study. The participating schools represented a mix of secondary and grammar, controlled and maintained, urban and rural, integrated, and All-boys and co-educational. A single cohort of 378 boys contributed to quantitative data collection over the five year period. Six questionnaires with different themes were used to collect the quantitative data. This happened each year of the study during one visit to each school in May or June.

⁴¹ From [research report](#)

	Quantitative data was supplemented by a number of qualitative approaches, including focus groups and regular classroom interventions, as well as interviews with Year 10 Head Teachers.
Status	Completed in 2011
Coverage	<p>Six questionnaires with different themes were used to collect the quantitative data:</p> <ul style="list-style-type: none"> • The About Me Questionnaire – background and family information. • The KIDSCREEN Quality of Life Questionnaire for adolescents. • The Strengths and Difficulties Questionnaire (SDQ), to assess emotional and behavioural issues. • Questionnaire enquiring about school experiences, preferences, post-school aspirations. • Being a Man Questionnaire, exploring perceptions of ‘masculinity and what it means to be a man’. • Violence Questionnaire seeking to understand how adolescent males conceptualise their perceptions of violence and their personal experiences of violence, being in trouble and bullying.
Web links	All details contained in research report .

Other UK surveys including coverage of Northern Ireland (see previous section on surveys in England for further details):

- Millennium Cohort Study (MCS).
- Life Study.
- British Household Panel Survey (BHPS).
- Understanding Society.
- Effective Pre-School Provision in northern Ireland (EPPNI), related to Effective Provision of Pre-school, Primary and Secondary Education (EPPSE).

4: Ireland

4a: Growing up in Ireland

Summary

This study is following the progress of almost 20,000 children across Ireland to collect a host of information to help improve our understanding of all aspects of children and their development.

The aims of the study are:

- To describe the lives of children in Ireland, to establish what is typical and normal as well as what is atypical and problematic.
- To chart the development of children over time, to examine the progress and wellbeing of children at critical periods from birth to adulthood.
- To identify the key factors that, independently of others, most help or hinder children's development.
- To establish the effects of early childhood experiences on later life;
- To map dimensions of variation in children's lives.
- To identify the persistent adverse effects that lead to social disadvantage and exclusion, educational difficulties, ill health and deprivation.
- To obtain children's views and opinions on their lives.
- To provide a bank of data on the whole child.
- To provide evidence for the creation of effective and responsive policies and services for children and families⁴².

⁴² From [survey home page](#)

Survey details

Type of study	Child cohort survey.
Geographical coverage	Ireland.
Design and timing	The study is following the development of two groups of children first visited in 2007/2008. The first wave of the project collected data on 11,000 children aged nine months and their parents (the Infant Cohort) and 8,500 children aged nine years (the Child Cohort), their parents, teachers and carers. There have been three rounds of research with the Infant Cohort (at 9 months, 3 years and 5 years) and two rounds of research with the Child Cohort (at 9 years and 13 years).
Status	This (first) phase of the study has been completed
Coverage	<ul style="list-style-type: none"> • Child's health and development. • Child's functioning. • Parenting/family context. • Child's education. • Community/neighbourhood. • Sociodemographic characteristics.
Web links	Survey home page and technical report .

5: Sweden

5a: Evaluation Through Follow-up (ETF)

Summary

The Evaluation Through Follow-up (ETF) is a large cohort-sequential database which includes nine cohorts born between 1948 and 1998. The database has its origin in longitudinal research projects started in 1961. From the beginning, the idea behind ETF has been to merge data collected by educational researchers with school administrative data and data from official registers relevant to educational achievement, choice, and attainment.

Besides questionnaire and test data from students, information is available from parents, teachers and principals for some cohorts. Statistics Sweden collects administrative information from the schools. Information from a large number of registers concerning, among other things, education, occupation, income and health are also added throughout the life span⁴³.

Survey details

Type of study	Child cohort survey.
Geographical coverage	Sweden.
Design and timing	Samples comprise cohorts of children born on particular dates. In total, there have been 9 cohorts born in 1948, 1953, 1967, 1972, 1977, 1982, 1987, 1992 and 1998. The more recent cohorts have each had surveys at age 10, 13 and 19. Each cohort comprises about 9,000 pupils.
Status	On-going
Coverage	Data have been obtained from: <ul style="list-style-type: none">• School records - birth year, class, grades, test results, parents' educational and occupational background.• Pperformance measurement – verbal, inductive, spatial.• Schoolchildren and parents - adjustment to school/school demands, interests, education-related and job plans.• Teachers - instruction, class/school characteristics.

