

# **RESEARCH MATTERS: CES ACTIVITIES 2001-2004**

Centre for Educational Sociology  
University of Edinburgh  
St John's Land  
Holyrood Road  
Edinburgh EH8 8AQ

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# 1. ABOUT CES: WHAT WE DO AND WHAT WE STAND FOR

The Centre for Educational Sociology (CES) is a dedicated Research Centre of the School of Education, in the College of Arts, Humanities and Social Science of the University of Edinburgh. It conducts independent, high quality multi-disciplinary and inter-disciplinary research on all sectors of education and on education policy. CES was founded in 1972 with a strong emphasis on collaboration with practitioners in education, so that research could be put to use in informing practice in order to challenge inequalities in education. This founding principle remains important, and supports a number of recent developments, including those in knowledge transfer. The Centre has developed and continues to sustain a strong reputation for its analyses of social, educational and policy change; for its close links with practitioners and for its independent relationship with policy-makers; for survey research; and for comparative research both within the UK and in continental Europe.

In our work in CES we attempt to achieve the following aims:

- to carry out independent, high quality research on education, training and related issues in Scotland and beyond;
- to carry out high quality dissemination of this research to the academic community, to practitioners and to policy makers in Scotland and beyond;
- to draw upon developments in the sociology of education and the wider social sciences, and to contribute to them;
- to contribute to good practice and methodological development, both quantitative and qualitative, in research in education;
- to pursue these aims in order to promote greater social justice through education

Despite being almost entirely self-funded in an increasingly competitive context, CES has succeeded in maintaining considerable continuity among its members, and in attracting new members from the international research community. This combines to produce a depth of experience and system knowledge alongside new perspectives and approaches to create a research environment that attracts an increasing number of international visitors and postgraduate/post-doctoral students and fellows. Secondments or internships are encouraged and we welcome the possibility of working alongside policy makers and practitioners.



## 2. ABOUT US



**MOIRA BURKE** has been a member of the Centre for Educational Sociology since 1985 when she joined the Scottish Young People's Survey team. Subsequently, she was personal assistant to Andrew McPherson, the Centre's founder, from 1987 until his retirement in 1994 and to David Raffe from 1987-2001. She has supported the Centre's directors, researchers and academic visitors in a broad range of research projects and activities. From 1996-1998, she was seconded as director of the university special entry summer school of the Lothians Equal Access Programme for Schools. Currently, she continues to give assistance with the Centre's research activities, public events and projects and to give administrative support to the director, research staff, associated postgraduate students and to visitors. She is health and safety adviser for the Centre and for its parent department. She convenes the health and safety committee for the multi-occupancy building in which the Centre is housed and serves on the Health and Safety Committee for of the Moray House School of Education.



**DELMA BYRNE** is a doctoral student in the Graduate School in the Moray House School of Education, but resides at the CES. The CES offers supervision from Professor David Raffe and Cathy Howieson, and opportunities for some engagement with projects related to her doctoral studies. She holds a M.Sc. in Applied Social Research from Trinity College Dublin and a B.A. in Sociology and French (National University of Ireland, Maynooth). Before taking up her doctoral studies, Delma worked as a Research Assistant in the Economic and Social Research Institute (ESRI) in Dublin within the Educational Policy Research Centre. Whilst at the Institute she was involved in investigating a range of educational issues of current interest in Ireland. She was co-author with Emer Smyth and Carmel Hannan of an assessment of the Transition Year Programme. She has also completed work on Mature Student Access to Higher Education in the Republic of Ireland with Emer Smyth. The subject of her doctoral studies tackles issues of the effectiveness of national educational interventions at second level education and the increased incidence of the 'dual status' of youth through part time work and initial vocational education, on a comparative level. Her studies are generously funded by a Combat Poverty Agency Fellowship (2003-2006). Other research interests include research methods, both qualitative and quantitative and issues of educational inequality and disadvantage.



**BETH CROSS** is an ESRC Post-Doctoral Research Fellow based in the Centre. Her award enables her to disseminate and develop work produced for her doctoral thesis which was a cross-cultural study of upper primary children's use and understanding of stories in their transitions between formal and informal learning (further details are available at [www.education.ed.ac.uk/research\\_projects/theme1/proj5.html](http://www.education.ed.ac.uk/research_projects/theme1/proj5.html)) That thesis was awarded an overseas research award and the Faculty of Education, University of Edinburgh Studentship award. Beth also convenes a course on the Methodological Challenges of the International for the Centre for African Studies in the University of Edinburgh and has tutored on a number of

Social Anthropology and Education courses. She has considerable experience as an arts administrator, storyteller and educator and was project director on the Scottish Travellers' Heritage project at the Edinburgh University Settlement. Beth has published widely in the areas of narrative and identity and on the uses of complexity theory for understanding policy in education. She has presented papers to conferences throughout the UK and in Jamaica, Cuba and Barbados. She is currently preparing grant applications on early literacy interventions and on gender and transitions from primary to secondary school in Scotland.



