

ANNUAL REPORT

**AUGUST 1999
TO
JULY 2000**

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1. INTRODUCTION

This report covers the activities of the Centre for Educational Sociology from August 1999 to July 2000. One of the main events of the year was the Centre's relocation, in September 1999, to new premises in St John's Land, in the Faculty of Education's Holyrood campus. The Centre has been a member of the Faculty, and of its Department of Education and Society, since they were created from the merger of Edinburgh University with Moray House Institute of Education in August 1998. But only now that we are in daily contact with our new colleagues do the full possibilities of the merger start to become real. And the shared experience of confronting and trying to rectify the 'snags' in a newly refurbished building has been a powerful bonding influence. The process of integrating the Centre's into the new Department and Faculty will be a long one. A Centre that is largely dependent on external research funding lives under constant pressure, and cannot easily find the space in which to plan other types of activity. However we are making a start. We are collaborating with fellow-members of the Faculty on a growing number of projects, and we are contributing to research development activities within the Faculty as well as to teaching and supervision.

On the research side, highlights of the year include:

- the completion of the *Home Internationals Project* which compared the UK's education systems, and a successful dissemination conference in November which attracted considerable media coverage. The project has since received an 'Outstanding' grade from the Economic and Social Research Council's evaluation. Its work on comprehensive education has been taken up in the current debates on the future of secondary education in Northern Ireland.
- the project on *The Effectiveness of the Careers Service* approached completion, and fed in to the work of the Careers Service Review set up by the Scottish Executive.
- the Centre's first two EU Fifth Framework projects, one of which (*MISSION*) builds on a Fourth Framework project (*ADDISIA*) led by the Centre and completed in 2000. Other Fifth framework projects are in the pipeline.
- the launch of a three-year ESRC project on *The Introduction of a Unified System on Post-compulsory Education in Scotland*. This draws on analyses developed in the earlier *Unified Learning Project* which, while they did not predict the 'exams crisis' of August 2000, explain why this had the political impact that it had.
- the development of research in the uses of ICT in education, bringing together the educational and ICT strands in the Centre's work.
- further evaluation of *Early Intervention*, and the dissemination of new information about factors influencing attainment in the early years of schooling; we have commenced evaluation of early intervention on behalf of a second local authority.
- a workshop on *Education-to-Work Transition Data*, organised by the CES in association with the OECD and held at the OECD in Paris, which brought together researchers, statisticians and policy-makers from twenty countries.
- publication of the first three Special Studies based on the Centre's analyses of the Scottish School Leaver Survey. These cover entrants to higher education, gender and low achievement, and high-attaining female school leavers. The final study, on early leavers from school, neared completion during the year.

Much of the Centre's work is conducted in collaboration with other institutions, as well as with colleagues at Edinburgh. In 1999-2000 we conducted funded research projects, or developed new research proposals, jointly with the Universities of Athens, Barcelona, Koblenz-Landau, Leuven, Lisbon, London (Institute of Education), Maastricht, Mannheim, Namur, Strathclyde, Ulster,

Uppsala, the National Technical University of Athens, and with research institutes in Amsterdam, Copenhagen, Dublin, Marseille, Paris, Saarbrücken and Vienna. We also have joint projects with national and local administrations in Finland, Ireland, Norway and the UK, and private companies in Belgium, France, Italy, the Netherlands, Sweden and London. This is in addition to less formal collaboration through research networks, joint publications, and so on.

During the year we welcomed Cristina Iannelli to the Centre's research staff. We said goodbye to Colin Smart and to Roger Slack who had worked jointly in the Centre and in the Research Centre for Social Sciences. Emily Morris left the administrative team after helping us with the move to Holyrood. We are grateful for their support.