⁴³ From [survey home page](#)

	<ul style="list-style-type: none"> • Records on education financing. • Registers of institutions of higher education. • Census and income registers. <p>This information has been integrated with administrative data on: demographics, school records, adult education, Swedish Scholastic Aptitude Test, Military Enlistment Data, applications for higher education, higher education performance, education loans and occupation.</p>
Web links	Survey home page.

6: France

6a: ELFE

Summary

Elfe is the first longitudinal study of its kind in France, tracking children from birth to adulthood. It will examine every aspect of these children's lives from the perspectives of health, social sciences and environmental health. Covering the whole of metropolitan France, it was launched in April 2011, in the wake of a pilot survey of 500 families that began in 2007.

Specific aims:

- How do different types of childcare arrangements affect young children's relations with their peers, their integration at nursery school and their language acquisition?
- At what age should new foods be introduced? How do they influence food preferences and subsequent health?
- What impact do the pollutants in our environment have on children's health and development?
- What are the family, financial and socio-cultural factors that determine children's academic achievement?
- Do our children grow up faster than they used to?
- How do computer use, sports and cultural activities influence their physical and intellectual development, and their socialization?⁴⁴.

Survey details

Type of study	Birth cohort survey.
Geographical coverage	France.
Design and timing	<p>The Elfe cohort comprises more than 18,000 children (whose parents consented to their inclusion), all selected purely on the basis of their date and place of birth.</p> <p>In each of the 344 selected maternity units, midwives "targeted" babies born during four specific periods representing each of the four seasons in 2011: 1-4 April, 27 June - 4 July, 27 September - 4 October, and 28 November - 5 December.</p>

⁴⁴ From [survey home page](#)

	Interviews with parents, doctors and assessments/tests take place at the time of the child' birth (in 2011), as well as when the child is aged: 2 months; 3-10 months, 1 year, 2 years, 3 years and, 5 years (scheduled for 2016).
Status	On-going
Coverage	<ul style="list-style-type: none"> • Health. • Health environment. • Demography and family. • Education and school. • Physical activity. • Diet and nutrition.
Web links	Survey home page.

7: Germany

7a: National Educational Panel Study (NEPS)

Summary

The target activity of the NEPS is to collect longitudinal data on the development of competencies, educational processes, educational decisions, and returns to education in formal, non-formal and informal contexts throughout the life span.

The National Educational Panel Study (NEPS) has been set up to find out more about how education is acquired, to understand how it impacts on individual biographies, and to describe and analyze the major educational processes and trajectories across the life span. Some of the questions it is designed to address are: How do competencies develop over the life course? How do competencies influence or not influence decision-making processes at various critical transitions during an educational career? In what way and to what extent are competencies influenced by learning opportunities in the family or in the peer group? How are they influenced by the structure of teaching and learning processes in Kindergarten, school, university, vocational training, and further training? Another crucial issue is to find out which competencies are decisive for attaining educational certificates, which are decisive for lifelong learning, and which are decisive for a successful individual and social life.

The study is constructed around eight stages:

- Stage 1, 'From Birth to Early Child Care'.
- Stage 2, 'From Kindergarten to Elementary School'.
- Stage 3, 'From Elementary School to Lower Secondary School'.
- Stage 4, 'From Lower to Upper Secondary School'.
- Stage 5, 'From Upper Secondary School to Higher Education, Vocational Training or the Labour Market'.
- Stage 6, 'From Vocational Training to the Labour Market'.
- Stage 7, 'From Higher Education to the Labour Market'.
- Stage 8, 'Adult Education and Lifelong Learning'.

