

ANNUAL REPORT

**AUGUST 1997-
JULY 1998**

CONTENTS

1.	Introduction	3
2.	Projects	5
3.	Publications	10
4.	Presentations	15
5.	Staff members	17

1. INTRODUCTION

This report covers the activities of the Centre for Educational Sociology from August 1997 to July 1998. In 1996-97 the CES was included in the Research Activity Report of the Institute for the Study of Education and Society; in previous years its activities were covered by annual reports to the Economic and Social Research Council.

The year has been a period of growth and development for the Centre. We began a Scottish Office-funded project of special studies of the Scottish School Leavers Surveys, and a European project comparing school-to-work transitions in different countries. Together with two continuing projects, funded by the ESRC and the EU LEONARDO programme, these have helped us to maintain our position as a centre of expertise in the analysis of surveys, especially of youth transition surveys. In addition we have contributed our survey and statistical expertise to the National Evaluation of the Early Intervention Programme. Elsewhere in Scotland the position of quantitative research in education is parlous, and we feel a responsibility to fly the flag.

Two new projects in the area of ICT research start in the first few months of the 1998-99 academic year: Rainbow II and Pedactice.

Rainbow is a follow up to a pilot project, but Pedactice is a new area for CES. The project investigates good practice using multimedia in compulsory schools and publishes the results via the Internet, and provides an excellent opportunity to pursue the study of the use of ICT in teaching and learning, and to collaborate with new colleagues in the Faculty of Education.

The Centre has continued to balance its quantitative and ICT research with qualitative research, such as the ongoing SOEID-funded evaluation of the careers service, and with policy analysis, such as the Anglo-Scottish Unified Learning Project.

The CES celebrated its 25th birthday in November 1997, and the occasion was marked by a lecture by Willis Pickard, editor of the Times Educational Supplement Scotland, which continued the series of ISES lectures begun in 1996.

During the year we welcomed Andy Biggart, Joan Fairgrieve, Neil Miller and Teresa Tinklin to the Centre's research staff, and Emily Morris to the administrative team. Helen Foster (Research Administrator) and Donal Stewart (researcher) left the CES; we are grateful to both of them for their contributions to the success of the CES.

In addition to our research activities much of our time and energy during 1997-98 have been devoted to preparations for the new Faculty of Education, formed in August 1998 when Moray House Institute merged with the University of Edinburgh. The CES has joined the Faculty as part of the new Department of Education and Society (DES), alongside several colleagues from ISES and members of Moray House's Department of Social Science and Social Work. The Centre will continue to function as a self-standing Research Centre, but looks forward to working with colleagues in the new DES and in other departments of the new Faculty. Along with its DES colleagues the CES will re-locate to premises in St John's Land in the Holyrood campus when these have been re-furbished, probably in summer 1999.

The creation of the new Department marks the end of ISES, which had only been in existence for two years but which had done much to support the re-grouping of education within the University, and whose influence will continue to be felt in the new Faculty. Many elements of ISES' mission, including its desire to strengthen links between research and teaching, will carry forward into the new Faculty. Our new colleagues offer new opportunities for collaboration and for deepening and broadening our research activities.

David Raffe

2. PROJECTS

Aberdeen Early Intervention Programme (Scottish Office: 1998-2001)

"Early Intervention" is an initiative funded by the Scottish Office Education and Industry Department (SOEID) with the purpose of raising standards of attainment of literacy and numeracy of pupils in their first years of primary school. Each Scottish education authority has responsibility for supporting early intervention in its primary schools, and evaluating its effectiveness. CES provides advice and consultancy to Aberdeen City Council in respect of the design and evaluation of early intervention in Aberdeen primary schools. The approach taken in Aberdeen is to encourage all early-years teachers to reflect on their practice, and to support all schools in the development of improved methods of teaching literacy and numeracy which will be sustainable in the longer term after SOEID funding has been finished. An important feature is the development of methods for monitoring pupils' progress and feeding back information to teachers for the targeting of early intervention.

Researcher: Linda Croxford (main contact)

Access to distributed databases for statistical information and analysis (EU Fourth Framework Esprit: 1997-1999)

This project aims to use distributed database techniques and World Wide Web (WWW) technology in order to facilitate more effective access to statistical data by Europe's research and policy community; to assist the research and policy analyst make cross-dataset comparisons; and to provide Europe's national statistical offices with a productivity tool.

