

# **ANNUAL REPORT**

**AUGUST 1998-  
JULY 1999**

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# 1. INTRODUCTION

This report covers the activities of the Centre for Educational Sociology from August 1998 to July 1999. This has been a transitional year for the CES. In August 1998 it joined the new Faculty of Education, created following the merger of Edinburgh University with Moray House Institute of Education. The CES is now part of the Department of Education and Society within the Faculty, together with former colleagues from ISES and members of the former Moray House Department of Social Science and Social Work. At the end of the year the Centre was preparing to relocate (in September 1999) to new premises in St John's Land, in the Holyrood campus, alongside its new Departmental and Faculty colleagues.

1998-99 has also been a transitional year for Scotland and for Scottish education and training. The first Scottish Parliament for nearly 300 years, with responsibilities for education and training among other areas of policy, assumed office amid expectations that it would proceed in a more open and participatory spirit than the structures it replaced. Education is likely to have a high profile in Scottish politics and it is hoped that the Parliament will make effective use of research evidence when making its decisions. The Parliament therefore presents new opportunities and new responsibilities for the CES, as well as for other Scottish-based researchers. It also brings the relationships between Scotland and the rest of the UK to the centre of attention. The CES is well placed to comment on these relationships: it helped to place 'home international' comparisons on the map of educational research, it recently completed a comparative study of post-16 policies in England, Scotland and Wales, and it is nearing the completion of a comparative analysis of education and training for 14-18 year-olds in the four territories of the UK.

The Centre's interest in Scottish education and training, and in comparisons within the UK, continues to be complemented by a strong interest in comparison and collaboration with countries outwith the UK, especially in Europe. Many of the projects described in this report are either comparative in nature, or conducted in collaboration with researchers in other countries or with international organisations. This international role is exemplified by the European Research Network on Transitions in Youth, which since 1992 has had a definitive influence on a vigorous and expanding area of comparative research. The CES played a leading role in establishing this network, and hosted its annual meeting in Edinburgh in September 1998, with participation from 12 countries. A grant from the Scottish Office supported the publication of the proceedings.

The Centre's work continues to be a balance of different styles and methods of research: quantitative analysis of survey data, qualitative research including case studies and qualitative interviews, and methodologies for collecting, managing and merging statistical data. The complementarity of these different activities is a distinctive feature of the CES and, we believe, a key ingredient of its success. The development of methodologies for organising statistical data has developed alongside an increasing recognition of a specific domain of research: Research on Official Statistics. Eurostat (the statistical office for the European Union) have been particularly active in promoting this type of research, and, with three research projects running in the year in question, CES is emerging as a major player in this field.

During the year we welcomed Defeng Ma to the Centre's research staff, and Emily Morris to the administrative team. Neil Miller, Chris Martin and Andy Biggart (researchers) left the CES, and we are grateful to all of them for their contributions while they were members of the Centre. We also

welcomed Professor Allan Doring from the Australian Catholic University as a visiting academic in April and May 1999.

At the time of writing the CES is reviewing its role and organisation to see how it can be more closely integrated within the new Faculty. It hopes to work closely with new colleagues, many of whom have experience and skills that complement those of the Centre, and close links with professional practice in Scottish education. It also aims to meet the new challenges and opportunities created by the Scottish Parliament and the changing educational and social environment of the Centre's work.

**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: 9822, 9824, 9825, 9828, 9918, 9921*

*Researchers: Joanne Lamb (main contact), Colin Smart*

### **A Comparative Analysis of Education to Work Transitions in Europe (EU TSER programme: 1997-2000)**

This seven-country comparative project began in December 1997 and is co-ordinated by the Dublin Economic and Social Research Institute, with research teams based in Belgium, France, Germany, Ireland, Portugal, the Netherlands, Scotland and Sweden. 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. In 1998-99 the project constructed the first integrated dataset, linking survey data from France, Ireland the Netherlands and Scotland (with data from Sweden to be added later). Work commenced on two further datasets, one describing transitions in transitions since 1979 and the other describing transitions over the first five years in the labour market. The first analyses of these data were begun. A volume of papers analysing cross-country differences in the transition, using data from the Eurostat LFS, is nearing completion.