Survey details

Type of study	Cohort surveys.
Geographical coverage	Germany.
Design and timing	NEPS is based on a multi-cohort sequence design. Six starting cohorts – newborns, Kindergarten children, 5th graders, 9th graders, first-year university undergraduates and adults – were recruited between 2009 and 2012. These contain a total of more than 60,000 participants who will be surveyed regularly over an extended period of time.
Status	On-going
Coverage	<p>The NEPS design includes not only eight stages covering different life periods over the whole life course, but also five pillars representing the five major dimensions. These pillars are mainly responsible for the development and consistent measurement of these dimensions over the whole life course and thus in every stage:</p> <ul style="list-style-type: none"> • Pillar 1 ('Competence Development Across the Life Course') is responsible for the measurement of competence development – for example, in maths, reading, information and communication technologies or listening comprehension, and also includes the working group 'Interest, Self-Concept, Motivation'. • Pillar 2 ('Education Processes in Life-Course-Specific Learning Environments') focuses on formal, non-formal and informal learning environments. • Pillar 3 ('Social Inequality and Educational Decisions Across the Life Course') deals with questions about educational decisions and social inequality. • Pillar 4 ('Education Acquisition of Persons with Migration Background') focuses on migration backgrounds. • Pillar 5 ('Returns to Education Over the Life Course') examines returns to education.
Web links	Survey home page.

8: Denmark

8a: Danish Longitudinal Survey of Children

The Danish Longitudinal Survey of Children (DALSC) was initiated in 1995 in order to provide basic representative information about the family conditions and development of Danish children. It is the first longitudinal study in Denmark which aims to monitor children from birth until adulthood, and which allows research into the relationship between living conditions in childhood and subsequent life as an adult.

The survey seeks to answer a number of questions regarding the life from infancy to adulthood:

- How do differences in the socio-economic situation, way of life, ethnicity, upbringing and organization of home life within the family affect the development of the children?
- What are the consequences of the institutionalized childhood?
- How effective is society's support of families and children who are in particular need of help?
- Do the leave-of-absence schemes affect the parents' perception of the father/mother role, or their perception of the role of the family/'the public sector'?
- How do parents' mutual relations (conflict/harmony) influence their children's daily life?
- How do education, way of life, cultural background and working conditions of the parents influence the way they prioritize family life?
- What are the conditions in childhood/adolescence that determine why some children appear to integrate easily in social connections while this is far more difficult, or marginalizing, for others?
- Which social mechanisms explain why some young people manage very well in spite of seemingly unfavourable conditions?
- In order to answer these questions, and more, the longitudinal design is necessary.

Survey details

Type of study	Birth cohort survey.
Geographical coverage	Denmark.
Design and timing	<p>All children in DALSC were born in 1995 and must be living in Denmark at the time of the survey.</p> <p>Originally, DALSC consisted of a sample of children by mothers with Danish citizenship and a sample of children by mothers without Danish citizenship. In 2003, SFI began a survey of children placed in care and to ensure comparability it was decided that all children in this sample also had to be born in 1995.</p> <p>Surveys have taken place in 1996 (soon after birth), 1999 (age 3), 2003 (age 7), 2007 (age 11) and 2011 (age 15). In total, around 5,000-6,000 interviews at each wave within the samples of: Danish families, ethnic families and children in care.</p>
Status	On-going
Coverage	<ul style="list-style-type: none"> • Health and general development. • Childcare. <p>School: attendance; performance; language and cognitive test.</p>
Web links	Survey home page.

9: USA

9a: The Panel Survey of Income Dynamics (PSID)

Summary:

The study began in 1968 with a nationally representative sample of over 18,000 individuals living in 5,000 families in the United States. Information on these individuals and their descendants has been collected continuously, including data covering employment, income, wealth, expenditures, health, marriage, childbearing, child development, philanthropy, education, and numerous other topics⁴⁵.

Survey details

Type of study	Panel survey.
Geographical coverage	USA.
Design and timing	<p>The original 1968 PSID sample was drawn from two independent samples: an over-sample of 1,872 low income families and a nationally representative sample of 2,930 families.</p> <p>The rules for following individuals were designed to maintain a representative sample of families at any point in time as well as across time. To accomplish this, PSID “sample persons” include all persons living in the PSID families in 1968 plus anyone subsequently born to or adopted by a sample person. All sample members are followed even when leaving to establish separate family units.</p> <p>The survey has continued with annual and biennial waves.</p>
Status	On-going
Coverage	<ul style="list-style-type: none">• Housing, utilities, computer usage.• Employment.• Housework, food expenses, food assistance, transportation, education expenses, other expenditures.• Income.• Health status, health behaviours, health expenditures.• Marriage/fertility.