Publications: 9713, 9805, 9837, 9838

Researchers: Joanne Lamb (main contact), Colin Smart

A Comparative Analysis of Education to Work Transitions in Europe (EU TSER programme: 1998-2000)

This six-country comparative project began in January 1998 and is co-ordinated by the Dublin Economic and Social Research Institute, with research teams based in Belgium, France, Germany, Ireland, Portugal, the Netherlands and Scotland. Through an analysis of national school leavers' surveys and the Labour Force Surveys, the project aims to examine cross-national differences in the patterns and processes of education to work transitions and the extent to which variation can be explained by the institutional features of education and training systems. The Labour Force Surveys will allow an EU-wide analysis of the nature of transitions before a more detailed analysis is conducted using the school leavers' surveys of the core countries involved. During 1998, in the initial phase of the project, the respective research teams produced national background reports which assisted in the development of a conceptual framework which was presented to the EU in June. Work also commenced on the design and construction of the integrated datasets. The CES team produced the background report for Scotland, contributed to the overall design of the conceptual framework, and is taking a lead role in the construction of the integrated school leavers' dataset. One of the longer-term aims is to organise a major international conference to present the findings of the project to policy-makers and academics in the year 2000.

Publications: in preparation

Researchers: Andy Biggart (main contact), Karen Brannen, David Raffae

The Effectiveness of the Careers Service (SOEID: 1997-1999)

This project aims to assess the effectiveness of the Careers Service in Scotland after the recent changes to its organisation and management and in the context of the increased attention being given to careers education and guidance (CEG). It is a joint project with Sheila Semple of the Centre for Careers Education and Guidance at the University of Strathclyde. The first stage of the project mapped Careers Service provision across Scotland through interviews with staff in all of the Careers Companies and review of documentary sources. From this, a typology of Careers Companies was developed and used to analyse the nature and dimensions of variation across Companies and to select five Career Companies for the next stages of the research. To date, the second stage has involved a survey of S4, S5 and S6 students in selected schools in the five Career Companies and interviews with relevant school staff. The same students will be surveyed again in a year's time; the surveys aim both to gather information about CEG that young people have received over a key transitional period and also to enable analysis of the later outcomes of CEG for the young people. A survey of employers and training providers is currently being designed and a programme of interviews is on-going. This programme covers careers service staff and a wide range of 'stakeholders' (teachers; FE; Local Enterprise Companies; Education Authorities; and national employers and training organisations). Ultimately, it is hoped to develop measures of impact, utility and effectiveness for the Careers Service and to identify ways that Companies can develop their provision.

Researchers: Cathy Howieson (main contact), Sheila Semple

Evaluation of the Statistical Basis of Government Target-Setting Policy (EIS: 1998)

This evaluation has been commissioned by the Educational Institute of Scotland. The statistical methodology of target setting used by the SOEID Audit Unit is evaluated with respect to the criteria for comparing school effectiveness reported in research literature. The validity of the school characteristics index based on free-meal entitlement (FME) is evaluated using a statistical analysis of factors influencing FME.

Publications: 9821, 9839

Researcher: Linda Croxford (main contact)

A "Home International" Comparison of 14-19 Education and Training Systems in the UK (ESRC: 1997-1999)

Moves towards devolution in Scotland, Wales and Northern Ireland have increased the topicality and relevance of this project since it began in January 1997. It aims to compare the 14-19 education and training systems of England, Scotland and (as far as data will permit) Wales and Northern Ireland, and to promote theoretical development in the field of 'home international' comparisons. During 1997-98 the first two main activities of the project were substantially completed: a review and analysis of available statistics and research, and interviews with policy-makers in the four territories to identify topics for research and to collect data on policy-making processes in and between the four territories. These have yielded three academic papers and several conference and seminar presentations. Progress has been slower on the third and fourth activities of the project: respectively the construction and the analysis of integrated datasets on the four territories, based on the England and Wales Youth Cohort Study, The Scottish Young People's Survey and the Northern Ireland Secondary Education Leavers Survey. By the end of 1997-98 a dataset covering

England, Wales and Scotland was nearing completion and analyses of post-compulsory education and young people's transitions to the youth labour market were in progress.