David Raffe

2. PROJECTS

Aberdeen Early Intervention Programme (Aberdeen City Council/Scottish Executive: 1998-2001)

The aims of the Aberdeen Early Intervention Programme are to raise standards of attainment of literacy and numeracy of pupils in their first years of primary school. CES is working with Aberdeen City Council on the evaluation of the programme. As part of the evaluation we are analysing the factors influencing attainment in early reading and mathematics using data derived from baseline assessment in primary 1. Our findings provide the first quantitative evidence of inequalities by gender and socio-economic status at the early stages of primary school. The findings have been disseminated at national conferences and by a CES *Briefing*.

Publications: 9915, 9916

Researcher: Linda Croxford (main contact)

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. On the school-leaver-survey side of the project, the main activity in 1999-2000 was the analysis of the first integrated dataset, linking survey data from France, Ireland the Netherlands, Scotland and Sweden. The CES contributed papers on the role of vocational upper-secondary education, and on school variability in transitions. It also led work which completed two further datasets, one describing trends since 1979 and the other describing transitions over the first five years in the labour market. Cristina Iannelli also began work on a comparison of Italy and Spain, based on Labour Force Survey data.

Publications: 9922, 9937, 9938, 0014

Researchers: David Raffé (main contact), Cristina Iannelli, Karen Brannen

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

The main concept of ADDSIA was to allow aggregated data from different data sources to be passed to a central location and merged using statistical algorithms which take into account the characteristics (defined by metadata) of the system. This project formally ended in March 2000, after a three-month extension. The final year of the project was spent in consolidating the code developed by the partners. The overall approach of ADDSIA assumed a hierarchical situation where Data Providers would supply information on their data to a Domain manager. While we were successful in defining the architecture and developing the framework for capturing data and metadata, we felt that the approach was too restrictive. Consequently we developed the MISSION architecture and this proposal was successful. The new project started in January 2000, and incorporates ideas and code from ADDSIA.

Publications: 9918, 9926, 9941

Researchers: Joanne Lamb (main contact), Colin Smart

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

This project, which used data from youth transition surveys to compare the 14-19 education and training systems of England, Wales, Scotland and Northern Ireland, was brought to a successful conclusion in 1999-2000. Analyses of attainment at 16 and the effects of school organisation, of post-16 participation, of parity of esteem between general and vocational education and of the transition to work were prepared for publication. The main findings of the project were presented to a seminar in November 1999 on the theme of convergence and divergence within the UK, with contributions from all four UK systems as well as the Republic of Ireland and mainland Europe. The seminar was attended by 95 policy-makers, practitioners and researchers from all parts of the UK and beyond. A recurring theme of the project has been the blend of similarities and differences among the four systems, and the potential for policy learning as well as theoretical development provided by home international comparisons. The project presents a more qualified verdict on the alleged superiority of Scottish education. On the one hand, it confirms that comprehensive education in Scotland (and in Wales) has encouraged weaker social segregation, narrower class inequalities and less school variability than the more differentiated system of England. On the other hand, it finds that relative participation in Scottish post-16 education is not consistently higher than elsewhere, and that vocational education has even lower status than in other parts of the UK.

Publications: 9720, 9929, 9933, 9934, 9935, 0001, 0002, 0007, 0010, 0011

Researchers: Linda Croxford (main contact), David Raffae, 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 have been interviewed twice and a third contact is planned for the autumn. 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 majority of young people have so far identified one of their parents as their significant person and in-depth interviews have been 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)

An Object Network for Statisticians and Administrations (EU Telematics: 1998-2000)

This project produced a definition for a statistical workbench, using an object-oriented approach. Working with partners from the statistical offices of Greece and Portugal, Devon County Council, and the Survey Team of the University, we collected a comprehensive overview of the statistical processing process from a number of different perspectives. In this report we demonstrated that 'users' – mainly managers and statisticians – can think in object-oriented terms and can come to grips with some of the concept of formal modelling as used in the Unified Modelling Language (UML) which is currently used by many software developers.