**LINDA CROXFORD** is a Senior Research Fellow in CES. She holds an MA and PhD. from the University of Edinburgh, and worked as Research Associate at Edinburgh University in the Department of Social and Economic History before joining CES as a Research Fellow in 1983. She has pursued a wide range of research interests in the field of school education including curriculum, attainment and attitudes; subject and career choices; inequalities related to gender, social class, ethnicity and geographical areas; and the effects of different school systems on attainment within the UK. Recognition of her expertise is indicated by the considerable number of local authorities and interest groups who seek to engage her as consultant or to provide advice on policy developments. She is extensively involved in evaluation of policy in education for the Scottish Executive and for local authorities and has worked for many years with practitioners who seek research-based advice to support their work in reducing inequalities. She thus has considerable experience of making research accessible to laypersons. She is the principal investigator on the ESRC-funded project: Education and Youth Transitions in England, Wales and Scotland 1984-2002 (with C. Howieson, C. Iannelli, J. Ozga, D. Raffe and M. Shapira) which explores the similarities and differences in young people's transitions from schooling in the differing policy contexts of the UK. Her most recent policy-related work for the Scottish Executive has included an Evaluation of the Impact of the EMAs in Scotland; a study of Participation in Science, Engineering and Technology; of Young People Not in Education, Training or Employment and of Gender and Pupil Performance in Scotland's Schools.



**CATHY HOWIESON** is a Senior Research Fellow in CES. She holds an MA from the University of Edinburgh and a Diploma in Careers Guidance (DipCG) (Napier College of Commerce and Technology 1977). She worked as a Careers Advisor for Fife Regional Council (1978-1980); as a Development Officer for the Scottish Community Education Council (1980-86) before joining Edinburgh University in the Department of Education and CES (1986-88) as a Research Fellow in 1986. She has been a Senior Research Fellow in CES since 1988. Her research interests cover the design and organisation of secondary and post-secondary education and training systems with a particular interest in the relationship between academic and vocational learning and the development of progression pathways. This is complemented by her other main area of research in young people's transitions and routes through education, training and the labour market and the role of guidance in these processes. She has worked extensively in projects in these areas and has been the principal applicant and fund holder for a number of ESRC funded projects (with



David Raffe). She has also developed considerable expertise as an analyst of inter-UK difference through projects for the EU, DfEE and the Scottish Executive. Her most recent projects include analysis of the Scottish School Leavers Survey to produce Special Studies on the 'Destinations of Early Leavers' and on the Effects at age 22-23 of Gender, Low Achievement and Early Leaving). She managed the ESRC funded project: Introducing a Unified System of Post-Compulsory Education in Scotland (fund-holder with D. Raffe) which studied the implementation of the Higher Still reforms and related issues such as the Scottish Qualifications Framework (SCQF). She is currently one of the lead researchers on a Scottish Executive funded study of Part-time Employment and Secondary Education which examines the nature and implications of school students' part-time employment.



**JOHN HART** taught in Secondary schools from 1971 to 1988. During that time he was involved in a number of research and development initiatives mainly with Stirling University. In 1984 he won a teacher-researcher fellowship at Strathclyde University. In 1986 he was seconded to the Scottish Office to assist the Inspectorate in their work on the implementation of the new modular system of further education and served on the UK's Youth Training Scheme Certification Board and the Advisory Group on Contents and Standards. He joined the Scottish Vocational Education Council (Scotvec) in 1988 as an Assistant Director with co-ordination responsibility for the development of National Certificate modules and became Head of Qualifications Strategy when the Scottish Qualifications Authority was formed in 1997. Over that time he was involved in a range of developments designed to bring together the academic and vocational streams in Scottish qualifications and to increase access to education and training. He played a lead role for Scotvec in the Scottish Wider Access Programme and the Higher Still Development Programme and for SQA he was one of the Joint Secretaries for the Scottish Credit and Qualifications Framework. Outside his formal work, he was a Governor of Donaldson's College for the Deaf from 1994 to 2001 and has served on the Board of Linking Education and Disability (Lead) Scotland since 1997. Since 2003, he has been working as a freelance consultant. For much of his work he is attached to CES, working on projects related to qualifications. Independently of this he was part of an EU-funded team which carried out a feasibility study in 2003 on the introduction of a National Qualifications Framework in Botswana in and he continues to assist the Botswana Ministry of Education with aspects of this work. He also works with the EU-funded *Strengthening Vocational Education and Training* project in Turkey, again advising on the establishment of a new qualifications framework.