Publications: 9720, 9738

Researchers: Linda Croxford (main contact), Chris Martin, David Raffe, Karen Brannen

Integrated Documentation and Retrieval Environment for Statistical Aggregates (EU Fourth framework Esprit: 1996-1998)

IDARESA is a multinational European co-operation designing and implementing a metadata-based statistical information and data processing system targeted at the practical needs of statistical agencies and offices in charge of supplying high-quality statistical information. This project emphasises the harmonisation of statistical data originating from different sources and contexts and CES's experience in the creation of harmonised datasets for projects such as 'CATEWE', 'VTLMT' and 'Home Internationals' has played an important role in the design of the system. Advanced information technologies and software engineering techniques are being used to develop software which provides both a 'platform' for data harmonisation and an interface which will allow data held in different locations to be accessed and combined for secondary analysis.

IDARESA is one of the approved research and development projects - no. 20478 - of EUROSTAT's DOSIS (Development of Statistical Information Systems) initiative, a special task of Esprit's Emerging Software Technologies track within the 4th EU Framework Programme for Research and Technological Development. The team is headed by Professor Wilfried Grossman of the University of Vienna and involves researchers from CES, University of Athens, University of Ulster, Statistics Netherlands, Greek Statistical Office and DESAN Market Research (Amsterdam).

Publications: 9730

Researchers: Joanne Lamb (main contact), Karen Brannen, Joan Fairgrieve

A Longitudinal Study of Young People and Careers (Scottish Office: 1998-2001)

This is a longitudinal study of a small number of young people in Ayrshire over a three year period. The intention is to examine the changes that occur in young people's thinking and the influences on them as they move out of compulsory education and into subsequent education, training and work opportunities. It will chart how their attitudes to training, the labour market, continuing education and lifelong learning develop and change as their experiences grow. The young people will be contacted at four points over the study. The second strand of the research focuses on those individuals identified by the young people as significant to their thinking and decisions; the aim is to gain an understanding of the nature and extent of their influence and impact. The project is led by Sheila Semple of the University of Strathclyde.

Researchers: Cathy Howieson (main contact at UofE); Sheila Semple (main contact at UofS); Mary Paris (UofS)

National Evaluation of Early Intervention Projects (SOEID: 1998-2000)

The national evaluation of early intervention in Scotland is being led by Helen Fraser of the Faculty of Education, Edinburgh University together with the accountancy firm KPMG. CES is working with the NEEIP team with respect to the analysis of statistical information on pupils' attainment. The study includes an assessment of literacy, numeracy and attitudes to learning of a national sample of pupils in P3 in summer 1998, which will be repeated in summer 2000. Initial analyses will provide

estimates of the extent of differences in attainment associated with gender, age, first language, family poverty and area deprivation, and the extent of variation across Scotland. Analyses of subsequent data will provide estimates of the effects of early intervention for pupils with different characteristics, and on overall attainment in Scottish primary schools.

Researcher: Linda Croxford (main contact)

OECD Thematic Review of the Transition from Initial Education to Working Life: UK Background Report (DfEE: 1998)

This cross-national review is seeking to understand current changes in the transition and the factors that drive these changes, and to identify effective policies and programmes. The UK is one of thirteen countries taking part. Each participating country prepares a Background Report according to a common frame for a review team which then visits the country for discussions with stakeholders and with young people themselves. The CES was commissioned to write the UK Background Report, in association with York Consulting Limited, and supported by a Consultation Group drawn from key stakeholders. The main sections of the report cover: Contextual and institutional factors; Concepts and issues; Transition processes and outcomes - patterns, trends and concerns, and policy changes. The Report is likely to be published after the review team's visit in September 1998.

Publications: 9819

Researchers: David Raffe (main contact), Andy Biggart, Joan Fairgrieve, Cathy Howieson

Post 16 Strategies (EU LEONARDO programme: 1995-1997)

This project was completed at the end of 1997. It brought together 11 teams from eight European countries, led by the University of Jyväskylä in Finland. It compared strategies for promoting parity of esteem between vocational and general education; it identified four such strategies and analysed some of the issues that they raised. The CES and Scotvec/SQA 'represented' Scotland in the study. Together with the University of London Post-16 Education Centre, which represented England, the CES was able to play a significant role in this project by drawing on the work of the Unified Learning Project (see below). In return, the ULP benefited from the wider comparative focus.