Publications: 9924

Researchers: Joanne Lamb (main contact), Joan Fairgrieve

A Software Suite and Extended Mark-up Language (XML) Standard for Intelligent Questionnaires (Eurostat: 2000-2003)

The main goal of the project is to support the EU in its quest for more accurate and timely information whilst reducing the burden on enterprises that supply this information. We aim to achieve this by using current and emerging information technologies to implement a solution for intelligent questionnaires. Five software modules will be developed to cover the activities of questionnaire design, survey administration, data capture and extraction from existing data sources. Since it began, the project has progressed well within its proposed timeplan. Two web sites (public and private) have been set up, presentation material has been produced as has a draft initial technical implementation plan. The first trial has taken place with users and work has begun on the development of the second trial. The system model has progressed significantly and there is a common understanding of the design approach between the partners. The collection of user requirements for the five modules has also progressed well. The ideas and approach of IQML has been disseminated at a number of conferences for the academic and public sectors. There has been significant contribution to the development of standards by taking part in the definition of the Common Warehouse Metamodel (CWM) model of the OMG, and by leading the Analytical Data Management (ADM) special interest group. Additionally, procedures for communication and for peer reviewing have been set up, and three successful project meetings have been conducted.

Researchers: Joanne Lamb (main contact), Karen Brannen, Adam Taylor, Defeng Ma

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

Three aspects of this project have been addressed in the final year of this project. We developed an architecture and prototype for a database to aid the sharing of information about multimedia for use in teaching; we have reported on the use for multimedia in schools from the teachers' point of view, and also from the perspective of children's learning.

Publications: 9940, 9943, 9944, 0019, 0024, 0025

Researchers: Joanne Lamb (main contact), Roger Slack

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

This project on the effectiveness of the Careers Service in Scotland is almost complete. The study, a joint project with Sheila Semple of the Centre for Careers Education and Guidance at the University of Strathclyde, mapped Careers Service provision across Scotland through interviews with staff in all of the Careers Companies and review of documentary sources. It developed a typology of Careers Companies which was used to analyse the variation across Companies and to select five Career Companies for in-depth study in the second stage of the research. In this second stage surveys were conducted in the five case study CSCs of senior students in selected schools, of employers and of training providers and an extensive programme of interviews with careers service staff and a wide range of 'stakeholders' completed. The final report is almost complete and is wide-ranging in its scope covering policy, management, operational and professional practice issues. The research coincided with the Review of the Careers Service set up by the Minister for Enterprise and Lifelong Learning early in the year. The researchers gave both written and oral evidence to the Review Committee.

Publications: 0003n, 0012n

Researchers: Cathy Howieson (main contact), Sheila Semple

Evaluation of Early Intervention in Edinburgh Primary Schools (City of Edinburgh Council: 1999-2001)

This evaluation is part of a collaborative research initiative between the City of Edinburgh Council and the University of Edinburgh Faculty of Education. CES is working with other members of the Faculty on the evaluation, carrying out a series of analyses of the factors influencing baseline attainment in reading (and mathematics), and feeding back information to the authority and its primary schools. An initial confidential report has been completed, and the findings discussed with headteachers and staff within the City of Edinburgh Council. Initial results confirm the effects of gender, age, family background, first language, special educational needs and pre-school education on attainment in reading. There were differences in progress in reading associated with family background, first language, special educational needs, pre-school education, class size and school context.

Publications: 0016n

Researchers: Linda Croxford (main contact), Stephen Sharp

Gender and Pupil Performance (Scottish Executive: 1999-2000)

The main aims of the research are to identify factors which influence the relative attainment of males and females and provide advice on how good performance by both males and females can be achieved. The research involves a review of relevant research and policy documents, a review of current practice in Scotland, case studies of six secondary schools which are undertaking initiatives to address gender differences in attainment and interviews with staff in their associate primary schools. In addition, patterns of attainment by gender, school and social background are being analysed using Standard Grade attainment data for 1999. Preliminary findings show that a focus on 'boys' underachievement' obscures generally rising levels of attainment by both sexes, gender differences in uptake of different subjects and persistent differences in attainment for both sexes by social background. The findings of the project will be published early in 2001.