*Publications: 9906, 9928*

*Researchers: David Raffé (main contact), Andy Biggart (to July 1999), Cristina Iannelli (from Oct 1999), Karen Brannen*

## **The Effectiveness of the Careers Service (SOEID: 1997-2000)**

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. In the second stage of the project S4, S5 and S6 students in selected schools in the five Career Companies were surveyed at two time points to gather information and opinion about the CEG that they had received and to identify the subsequent outcomes of CEG for them. Surveys of employers and of training providers have also been carried out in the five Career Companies and an extensive programme of interviews completed. This programme covered careers service staff and a wide range of 'stakeholders' (teachers; FE; Local Enterprise Companies; Education Authorities; and national employers and training organisations). The data from the various research activities is currently being analysed and the project will report its findings in early 2000.

*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, 9902*

*Researcher: Linda Croxford (main contact)*

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

This project aims to compare the 14-19 education and training systems of England, Wales, Scotland and (as far as data will permit) Northern Ireland, and to promote theoretical development in the field of 'home international' comparisons. By the beginning of 1998-99 a programme of interviews with policy-makers in the four territories, and a review and analysis of available statistics and research, had virtually been completed. In 1998-99 the project constructed an integrated dataset describing the transitions of a cohort of young people in the four territories in the early 1990s. This used data from the England and Wales Youth Cohort Study, the Scottish Young People's Survey and the Northern Ireland Secondary Education Leavers Survey. Current analyses of this dataset cover: secondary school attainment, gender and the curriculum, participation in full-time education beyond 16, the choice of post-16 pathways, entrance to higher education and the transition to the labour market. While many of these analyses confirm the broad similarity of the four UK systems, they identify several important differences including smaller school differences in Scotland and Wales, the

low status of vocational education in Scotland, the short duration of post-compulsory education (below higher education) in Scotland, and the variation in patterns of gender inequality across all four countries. The analyses also draw attention to the need to compare the four systems over time, and to the problems of comparing official statistics as well as survey data from the four territories. The project will conclude with an open seminar in November 1999.

*Publications:* 9737, 9738, 9929, 9931

*Researchers:* Linda Croxford (main contact), David Raffae, Chris Martin (to January 1999), Karen Brannen, Joan Fairgrieve

### **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, 9813, 9911, 9912

*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. It examines 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 charts how their attitudes to training, the labour market, continuing education and lifelong learning develop and change as their experiences grow. The young people were interviewed for the first time in spring 1999 and will be interviewed at three further time 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. At the first contact the majority of young people identified one of their parents as their significant person and in-depth interviews were held with them. 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 (OECD: 1998)**

Fourteen countries are participating in this review, which adopts a broad definition of the transition from education to work and examines current changes and problems and the responses of national institutional frameworks and policies. The CES contributed the Background Report for the UK review (see Annual Report for 1997-98) and David Raffe participated as a member and rapporteur of the four-person team which reviewed the transition in Japan.

*Publications: 9819*

*Researchers: David Raffe*

## **Educational Multimedia in Compulsory School: From Pedagogical Assessment to Product Assessment (EU: 1998-2000)**

This project started at the beginning of September. It aims to map the dynamics of multimedia use in an educational context and to generate an on-line database of multimedia applications for use by teachers and suppliers of educational multimedia. The project brings together teachers, students, teacher trainers and developers across Europe in an investigation of the potentialities of multimedia products to inform practice both within the classroom and in the development of materials. The project is carried out in conjunction with the Research Centre of Social Sciences in the Faculty of Social Sciences and the Scottish Interactive Technology Centre in the Faculty of Education. This project is a new area of CES, and provides an excellent opportunity to pursue the study of the use of ICT in teaching and learning, and of collaborating with colleagues in the Faculty of Education.

*Researchers: Joanne Lamb (main contact), Roger Slack*

## **An Object Network for Statisticians and Administrations (EU Telematics: 1998-2001)**

This thirty month project started in October 1998. It is a follow-up to a pilot project undertaken in 1996. The aim is to provide an interface to statistical information held on the World Wide Web which lets the user publish his own results within the same software package. CES is developing the Statistical Workbench, which builds on previous work in the area of Statistical Information Systems. It is funded by the European Union (Telematics).