**CRISTINA IANNELLI** has been a Research Fellow at the Centre for Educational Sociology in the University of Edinburgh since October 1999. Previously she studied for her doctorate at the European University Institute (San Domenico di Fiesole, Florence) and was awarded a PhD in Social and Political Sciences in April 2000. Her thesis: *Individual Decisions in Education: a Study of the Low Levels of Educational Attainment in Italy* focused on the effect of family background, of tracking in education and of different regional economic development on educational outcomes. Before that, in 1995, she was awarded a scholarship

to CNR (National Council of Research) in the field of Family Policy and Welfare. Her main research interests are in educational transitions and transitions from school to the labour market in comparative perspective; tracking differentiation in education; social mobility and quantitative data analysis. Since arriving in CES she has worked on two major European projects examining the transition from education to work across Europe (*Comparative Analysis of Transitions from Education to Work in Europe* and *Evaluation and Analysis of the LFS 2000 Ad Hoc Module on School-To-Work Transitions in Europe*). She has also collaborated with her colleagues in CES on a series of projects at country level, including the evaluation of two pilot schemes: *Education Maintenance Allowance* (EMA) and *Fast-Trac*. She is currently the principal investigator on the ESRC-funded research project *Education and Social Mobility in Scotland in the 20<sup>th</sup> Century*, with Professor Lindsay Paterson, and one of the collaborators on another ESRC-funded project *Education and Youth Transitions in England, Wales and Scotland 1984-2002* (led by Dr Linda Croxford).



**ROBERT JONES** is a Research Fellow in CES, which he joined in October 2004. He graduated from Staffordshire University in 1998, gaining a joint BA honours degree in Sociology and Philosophy. In the following year he began a PhD, focusing on aspects of participation in English further education, and the way in which the further education sector was developing following the publication of the Kennedy Report in 1997. Having successfully completed his PhD in 2001 he then became a research fellow at Birmingham University, working in the Centre for Learning and Teaching Sociology, Anthropology and Politics (C-SAP). Here he undertook research on the emergence of the widening participation agenda in higher education, and its affects on learning and teaching practices in the Centre's three subjects. Robert has published a number of papers analysing these and related areas, including a paper scrutinising the government's 2003 White Paper (*The Future of Higher Education*), and monograph focused on aspects of widening participation in HE. In CES he is currently researching policies and practices of knowledge transfer.



**DEFENG MA** is a Research Fellow in CES. His background is computer science and his main research interest is in metadata models, statistical data collection and dissemination. His research interests also include the impact of ICT on education and distributed information system. He joined CES in 1999 and has worked on the various EPROS projects (Mission, IQML, MetaNet, Cosmos, Codacmos) and the PEDACTICE project.

**WILLIE MCCATHIE** joined CES in 2003 to provide support for financial administration, including processing of orders and sales invoices. He deals with the day-to-day financial matters as well as updating the admin database records and assisting with the running of conferences and other events.



**CAROLYN NEWTON** joined CES in 1988 initially to process all documents, eg correspondence, journal articles, project reports etc for the researchers. This has progressed to her now providing administrative support for the research activities of the Centre, particularly with regard to document processing/formatting; desktop publishing; admin databases; recruitment; design and maintenance of the Centre's and project websites; along with first line support for all computing enquiries.