Publications: 0023

Researchers: Teresa Tinklin (main contact), Linda Croxford, Alan Ducklin, Barbara Frame

International Workshop on Comparative Data on Education-to-Work Transitions (EU Fifth Framework: Improving Human Potential: 2000)

This workshop was funded as an 'Accompanying Measure' of the CATEWE project (see above). It was organised by the CES in collaboration with the OECD, and held at the OECD's Paris headquarters in June 2000. Patrice de Broucker, convenor of the transition-to-work subgroup of Network B of the OECD Education Indicators Project, was co-organiser. The workshop aimed to clarify the needs of policy-makers and researchers for data and indicator systems on the transition from education to work, to review existing data sources, and to inform future data-collection strategies. It was attended by nearly 60 statisticians, policy-makers and researchers from twenty countries. A report is in preparation.

Publications: 0008, 0031

Researcher: David Raffe, Karen Brannen, Cristina Iannelli

Introduction of a Unified System of Post-Compulsory Education in Scotland (ESRC: 2000-2003)

This project studies the first four years of implementation of Higher Still, which introduces a 'unified system' of post-16 education in Scotland. It builds on the insights and conceptual framework of the ESRC-funded Unified Learning Project (ULP: 1996-98), which studied policy development at national level, by following this into the implementation phase. It aims: to examine the emerging

model of a unified system and how this model is shaped during the implementation process; to analyse the policy process and consider whether this is distinctive for policies to introduce a unified system; to examine the role of institutions (schools and colleges) in shaping the reform; and to explore the articulation of the unified system with work-based provision and higher education, and the role of the new Scottish Credit and Qualifications Framework. It will also compare Scottish developments with those in England. The research will involve: surveys in 2000 and 2002 of all secondary schools, colleges and local authorities in Scotland; analyses of official data on school and college provision; case studies of six institutions; and interviews with key informants. Since the project began in April 2000 the team conducted the first interviews, reviewed statistical sources and made preparations for the first surveys of schools, colleges and local authorities in November. The college survey will be conducted in collaboration with the Scottish Further Education Unit.

Researchers: Cathy Howieson (main contact), David Raffe, Teresa Tinklin

Multi-agent Integration of Shared Statistical Information Over the (inter)Net (Eurostat: 2000-2002)

The main goal of this project is to utilise the World Wide Web and emerging agent based technologies to provide a modular system of software which will enable providers of official statistics to publish their data in a unified framework, and to allow consumers of statistics to access these data in an informed manner with minimum effort. The project is progressing well within the proposed timeplan. Several deliverables have been completed: presentation material, initial technical implementation plan, public web site and the synthesised description of user needs. In addition, a private web site has been set up to aid communication within the consortium and procedures have been agreed for communication and peer reviewing. There have been three successful project meetings as well as a more technical oriented one. Further, there has been good progress, using the above-named procedures, in the formal specification of the system and in agreement on the architecture and system integration. Planning for the first test in February 2001 is now underway.

Publications: 0020

Researchers: Joanne Lamb (main contact), Yaxin Bi, Defeng Ma, Karen Brannen

National Evaluation of Early Intervention Projects (Scottish Executive: 1998-2001)

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, and again in summer 2000. Initial analyses provided 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 the final 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)

Scottish School Leavers Survey: Special Studies (Scottish Executive: 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 1999-2000 the second two of these were completed and work on the final studies reached an advanced stage. The studies published in 1999-2000 focused on changes in levels of attainment by males and females from 1978-98, factors influencing high and low attainment, and the differences between males and females in subsequent destinations. Both reports demonstrate the continuing influence of gender and socio-economic status on attainment and subsequent life-chances.