*Researchers: Joanne Lamb (main contact), Joan Fairgrieve*

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

The CES is conducting five studies using data from the SSLS, a nationally-representative survey of young people who have attended Scottish schools. The studies also use data from the Scottish Young People's Surveys (conducted every two years by CES from 1977 to 1991, in order to study trends over time. The five studies focus on: entrants to higher education; high-achieving females; low-achieving males; entrants to Government training programmes; and early entrants to employment. In 1998-99 the first of these were completed and work on the second two studies reached an advanced stage. The first study, of entrants to higher education, looked at some aspects of the rapid expansion of participation in the late 1980s and early 1990s. It found that social class differences in entrance narrowed during this period (although they remained substantial). Qualifications were the most important determinants of entry; females achieved better qualifications than males, and were as likely to apply for HE as similarly-qualified males, but they were less likely to enter HE than males with similar qualifications. The study revealed important differences between entrants to degree courses and to other HE courses: there was no significant decline in the Highers qualifications of degree-course entrants, who increasingly left school from S6 rather than S5, while the Highers qualifications of sub-degree entrants declined over time and they were more likely to enter from S5. Sub-degree courses made a larger contribution to widening access.

*Publications: 9826, 9829*

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

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

This 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 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). The main funding for this project ended in 1997-98, but during 1998-99 members of the research team made several further presentations based on the project and began work on a book based on its findings.

*Publications: 9733, 9818, 9909, 9930*

*Researchers: Cathy Howieson (main contact), David Raffae*

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

This four-country project, led by the Dublin Economic and Social Research Institute, compared the transition to the labour market of early or 'lower level' leavers in France, Ireland, the Netherlands and Scotland. It was completed at the end of 1998. It used an integrated dataset constructed from 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. The project revealed a substantially higher proportion of 'lower level leavers' in Scotland than the other three countries, but this was partly compensated by a higher level of alternative provision such as youth training programmes. In all four countries the study confirmed that even among this least-qualified minority of school leavers qualifications, even at a minimal level, continued to have an influence on educational and labour-market prospects. The project also found that in some cases lower-level leavers had better labour-market prospects if they had studied vocational curricula.

*Publications: 9820, 9830, 9831, 9913*

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

### 3. PUBLICATIONS

(This list includes publications completed or published in 1998-99 by members of the CES. It includes work by former members of the CES or other colleagues on CES projects.)

9108

Raffe,D. (1999) A sociological framework for analysing labour-market influences on education, in W.Nijhof and J.Brandsma (eds) **Bridging the Skills Gap between Work and Education**, pp.37-53, Dordrecht: Kluwer Academic Publishers.

9608

Lamb,J.M. (1999) Harnessing the internet: issues for the dissemination of statistical data, in *Publication and Dissemination of Statistical Information* (forthcoming).

9733

Raffe,D., Howieson,C., Spours,K. and Young,M. (1999) "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**, pp.63-71, Bristol: Policy Press.

9734

Raffe,D. (1999) "CES findings on participation and attainment in Scottish education", in Tom Bryce and Walter Humes (eds) **Scottish Education**, pp.773-781, Edinburgh: Edinburgh University Press.

9737

Raffe,D. (1998) Does learning begin at home? The use of "home international" comparisons in UK policy-making, *Journal of Education Policy*, 13(5), pp.591-502.

9738

Raffe,D., Brannen,K., Croxford,L. and Martin,C. (1999) Comparing England, Scotland, Wales and Northern Ireland: The case for "home internationals" in comparative research, *Comparative Education*, 35(1), pp.9-25.

9806

Schuller,T, Raffe,D., Morgan-Klein,B and Clark,I (1998) **Part-Time Higher Education: Policy, Practice and Experience**, London, Jessica Kingsley, 208pp.

9808

Lamb,J.M. (1998) "Statistical information systems for comparative analysis - some theoretical issues", in R.Payne and P.Lane (eds) **Proceedings in Computational Statistics 1998, Short Communications and Posters**, pp.69-70.

9813

Fairgrieve,J. and Brannen,K. (1998) "Idaresa - a tool for construction, description and use of harmonised datasets from national surveys", in R.Payne and P.Lane (eds) **Proceedings in Computational Statistics 1998**, pp.299-304.

9815

Tinklin,T. and Hall,J. "Getting round obstacles: disabled students' experiences in higher education", *Studies in Higher Education* 24(2), pp.183-194.