Publications: 9724, 9807, 9809, 9810

Researchers: David Raffe (main contact), Cathy Howieson

Scottish School Leavers Survey: Special Studies (SOEID: 1998-2000)

These studies will focus on five areas:

- Entrants to higher education;
- High-achieving females;
- Low-achieving males;
- Entrants to Government training programmes;
- Early entrants to employment.

A report will be produced on the results of each study. The studies will be conducted mainly using secondary analysis of the Scottish School Leavers Surveys (conducted by SCPR since 1993). The SSLS is a nationally-representative survey of young people who have attended Scottish schools. Information from the surveys includes young people's family background, qualifications, experiences at school from the age of 14, routes to further education and training, and labour market

destinations. They will also draw on data from the Scottish Young Peoples' Surveys (conducted every two years by CES 1977-1991), allowing analyses of trends over time in each area studied. In 1998 work began on preparing data for analysis and on analyses of the first study.

Researchers: Teresa Tinklin (main contact), David Raffe, Linda Croxford, Andy Biggart, Cathy Howieson, Karen Brannen, Joan Fairgrieve

Unifying Academic and Vocational Learning: Scottish and English/Welsh Approaches (ESRC: 1996-1998)

This project reached a successful conclusion with the submission of the final report to the ESRC in July 1998. It was a joint project with Professor Michael Young and Ken Spours of the Post-16 Education Centre at the University of London Institute of Education. It has explored issues in the 'unification' of academic and vocational learning in post-compulsory education and training, and compared the policy approaches being pursued in Scotland (exemplified by Higher Still) and in England and Wales (exemplified by the 1996 Dearing Review and the ensuing Qualifying for Success consultation). It has broadened the comparisons by linking with the LEONARDO project (described above) on *Post 16 Strategies* in eight European countries. In its first year the project reviewed policy debates on both sides of the Border and developed a conceptual framework for analysing post-compulsory education systems and strategies for unifying them. In 1997-98 it conducted four thematic studies of: the merger of bodies which regulated or awarded academic and vocational qualifications; group awards and overarching certificates; core or key skills; and the work-based route. Each study compared the selected issue in the context of the different strategies being followed on either side of the Border. The ULP also studied the Higher Still policy process, conducted a case study of developments in Wales and wrote a number of synoptic papers. A series of eleven Working Papers based on the project is nearly complete.

Publications: 9704, 9719, 9724, 9725, 9733, 9801, 9802, 9803, 9827, 9833

Researchers: Cathy Howieson (main contact), David Raffe

Vocational Training and Labour Market Transitions (EU LEONARDO programme: 1996-98)

This four-country project, led by the Dublin Economic and Social Research Institute, is comparing the transition to the labour market of early or 'lower level' leavers in France, Ireland, the Netherlands and Scotland. It has constructed an integrated dataset based on school leavers' surveys in the four countries, in order to analyse factors associated with lower-level leaving, the differences between lower-level and other leavers, and the factors associated with subsequent labour-market outcomes of lower-level leavers. It aims to test hypotheses about cross-national variations in these processes. During 1997-98 the project completed its conceptual and methodological framework, prepared the integrated dataset based on this framework, and commenced analysis. The CES team contributed to the conceptual framework and the specification and construction of the integrated datasets; its role in the analysis has been to analyse the social and educational factors associated with 'lower level leaving'. Early results of the project were presented at a seminar held at the OECD in June 1998, where project members were invited to comment on the draft comparative report of the first round of the Thematic Review of the Transition from Initial Education to Working Life.

Researchers: David Raffe (main contact), Karen Brannen, Chris Martin

3. PUBLICATIONS

(This list includes publications completed or published in 1997-98 by members of the CES. It includes work by former members of the CES or other colleagues on CES projects.)

9533

Raffe,D. (1998) "Conclusion: Where are pathways going? Conceptual and methodological lessons from the pathways study, Pathways and Participation in VOTEC", in **Pathways and participation in Vocational and Technical Education and Training**, OECD, Paris, pp.375-394.

9611

Raffe,D. (1997) "The 'transition from school to work' and its heirs", in A. Jobert, C. Marry, L.Tanguy and H.Rainbird (eds) **Education and Work in Great Britain, Germany and Italy**, Routledge, London, pp.128-142..