⁴⁵ From [survey home page](#)

	<ul style="list-style-type: none"> • Philanthropic giving and volunteering, religiosity, help received. • Pensions. • Off-year income and public assistance. • Wealth and active savings.
Web links	Information on survey design, data and publications on survey home page . Technical details in the user guide .

9b: Early Childhood Longitudinal Study (ECLS)

Summary:

The Early Childhood Longitudinal Study (ECLS) program includes three longitudinal studies that examine child development, school readiness, and early school experiences.

The ECLS program provides national data on children's status at birth and at various points thereafter; children's transitions to non-parental care, early education programs, and school; and children's experiences and growth through the eighth grade. The ECLS program also provides data to analyse the relationships among a wide range of family, school, community, and individual variables with children's development, early learning, and performance in school⁴⁶.

Survey details

Type of study	Child cohort survey.
Geographical coverage	USA.
Design and timing	<p>Study includes three cohorts of children:</p> <ul style="list-style-type: none">• The birth cohort of the ECLS-B is a sample of children born in 2001 and followed from the age of 9 months (2001-2) to age 6 (2007-8).• The kindergarten class of 1998-99 cohort is a sample of children followed from kindergarten (1998-9) through to the eighth grade (2007).• The kindergarten class of 2010-11 cohort is following a sample of children from kindergarten (2010-11) through to the fifth grade (scheduled for 2016).
Status	On-going
Coverage	<ul style="list-style-type: none">• Children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, school)• Home environment, home educational activities• School environment, classroom environment, classroom curriculum, and teacher qualifications• Before- and after-school care

⁴⁶ From [survey home page](#)

	<ul style="list-style-type: none"> • Information on children's schools (through linking with school data).
Web links	Information on design, data and publications on survey home page .

9c: National Institute of Child Health & Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD)

Summary

The NICHD started the Study of Early Child Care and Youth Development (SECCYD), formerly the NICHD Study of Early Child Care (SECC), in 1991. Working with more than 1,300 children and their families from when the children were infants until they turned 15, the researchers collected information in four Phases and analysed how different child care arrangements related to measurements of the children's health, behaviour, school performance and other indicators of development in infancy, early childhood, middle childhood and middle adolescence⁴⁷.

Survey details

Type of study	Birth cohort study.
Geographical coverage	USA.
Design and timing	<p>The sample covers a diverse sample of children and their families at 10 locations across the United States.</p> <p>There have been 4 waves of fieldwork:</p> <ul style="list-style-type: none">• 1991-1994: ages 0-3, 1,364 children.• 1995-1999: upto 1st grade, 1,226 children.• 2000-2004: 2nd – 6th grade, 1,061 children.• 2005-7: 7th – 9th grade, 1,009 children.
Status	Completed
Coverage	<ul style="list-style-type: none">• Understanding how differences in child care experiences relate to children's social, emotional, intellectual, and language development, and to their physical growth and health.• The variety, stability, and changes in children's non-maternal child care experiences over time, including the child's age when first placed in child care, and the quantity and quality of care.• Identifying demographic and family characteristics associated with different patterns of child care use.

⁴⁷ From [survey home page](#)

	<ul style="list-style-type: none"> • Comparing the development of children who were cared for primarily by their mothers to those who spent much of their time in non-maternal care. • Identifying the specific links between certain features of non-maternal child care and child development. • Determining whether associations between child care experiences and children's development were the same for children from different family backgrounds. • Understanding how family characteristics are related to development for children who do and do not experience child care. • Researching the relationship of contextual influences such as the effects of early child care in relation to qualities of parents, the home environment, and school as well as social structure and demography. • Investigating how early functioning and experiences in concert with contextual and maturational factors in adolescence, influence social relationships, health, adjustment, and intellectual and academic development during middle adolescence. • Studying intensive patterns of health and human development from infancy into middle adolescence.
Web links	Information on survey design, data and publications on survey home page .