9816R

Raffe,D. (1999) Untitled review of J.Bynner, E.Ferri and P.Shepherd (eds) "Twenty-something in the 1990s: Getting on, getting by, getting nowhere", *Journal of Youth Studies*, 2(1), pp.121-123.

9817

Martin,C. and Raffe,D. (1998) "Variations within the 'mixed model': vocational and general pathways in post-compulsory education and training in England, Wales and Scotland", in Mulder,M. (ed) **European Vocational Education and Training Research, Proceedings of the VETNET program at the ECER conference on 17-20 September, Ljubljana, Slovenia**, pp.35-44, University of Twente.

9818

Raffe,D., Howieson,C., Spours,K and Young,M (1998) "Unifying vocational and academic learning: Issues from a comparison in England, Wales and Scotland", in Mulder,M. (ed) **European Vocational Education and Training Research, Proceedings of the VETNET program at the ECER conference on 17-20 September, Ljubljana, Slovenia**, pp.45-54, University of Twente.

9819

Raffe,D., Biggart,A., Fairgrieve,J., Howieson,C., Rodger,J. and Burniston,S. (1999) "OECD thematic review: The transition from initial education to working life, UK Background Report", "<http://www.oecd.org/els/pdfs/Education/Trans/Background/ukback.pdf>", 87pp.

9820

Raffe,D., Van der Velden,R. and Werquin,P. (1998) **Proceedings of the European Research Network on Transitions in Youth: Annual Workshop 1998**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9821

Croxford,L. (1998) **The Statistical Background to Government Target-Setting Policy**, Edinburgh: Educational Institute for Scotland.

9822

Lamb,J.M. (1998) **The Milestone II Package**, ADDSIA Deliverable for DOSIS Project No 22950, August 1998, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9824

Lamb,J.M. (1998) "Metadata in a Statistical Distributed Database System", **NTTS '98 International Seminar on New Techniques and Technologies for Statistics (Pre-Proceedings)**, Sorrento, 4/6 November, pp.289-294.

9825

Smart,C. (1998) "Visualisation of statistical analysis and processing", **NTTS '98 International Seminar on New Techniques and Technologies for Statistics (Pre-Proceedings)**, Sorrento, 4/6 November, pp.491-496.

9826

Tinklin,T, Raffe,D. and Croxford,L. (1998) "School-leaver entrants to higher education", presented to the Scottish Educational Research Association conference, Dundee.

9828

Smart,C (1998) "Finding a metaphor for distributed statistical databases", in R.Payne and P.Lane (eds) **Proceedings in Computational Statistics 1998, Short Communications and Posters**, pp109-110.

9829

Tinklin,T. and Raffe,D. (1999) **The Scottish School Leavers' Survey: Entrants to Higher Education**, Report to The Scottish Executive Education Department, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9830

Hannan,D., Smyth,E., Raffe,D., Martin,C., Brannen,K., Rutjes,J.J., Becker,K. and Werquin,P. (1998) "Education, vocational training and labour market transitions among lower level leavers in four European countries: An overview of the VTLMT project", **Proceedings of the European Research Network on Transitions in Youth: Annual Workshop 1998**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9831

Martin,C and Raffe,D. (1998) "Lower level leaving and desertion: Their level and social distribution in four European countries", **Proceedings of the European Research Network on Transitions in Youth: Annual Workshop 1998**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9835

Howieson,C. and Semple,S. (1999) "Careers education", T.Bryce and W.Humes (eds) **Scottish Education**, Edinburgh University Press, pp.464-781.

9836

Howieson,C. and Semple,S. (1998) "Teachers' experience of guidance", in R.Edwards, R.Harr and A.Tait (eds) **Telling Tales: Perspective on Guidance and Counselling in Learning**, Routledge in association with the Open University, Part 1, Chapter 4, pp.55.

9839

Furlong,A. and Biggart,A. (1998) "The educational and occupational aspirations of young people in Scotland and Finland", *Young, Nordic Journal of Youth Research*, 6(4), December, pp.2-21.

9840

Biggart,A. (1999) "Unemployment, neighbourhoods and discouraged workers", in H.Johnson and D.Hannan (eds) **Transitions in Youth: Combating Exclusion**. Proceedings of the Fourth European Workshop. Session 4, pp.216-226, Dublin: ESRI.