9650

Raffe,D. (1997) "Educational Research and Educational Reform: Respondent's Comments", in S.Hegarty (ed) **The Role of Research in Mature Educational Systems**, NFER, Slough.

9704

Raffe,D. (1997) "Upper-Secondary Education", in M.Clark and P.Munn (eds) **Education in Scotland: From Pre-School to Secondary**, Routledge, London, pp.67-80.

9713

Lamb,J.M. (1997) "Access to Distributed Databases for Statistical Information and Analysis", presented to the 51st Session of the International Statistical Institute (ISI) (18-26 August), Istanbul.

9719

Young,M., Howieson,C., Raffe,D. and Spours,K. (1997) "Unifying Academic and Vocational Learning and the Idea of a Learning Society", *Journal of Education Policy*, 12(6), pp.527-537.

9720

Croxford,L. "Gender and national curricula", in J.Salisbury and S.Riddell (eds) **Gender Equality Policies and Educational Reforms**, Routledge, London (forthcoming, 1999).

9722

Howieson,C. and Croxford,L. (1997) "A measure of success: using the Youth Cohort Study to analyse the outcomes of careers education and guidance", *College Research* (FEDA Journal) Summer 1997, pp.17-18.

9723

Willms,J.D. (1997) "Parental Choice and Education Policy", *CES Briefing No. 12*, Centre for Educational Sociology, University of Edinburgh (August).

9724

Raffe,D. (1997) "Higher Still in European Perspective", *Scottish Educational Review*, 29(2), pp.121-133.

9725

Raffe,D., Howieson,C., Spours,K., and Young,M. (1998) "The Unification of Post-Compulsory Education: Towards a Conceptual Framework", *British Journal of Educational Studies*, 46(2), June, pp.169-187.

9727X

Jones,G. (1997) "'The same people in the same places'? Constructing socio-spatial identities in youth", Centre for Family Research, University of Cambridge.

9728X

Jones,G. and Jamieson,L. (1997) "Young People in Rural Scotland: Getting Out and Staying On", *CES Briefing No. 13*, Centre for Educational Sociology, University of Edinburgh (December).

9729X

Jamieson,L (1997) "Loss of Youth?: Leaving and Staying in the Scottish Borders", Department of Sociology, University of Edinburgh.

9730

Lamb,J.M. and Brannen,K. (1997) "A Domain Data Model for School Leavers Surveys", (Essex 96) Research Resources, *Sociology Online Q2(1)*.

9732

Schuller,T. and Raffe,D. (1997) "System with no time for part-time students", *The Herald*, Tuesday 30 September.

9733

Raffe,D., Howieson,C., Spours,K. and Young,M. "Issues in a 'home international' comparison of policy strategies: the experience of the Unified Learning Project", in F.Coffield (ed) **Why's the Beer always Stronger up North? Studies of lifelong learning in Europe**, ESRC Learning Society Series 2, Policy Press (forthcoming, January 1999).

9734

Raffe,D. "CES Findings on Participation and Attainment in Scottish Education", in T.Bryce and W.Humes (eds) **Scottish Education**, Edinburgh University Press (forthcoming, 1999).

9735

Raffe,D. (1997) "The Centre for Educational Sociology: 25 Years On", in *Times Educational Supplement (Scotland)*, 21 November.

9736X

Pickard,W. (1997) "Spare the Messenger: Telling it as it happens", *ISES Lecture to celebrate 25 years of CES*, 24 November, Centre for Educational Sociology, University of Edinburgh.

9738

Raffe,D., Brannen,K., Croxford,L. and Martin,C (1997) 'The case for 'home internationals' in comparative research: Comparing England, Scotland, Wales and Northern Ireland', in H.Johnson and D.Hannan (eds) **Transitions in Youth: Combating Exclusion: Proceedings of the**

Fourth European Workshop, Proceedings of the Fourth European Workshop. Session 8, pp.406-422, ESRI and Combat Poverty Agency, Dublin.

9801

Raffe,D. and Howieson,C. (1998) "The Higher Still Policy Process", *Scottish Affairs*, 24, Summer, pp.90-108.