9d: National Longitudinal Study of Youth (NLSY)

Summary

The National Longitudinal Surveys (NLS) are nationally representative surveys that follow the same sample of individuals from specific birth cohorts over time. The surveys collect data on a range of issues including labour market activity, schooling, fertility, program participation and health. Specific studies include:

- The NLSY79 Cohort
- The NLSY97 Cohort
- The NLSY79 Child and Young Adult cohort⁴⁸.

Survey details

Type of study	Child cohort survey.
Geographical coverage	USA.
Design and timing	<ul style="list-style-type: none">• NLSY79 Cohort covers people born between 1957 and 1964. At the time of first interview, respondents' ages ranged from 14 to 22. The respondents were 47 to 56 at the time of their 2012 interviews. 12,686 individuals were initially interviewed in 1979.• NLSY97 Cohort covers people born between 1980 and 1984. At the time of first interview, respondents' ages ranged from 12 to 18. The respondents were 26 to 32 at the time of their round 15 interviews. 8,984 individuals were initially interviewed in round 1.• NLSY79 Child and Young Adult cohort covers children born between 1973 and the current survey round. At the time of the first interview in 1986, child ages ranged from 0-23 years. The younger children were 0-14 years at the time of the 2010 interviews, and the young adult respondents were age 14-38 years. The sample includes 11,504 children born to NLSY79 mothers as of 2010.
Status	On-going
Coverage	<ul style="list-style-type: none">• Education, Training & Achievement Scores.• Employment.

⁴⁸ From [survey home page](#)

	<ul style="list-style-type: none"> • Household, geography and contextual variables. • Parents, family process and childhood. • Dating, marriage and cohabitation; sexual activity; pregnancy and fertility; children. • Income, assets and program participation. • Health. • Attitudes, expectations, non-cognitive tests, activities. • Crime and substance use.
Web links	Survey home page.

9e: Fragile Families and Child Wellbeing project

Summary

The Fragile Families and Child Wellbeing Study is following a cohort of nearly 5,000 children born in large U.S. cities between 1998 and 2000 (roughly three-quarters of whom were born to unmarried parents). The study refers to unmarried parents and their children as “fragile families” to underscore that they are families and that they are at greater risk of breaking up and living in poverty than more traditional families.

The core FF Study was designed to primarily address four questions: (1) What are the conditions and capabilities of unmarried parents, especially fathers?; (2) What is the nature of the relationships between unmarried parents?; (3) How do children born into these families fare?; and (4) How do policies and environmental conditions affect families and children? ⁴⁹

The Fragile Families and Child Wellbeing Study is a joint effort by Princeton University’s Center for Research on Child Wellbeing (CRCW) and Center for Health and Wellbeing, the Columbia Population Research Center and The National Center for Children and Families (NCCF) at Columbia University.

⁴⁹ From [survey home page](#)

Survey details

Type of study	Birth cohort survey.
Geographical coverage	USA.
Design and timing	<ul style="list-style-type: none"> • The study was designed to follow the lives of children born to unmarried parents, alongside a comparison sample of children born to married parents. The study follows a stratified, random sample of nearly 5,000 children born in the U.S. between 1998 and 2000 (roughly three-quarters of whom were born to unmarried parents). • The study consists of interviews with parents at birth and again when children are ages one, three, five, nine and 15, plus in-home assessments, surveys of the children, and surveys of teachers and childcare providers.
Status	Last wave took place in 2014; no further information
Coverage	<ul style="list-style-type: none"> • The parent interviews collect information on attitudes, relationships, parenting behaviour, demographic characteristics, health (mental and physical), economic and employment status, neighbourhood characteristics, and program participation. • The in-home interview collects information on children's cognitive and emotional development, health, and home environment. Several collaborative studies provide additional information on parents' medical, employment and incarceration histories, religion, child care and early childhood education.
Web links	See survey home page . Questionnaire map provides more detail on coverage.

10: Canada

10a: Canadian National Longitudinal Survey of Children and Youth (NLSCY)

Summary

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study of Canadian children that follows their development and well-being from birth to early adulthood. The study is designed to collect information about factors influencing a child's social, emotional and behavioural development and to monitor the impact of these factors on the child's development over time. The NLSCY began in 1994 and is conducted every two years.