9901

Lamb,J.M. (1999) **The Milestone III Package**, ADDSIA Deliverable for DOSIS Project No 22950.

9902

Croxford,L. (1999) **The Statistical Background to Government Target-Setting Policy: Appendices 1, 2 and 3**, Supplement to Final Report to Educational Institute for Scotland.

9906

Gängl,M., Hannan,D., Raffe,D. and Smyth,E. (1999) "CATEWE - A comparative analysis of transitions from education to work in Europe", *Eurodata Newsletter*, No. 8, Autumn 1998.

9907

Furlong,A. and Biggart,A. (1999) "Framing 'choices': A longitudinal study of occupational aspirations among 13- to 16-year-olds", *Journal of Education and Work*, 12(1), pp.21-35.

9908

Croxford,L. (1999) "League tables - who needs them?", *CES Briefing No. 14*, Centre for Educational Sociology, University of Edinburgh (April).

9909

Howieson,C. and Raffe,D. (1999) "The 'unification' of post-16 education", *CES Briefing No. 15*, Edinburgh: Centre for Educational Sociology, University of Edinburgh (April).

9911

Lamb,J.M. and Fairgrieve,J. (1999) **Implementation of the InForms Manager**, IDARESA Deliverable 3.2.3 for DOSIS Project No 20478, February 1999, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9912

Brannen,K., Fairgrieve,J., Rutjes,H. and Pagrach,K. (1999) **Testing of Architecture with Local Survey Statistics**, IDARESA Deliverable 5.1 for DOSIS Project No 20478, February 1999, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9913

Hannan,D., Smyth,E., Raffe,D., Martin,C., Brannen,K., Rutjes,H., Becker,K. and Werquin,P. (1999) **Education, Vocational Training and Labour Market Transitions (VTLMT) Amongst Lower Level School Leavers in Four European Countries**, Final Report, Dublin: Economic and Social Research Institute.

9919

Senker,P., Rainbird,H., Evans,K., Hodkinson,P., Keep,E., Maguire,M., Raffe,D. and Unwin,L. (1999) Working to learn: An holistic approach to young people's education and training, in Ainley,P. and Rainbird,H., (eds) **Apprenticeship: Towards a New Paradigm of Learning**, pp.191-205, London: Kogan Page Limited.

9921

Lamb,J.M. and Smart,C. (1999) "Simultaneously analysing several databases: The ADDSIA project". Paper presented to the Decision Sciences Institute 5th International Conference (DSIA 99), Athens, July, CES, Edinburgh.

9928

Raffe,D. (1999) "A comparative analysis of transitions from education to work in Europe", in *The European Socio-Economic Research Conference: Conference Reader*, 28-30 April 1999, pp.B/4-B/7.

9929

Raffe,D. (1999) "Investigating the education systems of the UK", in Phillips,D. (ed) *Oxford Studies in Comparative Education*, forthcoming.

9930

Raffe,D., Spours,K, Young,M. and Howieson,C. (1999) "Unifying academic and vocational learning: Current policy developments in Wales", in Phillips,D. (ed) *Oxford Studies in Comparative Education*, forthcoming.

9931

Martin,C. and Raffe,D. (1999) "Full-time participation in education at 16, 17 and 18: A comparison of survey data and official statistics for England, Wales, Scotland and Northern Ireland", Working Paper, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9932

Smart,C. and Brannen, K. (1999) "SIR and DDI: Can You Teach an Old Dog New Tricks?", paper presented to the International SIR Users Conference, Edinburgh, June 1999.

## 4. PRESENTATIONS

### Linda Croxford

*Monitoring Pupils Progress for Early Intervention and Target Setting.* Delivered at the Seminar on Performance Monitoring, Aberdeen, Scotland, September 1998.

*Do young people's experiences in Compulsory Schooling Differ across the UK?.* Delivered at the Scottish Educational Research Association, Dundee, September 1998.

*The Statistical Basis of Government Target Setting Policy.* Delivered at the EIS Education Committee, February 1999.

### Cathy Howieson

*Main findings and conceptual framework of ULP.* Delivered at the English Consultation Seminar, Post 16 Education Centre, University of London, September 1998.

*Doing Your Own Research.* Delivered at the Methodology seminar, Centre for Careers Education and Guidance, Faculty of Education, Strathclyde University, Glasgow, December 1998.