9802

Spours,K., Young,M., Howieson,C. and Raffe,D. (1998) **Regulatory and Awarding Bodies and the Process of Unification in England and Scotland**, Working Paper 4, Unified Learning Project, Centre for Educational Sociology, University of Edinburgh and Post-16 Education Centre, University of London.

9803

Howieson,C., Raffe,D., Spours,K. and Young,M. (1998) **Group Awards and Over-Arching Certification and the Unification of Academic and Vocational Learning**, Working Paper 6, Unified Learning Project, Centre for Educational Sociology, University of Edinburgh and Post-16 Education Centre, University of London.

9804X

Gamoran,A. (1998) "Curriculum Change as a Reform Strategy: Lessons from the United States and Scotland", *Teachers College Record*, 98, pp.608-628.

9805

Lamb,J.M. (ed) (1998) **The Milestone 1b Package**, ADDSIA Deliverable for DOSIS Project No 22950.

9807

Lasonen and Raffe,D. "Comparisons of Post-16 Education Strategies to Promote Parity of Esteem between Vocational and General Education in Europe", in CEDEFOP **PANORAMA** (forthcoming).

9809

Young,M. and Raffe,D. (1998) "The Four Strategies for Promoting Parity of Esteem", in J.Lasonen and M.Young (eds) **Strategies for Achieving Parity of Esteem in European Upper Secondary Education**, Institute for Educational Research, University of Jyväskylä, pp.35-46.

9810

Raffe,D., Arnman,G. and Bergdhal,P. (1998) "The Strategy of a Unified System: Scotland and Sweden", in J.Lasonen and M.Young (eds) **Strategies for Achieving Parity of Esteem in European Upper Secondary Education**, Institute for Educational Research, University of Jyväskylä, pp.135-160.

9811

Biggart,A. (1998) "Individual and Contextual Effects and the Changing Culture of Post-Compulsory Educational Participation in Scotland", in A.Walther and B.Stauber (eds) **Lifelong Learning in Europe, Volume 1, Options for the Integration of Living, Learning and Working**, Neuling Verlag, pp.233-241.

9812

Schuller,T., Raffe,D. and Clark,I. (1998) Part-Time Higher Education and the Student-Employer Relationship, *Journal of Education and Work*, 10(3), pp.225-236.

9815

Tinklin,T. and Hall,J. (1998) **Getting Round Obstacles: Disabled Students' Experiences in Higher Education**, *Studies in Higher Education*, 24(2) or 24(3).

9819

Raffe,D., Biggart,A., Fairgrieve,J., Howieson,C., Rodger,J. and Burniston,S. (1998) **OECD Thematic Review: The Transition from Initial Education to Working Life**, UK Background Report, Report to the Department for Education and Employment.

9823

Smart,C. (1998) **The WWW and Surveys**, Centre for Educational Sociology, University of Edinburgh.

9827

Spours,K., Young,M., Howieson,C. and Raffe,D. (1998) **Unifying Post-Compulsory Education in England, Wales and Scotland: Conclusions of the Unified Learning Project**, Working Paper 11, Unified Learning Project, Centre for Educational Sociology, University of Edinburgh and Post-16 Education Centre, University of London.

9832

Lamb,J.M. (1998) 'National Statistical Offices and Administrations, and the Web: A Survey', *Research in Official Statistics*, 1(1), pp.121-130.

9833

Raffe,D., Spours,K., Young,M. and Howieson,C. (1998) **Unifying Academic and Vocational Learning: Current Policy Developments in Wales**, Working Paper 10, Unified Learning Project, Centre for Educational Sociology, University of Edinburgh and Post-16 Education Centre, University of London.

9834

Tinklin,T. (1998) **The Experiences of Disabled Students in Higher Education Institutions**, presented to ISES Seminar on 8 June 1998, Centre for Educational Sociology, University of Edinburgh.

9835

Semple,S. and Howieson,C. "Careers Education", in T.Bryce and W.Humes (eds) **Scottish Education**, Edinburgh University Press, (forthcoming, 1999).

9837

Lamb, J.M., Hewer, A., Karali, I., Kurki-Suonio, M., Murtagh, F., Scotney, B., Smart, C. and pagrach, K. (1998) "The ADDSIA Project: Issues and Achievements", distributed at the NTTS Conference, Sorrento.