Publications: 9914, 9920, 9927, 9932, 0005, 0006, 0013

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

3. PUBLICATIONS

9720

Croxford,L. (2000) "Gender and National Curricula", in J.Salisbury and S.Riddell (eds) **Gender, Policy and Educational Change: Shifting Agendas in the UK and Europe**, pp.115-133, London: Routledge.

9833

Raffe,D., Spours,K., Young,M. and Howieson,C. (1999) "Unifying Academic and Vocational Learning: Current Policy Developments in Wales", in D.Phillips (ed) **The Education Systems of the United Kingdom**, Oxford Studies in Comparative Education, pp.45-62, Wallingford: Symposium Books.

9910

Croxford,L. (2000) "Is Free-Meal Entitlement a Valid Measure of School Intake Characteristics", *Educational Research and Evaluation*, (forthcoming).

9914

Biggart,A (1999) **The Scottish School Leavers' Survey: Gender and Low Attainment**, Report to the Scottish Executive, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9915

Croxford,L. and Cowie,M. (1999) "Using Baseline Assessment for Early Intervention", paper presented to the *British Educational Research Association Annual Conference symposium "The Use of Baseline Assessment"*, Brighton, 2-5 September 1999.

9916

Croxford,L. (1999) "Inequality in the First Year of Primary School", *CES Briefing No. 16*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9917

Slack,R. (1999) "PEDACTICE - The Use of Multimedia in Schools", *CES Briefing No. 17*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9918

Lamb,J.M. (1999) **The Milestone IV Package**, ADDSIA Deliverable for DOSIS Project No 22950, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9920

Tinklin,T. and Croxford,L. (1999) "High Attaining Female School Leavers", paper presented to the *Scottish Educational Research Association 1999 Annual Conference*, September.

9922

Biggart,A. and Raffe,D. (1999) "Educational Backgrounds and Transition Outcomes in Four European Countries: A Comparison of School Leavers' Destinations in France, Ireland, the Netherlands and Scotland", in T.Hammer (ed) **Transitions and Mobility in the Youth Labour Market: Proceedings of the European Research Network on Transitions in Youth**, 2-5 November 1999, pp.113-131, Oslo: NOVA.

9923

Howieson,C. and Semple,S. (2000) The Evaluation of Guidance: Listening to Pupils' Views, *British Journal of Guidance and Counselling*, 28(3), pp.373-388.

9924

Lamb,J.M. and Fairgrieve,J. (1999) "Official Statistics User Needs", *RAINBOW II Deliverable 4.1b*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9926

Lamb,J.M. and Smart,C. (2000) "Simultaneous Analysis of Heterogeneous Databases on the Web: The ADDSIA Project", in S.H.Zanakis, G.Doukidis and C.Zopounidis (eds) **Recent Developments and Applications in Decision Making**, (forthcoming).

9927

Tinklin,T. and Raffe,D. (1999) Scottish School Leavers Entering Higher Education, *Scottish School Leavers Survey Special Report I*, Edinburgh: Scottish Executive Education Department.

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. (2000) "Investigating the Education Systems of the United Kingdom", in D.Phillips (ed) **The Education Systems of the United Kingdom**, Oxford Studies in Comparative Education, pp.9-28, Wallingford: Symposium Books.

9930

Spours,K, Young,M., Howieson,C. and Raffe,D. (2000) "Unifying Academic and Vocational Learning in England, Wales and Scotland", in F.Coffield (ed) **Differing Visions of A Learning Society: Research Findings Vol 1**, pp.71-103, Bristol: Policy Press.

9931

Raffe,D. and Martin,C. (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", Edinburgh: Centre for Educational Sociology, University of Edinburgh

9932

Tinklin,T. (1999) **The Scottish School Leavers' Survey: High Attaining Females**, Report to the Scottish Executive, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9933

Croxford,L. and Raffe,D. (1999) "Comparing 14-19 Education and Training Systems in the UK: An Overview of the 'Home Internationals Project'", paper presented at the seminar on *The Education and Training Systems of the UK: Convergence or Divergence?*, Edinburgh, 23 November.