The objectives are:

- To determine the prevalence of various risk and protective factors for children and youth.
- To understand how these factors, as well as life events, influence children's development.
- To make this information available for developing policies and programs that will help children and youth.
- To collect information on a wide variety of topics – biological, social, economic.
- To collect information about the environment in which the child is growing up – family, peers, school, community⁵⁰.

⁵⁰ From [survey home page](#)

Survey details

Type of study	Child cohort survey.
Geographical coverage	Canada.
Design and timing	<ul style="list-style-type: none"> • The target population comprises the non-institutionalized civilian population (aged 0 to 11 at the time of their selection) in Canada's 10 provinces. • The first collection of information (Cycle 1) took place in the winter and spring of 1994/1995. This cohort is followed up every two years; in addition, the survey has continued to add and follow a new sample at each cycle to monitor early childhood development. The technical report (pages 13-17) provides more details on each cycle. • Much of the information in the NLSCY is collected from parents on behalf of their children by means of a household interview. Children aged 14 to 17 complete a separate written questionnaire in the home. The NLSCY also includes direct measures of achievement: interviewers administer a receptive vocabulary test as well as a test of early writing and numeracy skills for children aged 4 to 5 years. Children in grades 2 to 10 complete a short mathematics/computation assessment. Youth aged 16 and 17 years complete a Problem Solving Exercise. The 18- and 19-year-olds complete a Literacy assessment and the 20- and 21-year-olds complete a Numeracy assessment.
Status	Completed
Coverage	<p>The survey covers a comprehensive range of topics including:</p> <ul style="list-style-type: none"> • The health and well-being of children. • Information on their physical development, learning and behaviour. • Data on their social environment (family, friends, schools and communities). • Education.
Web links	See survey home page and technical report .

11: Australia

11a: Longitudinal Surveys of Australian Youth

Summary

The Longitudinal Surveys of Australian Youth (LSAY) track young people as they move from school into further study, work and other destinations. It uses large, nationally representative samples of young people to collect information about education and training, work, and social development.

LSAY provides a rich source of information to help better understand young people and their transitions from school to post-school destinations, as well as exploring social outcomes, such as wellbeing⁵¹.

Survey details

Type of study	Youth cohort survey.
Geographical coverage	Australia.
Design and timing	<p>Survey participants enter the study when they turn 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for 10 years. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort), 2006 (Y06 cohort) and more recently in 2009 (Y09 cohort). Over 10,000 students start out in each cohort.</p> <p>Since 2003, survey participants have been selected from school students who participate in the Australian component of the Organisation for Economic Co-operation and Development's (OECD's) Programme for International Student Assessment (PISA) survey.</p> <p>Data collected by telephone.</p>
Status	On-going
Coverage	<p>Information collected as part of LSAY covers a wide range of school and post-school topics, including:</p> <ul style="list-style-type: none">• At school: student achievement, student aspirations, school retention, social background, attitudes to school, work

⁵¹ From [survey home page](#)

	<p>experiences.</p> <ul style="list-style-type: none"> • When they leave school: vocational and higher education, employment, job seeking activity, and satisfaction with various aspects of their lives.
Web links	Survey home page.

11b: Growing up in Australia

Summary

The study aims to examine the impact of Australia's unique social and cultural environment on children born in the late 1990s and early 2000s. The study has a broad, multi-disciplinary base, and examines policy-relevant questions about children's and adolescents' development and wellbeing. It addresses a range of research questions about parenting, family relationships, childhood education, non-parental child care and health.

The study addresses the following seven broad research questions:

- How well are Australian children doing on a number of key developmental outcomes?
- What are the pathway markers, early indicators, or constellations of behaviours that are related to different child outcomes?
- How are child outcomes interlinked with their wider circumstances and environment?
- In what ways do features of children's environment (such as families, communities, and institutions) impact on child outcomes?
- What helps maintain an effective pathway, or change one that is not promising?
- How is a child's potential maximised to achieve positive outcomes for children, their families and society?
- What role can the government play in achieving these outcomes?

By tracking children over time, the study is able to determine the individual, family, and broader social and environmental factors that are associated with consistency and change in developmental trajectories ⁵².