9838

Lamb, J.M. (1998) "Communicating with Users: The ADDSIA Project", presented at the Third Government Statistical Society Methodology Conference, 29 June.

4. PRESENTATIONS

Linda Croxford

How Can We Monitor Pupils' Progress in Literacy and Numeracy? Delivered at the Aberdeen Psychological Services Training Day on Early Intervention, Aberdeen, Scotland, April 1998.

Cathy Howieson

Unifying Academic and Vocational Learning: a comparison of recent debates in England and Scotland. Delivered at the SERA, Annual Conference, West Park Conference Centre, University of Dundee, September 1997.

The process of unification: regulatory and awarding bodies; group awards and overarching certification. Delivered at ULP Consultation Seminar, Edinburgh, January 1998.

Joanne Lamb

The ADDSIA project: a progress report. Delivered to the 1997 meeting of the Development of Statistical Information Systems group, EUROSTAT, September 1997.

Statistics, School Leavers and Metadata. Delivered to visiting students from Statistics Department of University of Vienna, 29 October 1997.

National Statistical Offices and Administrations, and the Web: a Survey. Delivered at the Work Session on Statistical Output for Dissemination to Information Media of the Statistical Commission and Economic Commission for Europe Conference of European Statisticians, Cork, Ireland, 22-25 June 1998.

Communicating with Users: the ADDSIA project. Delivered at the Third Government Statistical Society Methodology Conference, London 29 June 1998.

Chris Martin

Setting the Goalposts for "Home Internationals": Examining the Similarities and Differences between the Education and Training Systems in the UK. Delivered at the British Educational Research Association Annual Conference, York, 11-14 September 1997 (with Karen Brannen, Linda Croxford and David Raffe).

David Raffe

Trends in Post-16 Participation and The Role of the Work-Based Route. Delivered at Scottish Enterprise, Glasgow, September 1997.

Home International Comparisons: The Case of the Scottish Education and Training System. Delivered at the British Educational Research Association Annual Conference, York, September 1997.

The Case for Home Internationals in Comparative Research: Comparing England, Scotland, Wales and Northern Ireland. Delivered at the Annual Workshop of European Research Network on Transitions in Youth, Dublin, Ireland, September 1997.

Strategies for Parity of Esteem in Post 16 Education. Delivered at the EERA European Conference on Educational Research, Frankfurt, Germany, September 1997.

Comparison of the Educational Policy Process in Scotland, Northern Ireland, Wales and England. Delivered at the Scottish Education Policy Forum: Seminar on the Educational Policy Processes of the UK, Edinburgh, October 1997.

Issues in a "Home International" Comparison of Policy Strategies. Delivered at the The Learning Society Programme Workshop on the Comparative Dimension, October 1997.

National Effectiveness: What are the Targets?. Delivered at the The Edinburgh Conference: Quality in Education: From Vision to Reality?, Edinburgh, October 1997.

Comparisons of Post-16 Education Strategies to Promote Parity of Esteem between Vocational and General Education in Europe. Delivered at the Comparative Vocational Education and Training Research in Germany, Bonn, Germany, January 1998.

The Higher Still Policy Process. Delivered at the ULP Scottish Consultation Seminar, Edinburgh, January 1998.

Policy Issues from the Unified Learning Project. Delivered at the The Learning Society Programme Workshop on Policy Issues, Bristol, January 1998.

Post 16 Education and Training in European Perspective. Delivered at the Forum on Educational Research in Scotland, Glasgow, May 1998.

Post 16 Participation. Delivered at the House of Commons Education and Employment Committee Seminar on Access for All, London, June 1998.

Post 16 Qualifications. Delivered at the IPD Seminar on Taking Stock: The Future of Work-Based Learning, London, July 1998.

Teresa Tinklin

The Experiences of Disabled Students in Higher Education Institutions. Delivered at the ISES Seminar, Edinburgh University, June 1998.

5. STAFF MEMBERS

Director

David Raffe

Assistant Director

Joanne Lamb

Senior Researcher Staff

Linda Croxford

Cathy Howieson

Researcher Staff

Andy Biggart

Karen Brannen

Joan Fairgrieve

Chris Martin

Colin Smart

Teresa Tinklin

ICT Staff

Neil Miller

Administrative Staff

Moirá Burke

Emily Morris

Carolyn Newton

Marcia Wright