9934

Raffe,D., Croxford,L. and Brannen,K. (2001) ‘Participation in Full-time Education beyond 16: A ‘Home International’ Comparison”, *Research Papers in Education*, 16(1), (forthcoming).

9935

Raffe,D., Brannen,K. and Croxford,L. (1999) ‘Participation, Inclusiveness, Academic Drift and Parity of Esteem: A Comparison of Post-Compulsory Education and Training in England, Wales, Scotland and Northern Ireland”, *Oxford Review of Education*, (forthcoming).

9936

Ihm,C.S., Jappinen,A., McKenzie,P. and Raffe,D. (1999) **Thematic Review of the Transition from Initial Education to Working Life: Japan: Country Note**, Paris: OECD.

9937

Raffe,D., Biggart,A., Brannen,K. and others (1999) “A Comparative Analysis of Transitions from Education to Work in Europe (CATEWE): Volume 1: Conceptual Framework; Demographic and Economic Changes”, *Working Paper No. 118(a)*, Dublin: The Economic and Social Research Institute.

9938

Biggart,A. (1999) “Scotland”, in **A Comparative Analysis of Transitions from Education to Work in Europe (CATEWE): Volume 2: Country Reports**, *Working Paper No. 118(b)*, Dublin: The Economic and Social Research Institute.

9939

Howieson,C. (1999) “The Work-Based Route in Strategies to Unify Academic and Vocational Learning in Scotland and England”, paper presented to the *Working to Learn Seminar*, 19 November.

9940

Lindhardsen,V. and Slack,R. (1999) “Report on School Experiences with Educational Multimedia and on Transnational Networking Aiming at Joint Testing and Assessment of Didactic Methods and Products”, *PEDACTICE Deliverable 3.1*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

9941

Lamb,J. (1999) “A Collaborative Publishing System For Distributed Statistical Data: The ADDSIA Project”, paper presented to the *Exchange of Technology and Know-How Workshop*, Prague, 13 October.

9944

Ma,D., Lamb,J. and Slack,R. (1999) “Design specification for the EMRL (incl. Evaluation report)”, *PEDACTICE Deliverable 2.1*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0001

Raffe,D. (2000) "Home International" Comparisons of Post-16 Education and Training, *CES Briefing No. 18*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0002

Raffe,D., Brannen,K. and Croxford,L. (2000) "The Transition from School to Work in the Early 1990s: A Comparison of England, Wales and Scotland", *Journal of Education and Work*, 14(3), (forthcoming October 2001).

0003N

Howieson,C. and Semple,S. (2000) **A Report to the Careers Service Review Committee**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0005

Tinklin,T. and Croxford,L. (2000) "Scottish School Leavers Survey: High Attaining Female School Leavers", *Scottish School Leavers Survey Special Report III*, Edinburgh: Scottish Executive Education Department.

0006

Biggart,A (2000) "Scottish School Leavers: Gender and Low Achievement", *Scottish School Leavers Survey Special Report II*, Edinburgh: Scottish Executive Education Department.

0007

Croxford,L. and Raffe,D. (eds) (2000) **The Education and Training Systems of the UK: Convergence or Divergence?**, papers from the seminar "A 'Home International' Comparison of Education and Training Systems in the UK", Edinburgh, 23 November.

0008

Raffe,D. (2000) "Strategies for Collecting Cross-National Data on Education-to-Work Transitions: Recommendations of the Catewe Project", paper presented to the *International Workshop on Comparative Data on Education-to-Work Transitions*, Paris, June. <http://www.mzes.uni-mannheim.de/projekte/catewe/workshop>

0010

Croxford,L., Raffe,D. and Brannen,K. (2000) "Social Inequalities, Attainment and School Differences in Great Britain: A 'Home Internationals' Analysis", Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0011

Croxford,L. (2000) Inequality in Attainment at Age 16: A 'Home International' Comparison, *CES Briefing No. 19*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0012N

Howieson,C. and Semple,S. (2000) **Summary Report**, Interim Report to the Scottish Executive Education Department.