### Joanne Lamb

*ADDISIA Progress Report.* Delivered at the DOSIS 98, Luxembourg, September 1998.

*Metadata in a Statistical Distributed Database System.* Delivered at the NTTS'98 International Seminar on New Techniques and Technologies for Statistics, Sorrento, November 1998.

*Recent Advances in Metadata.* Discussant: NTTS'98 International Seminar on New Techniques and Technologies for Statistics, Sorrento, November 1998.

*Experiences of an FP4 Project.* Delivered at the Fifth Framework Programme (FP5) Information Day, London, November 1998.

*Topics for FP5 Proposals.* Delivered at the Fifth Framework Programme (FP5) Information Day, Brussels, April 1999.

### Chris Martin

*Lower Level Leaving and Desertion: Their Level and Social Distribution in Four European Countries.* Delivered at the Annual Transitions in Youth Workshop 1998, CES, Edinburgh, September 1998.

*Comparing early labour market outcomes in Scotland, England, Wales and Northern Ireland.* Delivered at the Scottish Educational Research Association, Dundee, September 1998.

### David Raffe

*Unified Learning Project: Conclusions and Future Developments.* Delivered at the Scottish Consultation Seminar, Edinburgh, September 1998.

*Variations within the "Mixed Model": Vocational and General Pathways in Upper-Secondary Education in England, Scotland, Wales and Northern Ireland.* Delivered at the European

Conference on Educational Research, University of Ljubljana, Faculty of Education, Slovenia, September 1998.

*Unifying Vocational and Academic Learning: Issues from an Anglo-Scottish Comparison (Symp The Learning Society).* Delivered at the European Conference on Educational Research, University of Ljubljana, Faculty of Education, Slovenia, September 1998.

*Comparing Post-Compulsory Education and Training Systems within the UK.* Delivered at the Scottish Educational Research Association, Dundee, September 1998.

*Investigating the Education and Training Systems of the UK.* Delivered at the University of Oxford, October 1998.

*Issues from the Unified Learning Project.* Delivered at the Seminar, University of Leeds, December 1998.

*Best Practice Research Project: the Unified Learning Project.* Delivered at the Conference on The Place of Research and Development in FE, Edinburgh, January 1999.

*Innovative Practices in Linking Initial Education to the World of Work: Discussant's Comments.* Delivered at the OECD/US government Conference on Preparing Youth for the 21st Century, Washington DC, USA, February 1999.

*The Emerging Scottish Model of a Unified System: The Implications for Social Inclusion and Lifelong Learning.* Delivered at the Conference on Social Inclusion and Lifelong Learning, University of Glasgow, May 1999.

*The Gender Dimension in Socio-Economic Research: Comparative Analysis of Transitions from Education to Work in Europe.* Delivered at the European Socio-Economic Research Conference, Brussels, April 1999.

## **Colin Smart**

*Visualisation of Statistical Analysis and Processing.* Delivered at the NTTS '98 International Seminar on New Techniques and Technologies for Statistics, Sorrento, November 1998.

*Finding a Metaphor for Distributed Statistical Databases,* Delivered at the Computational Statistics 1998.

*Simultaneously Analysing Several Databases: The ADDSIA project.* Delivered at the Decision Sciences Institute 5th International Conference (DSIA 99), Athens, July 1999.

*SIR and DDI: Can You Teach an Old Dog New Tricks?.* Delivered at the International SIR Users Conference, Apex Hotel, Edinburgh, June 1999.

## **Teresa Tinklin**

*School-Leaver Entrants to HE.* Delivered at the 1998 Scottish Educational Research Association Conference, Dundee, September 1998.

*School-Leaver Entrants to HE.* Delivered at the Inaugural University of Edinburgh Conference for Secondary HeadTeachers in Scotland: Education in the New Scotland, Edinburgh, November 1998.

## 5. STAFF MEMBERS

### **Director**

David Raffe

### **Assistant Director**

Joanne Lamb

### **Senior Research Staff**

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Cathy Howieson

### **Research Staff**

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Karen Brannen

Joan Fairgrieve

Chris Martin

Colin Smart

Teresa Tinklin

### **ICT Staff**

Neil Miller (until December 1998)

Defeng Ma (from March 1999)

### **Administrative Staff**

Moira Burke

Emily Morris

Carolyn Newton

Marcia Wright