⁵² From [survey home page](#)

Survey details

Type of study	Child cohort survey.
Geographical coverage	Australia.
Design and timing	<i>Growing Up in Australia</i> involves a representative sample of children from urban and rural areas of all states and territories of Australia. Data are collected from two cohorts every two years. The first cohort of 5,000 children was aged 0-1 years in 2003-2004, and the second cohort of 5,000 children was aged 4-5 years in 2003-2004. Study informants include the child (when of an appropriate age) and parents (both resident and non-resident), carers and teachers.
Status	Completed
Coverage	<ul style="list-style-type: none"> • Household characteristics, income, employment, home and community. • Family functioning, parental attitudes, family relationships and social supports. • Child's education and development, activities. • Child's health. • Childcare arrangements, parental attitudes to childcare.
Web links	Survey home page.

12: New Zealand

12a: Growing up in New Zealand

Growing Up in New Zealand is New Zealand's contemporary longitudinal study tracking the development of approximately 7,000 New Zealand children from before birth until they are young adults. The study is designed to provide unique information about what shapes children's early development and how interventions might be targeted at the earliest opportunity to give every New Zealand child the best start in life.

The conceptual framework for Growing Up in New Zealand takes a life-course approach to child development. It recognises the dynamic interactions between children and their environments across a broad range of influences, from their immediate family environments to their wider societal context. The information collected from the cohort families is centred on the child, and is collected to determine what influences child development over time, rather than as a series of cross-sectional snapshots⁵³.

⁵³ From [survey home page](#)

Survey details

Type of study	Birth cohort survey.
Geographical coverage	New Zealand.
Design and timing	<p>The Growing Up in New Zealand cohort is made up of children who were recruited from all expected births occurring in the Auckland, Counties-Manukau and Waikato District Health Board regions between 25 April 2009 and 25 March 2010. In total, 6,822 pregnant women and 4,401 of their partners were recruited into the main cohort.</p> <p>Surveys have been conducted with the child's parents in 10 waves of interviewing (so far) up to the age of 54 months. The intention is to stay in touch with families until their child is 21 years old</p>
Status	On-going
Coverage	<ul style="list-style-type: none"> • Child's health and wellbeing. • Psychosocial and cognitive development. • Education. • Family. • Culture and identity. • Societal context and neighbourhood environment.
Web links	Survey home page.

13: South Africa

13a: Birth to Twenty (Bt20)

Summary

During the 7 weeks in early 1990, all 3,273 women with singleton births in the Soweto-Johannesburg area were enrolled into a multidisciplinary cohort study of health and wellbeing of urban children in the newly emerging democracy in South Africa. The cohort is colloquially known as Mandela's Children because they were enrolled just weeks after Nelson Mandela's historic release from prison.

The overarching vision of Bt20 is to understand the holistic determination of child and adolescent health and development within Johannesburg-Soweto. This complex study continually impacts on current thinking about youth, and is committed to scientific research that makes a difference. The study documents and explores the socio-economic, socio-political, demographic and nutrition transition that is underway within South Africa and its impact on children and their families.

Survey details

Type of study	Birth cohort survey.
Geographical coverage	South Africa.
Design and timing	The study follows a cohort of children, in annual surveys from age 0 to 18 years. Total sample size: 3,273 births in 1990
Status	Completed
Coverage	<ul style="list-style-type: none"> • Health. • General wellbeing and development (emotional and behavioural development; cognitive developmental assessment; physical activity (at home and at school); body image and self-esteem; sexual knowledge and experience; alcohol, tobacco and/or drug intake). • Childcare and after-school activities. • School (grades; teacher rating; various cognitive tests; educational aspirations of caregiver; transition to high school; school rating). • Quality of life (Life stress; Physical and/or sexual abuse; exposure to violence; social supports; nutrition/household food necessity; connectedness to community, caregivers and school; future aspirations; volunteering and civic engagement). • Ethnicity and culture.
Web links	Survey home page.



Department
for Education

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Reference: DFE-RR458

ISBN: 978-1-78105-510-6

This research was commissioned under the under the 2010 to 2015 Conservative and Liberal Democrat coalition government. As a result the content may not reflect current Government policy. This research was commissioned under the under the 2010 to 2015 Conservative and Liberal Democrat coalition government. As a result the content may not reflect current Government policy.

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