0013

Raffe,D. (2000) "School of Hard Knocks: Equality is Not Working in Education and the Problems Lie Deep", *Scotland on Sunday*, 29 May.

0014

Iannelli,C. and Raffe,D. (2000) “Vocational Upper Secondary Education and the Transition from School”, in **A Comparative Analysis of Transitions from Education to Work in Europe: Based on National School Leavers’ Surveys**, Working Papers, Dublin: ESRI.

0016N

Croxford,L. and Sharp,S. (2000) **City of Edinburgh Primary Schools 1998-99: Quantitative Evaluation of Early Intervention: Baseline Literacy Score and Progress Measures in Primary 1**, Report to the City of Edinburgh Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0019

van den Brink,K., Lindhardsen,V. and Slack,R. (1999) “Report on School Experiences with Educational Multimedia: Information on European Teachers and Schools Involved”, *PEDACTICE Deliverable 3.1a*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0020

Lamb,J.M. (2000) **The Milestone 1 Package**, MISSION Deliverable for EPROS Project No. IST-1999-10655, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0022

Robertson,C. and McPherson,A.F. (2000) “Schools’ Effects on Attainment in University”, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0023

Tinklin,T., Croxford,L., Frame,B. and Ducklin,A. (2000) “Gender and Pupil Performance in Scotland”, paper presented to the *European Conference on Educational Research*.

0024

van den Brink,K. and Slack,R. (2000) “Evaluation of Teaching Using Educational Multimedia and Teachers' Assessment and Validation Criteria”, *PEDACTICE Deliverable 3.2*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0025

van den Brink,K. Alemany,I.G., Pla,A.P., Duarte,A., Ericsson,L. and Slack,R. (2000) “Empirical Investigations on Children’s Learning with Educational Multimedia in Compulsory Schools”, *PEDACTICE Deliverable 4.2*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0031

Brannen,K. and Smyth,E. (2000) “Issues in constructing a comparative database from national transition surveys” paper presented to the *International Workshop on Comparative Data on Education-to-Work Transitions*, Paris, June. <http://www.mzes.uni-mannheim.de/projekte/catewe/workshop>

4. PRESENTATIONS

CATHY HOWIESON

Key Issues Facing the Careers Services. Delivered at the The Effectiveness of Careers Services in Scotland, Stakis Glasgow Ingram Hotel, Glasgow, 18 August 1999.

Young People's Experience of the Careers Service. Delivered at the The Effectiveness of Careers Services in Scotland, Stakis Glasgow Ingram Hotel, Glasgow, 18 August 1999.

Unifying Academic and Vocational Learning: Issues from an Anglo-Scottish comparison. Delivered at the British Educational Research Association Annual Conference, University of Sussex, Brighton, 2 September 1999.

Low Attaining Young People's Post School Transitions. Delivered at the Working Together for a Better Future: Careers Education and Guidance for a New Century Conference, Pittordrie Conference Centre, Aberdeen, 20 September 1999.

The Work-Based Route in Strategies to Unify Academic and Vocational Learning in Scotland and England. Delivered at the Working to Learn ESRC Seminar Series, Institute of Education, University of London, 19 November 1999.

Doing Your Own Research. Delivered at the Methodology Seminar, Centre for Careers Education and Guidance, Faculty of Education, Strathclyde University, Glasgow, 1 December 1999.

Reviewing the Effectiveness of the Careers Service. Delivered at the Developments in the Field of Careers Education and Guidance Conference, Scottish Enterprise, Glasgow, 14 January 2000.

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CRISTINA IANNELLI

(with Richard Breen and Yossi Shavit) *Occupational Returns to Education in Italy: a Consideration of Rational Action Theory of University Attendance.* Delivered at the European Consortium for Sociological Research Graduate School, Mannheim, Germany, 30 September – 6 October 1999.

DAVID RAFFE

Inclusion, Academic Drift and Parity of Esteem: A Comparison of Post-Compulsory Education and Training in England, Wales, Scotland and Northern Ireland. Delivered at the European Research Network on Transitions in Youth: Annual Meeting, Oslo, Norway, 2 September 1999.

Educational Backgrounds and Transition Outcomes in Four European Countries. Delivered at the European Research Network on Transitions in Youth: Annual Meeting, Oslo, Norway, 2 September 1999.

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Strategies for Collecting Cross-National Data on Education-to-Work Transitions: Recommendations of the CATEWE project. Delivered at the International Workshop on Comparative Data on Education-to-Work Transitions, Paris, France, 21 June 2000.

JOANNE LAMB

A Collaborative Publishing System for Distributed Statistical Data: The ADDSIA Project. Delivered at the Exchange of Technology and Know-How Conference, Prague, 13 October 1999.

ADDSIA Progress Report. Delivered at the DOSIS 99 Conference, Luxembourg, 10 November 1999.

Sharing Statistical Data and Methodology. Delivered at the Government Statistical Service Workshop, London, 2 March 2000.

(with Joan Fairgrieve) *IQML: A Software Suite and Extended Mark-Up Language (XML) for Intelligent Questionnaires.* Delivered at the Association of Survey Computing (ASC) Conference "Automatically Better? The Impact of Automation on the Survey Process", London, 26 April 2000.

KAREN BRANNEN

(with Emer Smyth) *Issues in Constructing a Comparative Database from National Transition Surveys.* Delivered at the International Workshop on Comparative Data on Education-to-Work Transitions, Paris, France, 21 June 2000.

LINDA CROXFORD

(with Mike Cowie) *Using Baseline Assessment for Early Intervention.* Delivered at the British Educational Research Association Annual Conference, University of Sussex, Brighton, 2 September 1999.

Statistical Information for Target-Setting. Delivered at the ‘Equity, Equality and Achievement’ Seminar, University of Aberdeen, Aberdeen, 10 September 1999.

Evaluating the Aberdeen Early Intervention Programme. Delivered at the Scottish Educational Research Association Annual Conference, University of Dundee, West Park Conference Centre, Dundee, 30 September 1999.

Baseline Assessment for Early Intervention. Delivered at the Aberdeen Baseline Assessment Staff Development Day, Aberdeen, 15 November 1999.

Comparing Outcomes and Inequalities: Key Conclusions of the Home Internationals Project. Delivered at the “Education and Training Systems of the UK: Convergence or Divergence?” Seminar, Edinburgh, 23 November 1999.

Early Intervention in Aberdeen Primary Schools. Delivered at the Early Intervention Staff Development Day, Aberdeen City Council, Aberdeen, 15 February 2000.

Can Target-Setting Reduce Social Inequality? Delivered to the SCRE Forum “Social Inclusion and Education – Perspectives from Research”, Lauder College, Dunfermline, 19 May 2000.

(with Stephen Sharp) *Qualitative Evaluation of Early Intervention: Preliminary Analysis of Baseline Literacy Scores and Progress Measures in Primary 1: 1998-99.* Delivered to the City of Edinburgh Primary School Headteachers on 31 May and 13 June 2000.

Comprehensive Schools in Scotland: A Success Story. Delivered at the “Reform of the Transfer Test for Excellence and Equal Opportunity for All” Seminar at the Parliament Buildings, Stormont, Northern Ireland, 14 September 2000.

TERESA TINKLIN

High Attaining Female School Leavers. Delivered at the Scottish Educational Research Association Annual Conference, University of Dundee, West Park Conference Centre, Dundee, 30 September 1999.

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