**JENNY OZGA** was appointed Professor of Educational Research and Director of the Centre for Educational Sociology in October 2001. From 1993-2001 she was at Keele University, initially as Professor of Education Policy and subsequently as Dean of the Faculty of Social Sciences. Her previous career included a period as Dean of Education, Bristol UWE, and in the School of Education, The Open University (where she completed her PhD) as well as work for the National Union of Teachers. Jenny Ozga's main research interests are in education policy, with particular attention to policy for the teaching profession, (including its modernisation and feminisation) and to the contested and changing relationship of research and policy. She seeks to bring theoretical perspectives from the wider social sciences to bear on these issues. More recently she has developed a strong interest in changing education governance in Europe, and contributed to a comparative European project on this topic which included some inter-UK comparisons. Since coming to CES she has contributed to projects on Student Retention (with Howieson and Provan), the Education Maintenance Allowance (EMA) evaluations for the Scottish Executive (led by Croxford, with Howieson, Iannelli and Provan), and is a member of the project team led by Dr Croxford on Education and Youth Transitions. She has also secured funding from the Scottish Higher Education Funding Council (SHEFC) Knowledge Transfer Grant in order to support dissemination to practitioners and professionals in education (with Linda Croxford). She is currently researching Knowledge Transfer in HEIs in Scotland (ESRC funded)(with Rob Jones) and is a Principal Investigator in a number of projects in the AERS Schools and Social Capital Network ([www.aers.ac.uk](http://www.aers.ac.uk)) She is co-founder and co-convenor of Network 23 (Politics and Policy Studies in Education) of the European Council of Educational Research (ECER), series editor (with Professor Terri Seddon, Monash University and Dr Evie Zambeta, University of Athens) of the World Yearbook in Education and was elected an Academician of the Social Sciences in 2004.



**DAVID RAFFÉ** is Professor of Sociology of Education and Director of Research in the School of Education at the University of Edinburgh. He has been a member of the Centre for Educational Sociology since 1975, when he joined as a Research Fellow to work on a Scottish Office grant. He subsequently became the Centre's Deputy Director and from 1987 to 2001 he was its Director (jointly with Andrew McPherson until his retirement in 1994). He has research interests in secondary and post-secondary education (including 14-19 and post-compulsory education), vocational education and training, transitions from education to work

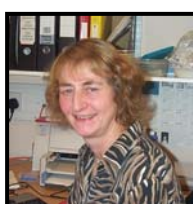
and comparisons with other education systems within the UK and overseas. He has taken part in several European and UK research collaborations, and he has helped to develop 'home international' comparisons of the UK's education and training system. He was the founding chair of the European Research Network on *Transitions in Youth* and he participated in the OECD's thematic review of the *Transition from Initial Education to Working Life*. He has led a series of projects on reforms of post-compulsory education and training in Scotland and elsewhere; the most recent in this series is the ESRC-funded project on *Introducing a Unified System*. He was author of the feasibility study for the Nuffield Foundation's Review of 14-19 Education. He convenes the *School Management and Governance* network of the *Applied Educational Research Scheme*. He has served on several ESRC committees and panels and several government committees including the Duffner Committee on the Careers Service in Scotland and the Tomlinson Working Group on 14-19 Education in England. He is currently chair of the Scottish Executive's School-College Working Group on Qualifications and a member of the Programme Management Board for the Scottish Executive's Curriculum Review and the Qualifications Committee of the Scottish Qualifications Authority.



**MARINA SHAPIRA** is a research fellow in CES, which she joined in summer 2004 to work on the Education and Youth Transitions project, led by Linda Croxford. She is in the final stages of completing her DPhil from Nuffield College, which, alongside other issues, explores the differential benefits of education to different immigrant groups in Israel. She has a strong interest in education and minority or immigrant populations. Before studying for her DPhil, Marina taught and researched in the sociology of education. During her PhD Marina was also actively involved in the research project on British Ethnic Minorities under the supervision of Professor Anthony Heath. Marina was awarded her Masters degree in Sociology at the University of Haifa, Israel and during her studies for the degree and afterwards she was extensively involved in research, teaching and consulting activities mostly related to issues of quantitative methods in social research and social stratification and mobility.



**ADAM TAYLOR** is a Research Fellow in CES. He holds an MA in Philosophy and an MSc in Information Technology from the University of Glasgow. He joined CES in 2000 and has worked on the IQML, COSMOS and CODACMOS projects developing prototype software products and conceptual models to facilitate the creation and exchange of statistical metadata. His research interests include the e-learning, e-government and the role of information technology in education.



**MARCIA WRIGHT** has worked in CES since 1990. Her current role is as the Centre's Administrator. A major part of her remit is the financial administration of all research projects and consultancies and the co-ordination of the total income and expenditure of the Centre. She also looks after personnel matters, including the issuing and extending of contracts. She provides figures for staff and non-staff costs for proposals and applications for new funding. She is also responsible for ensuring that correct procedures are followed and relevant signatures are obtained for all



proposals and research contracts and consultancies. She provides the Management Group with income and expenditure figures for the current year and projections for future years. The CES has an Administrative Team of three, who together provide administrative support to the Research Staff of the Centre.

## FORMER MEMBERS OF THE CENTRE



**KAREN BRANNEN** left CES in September 2002 having joined in 1986 primarily to work on the programming of an in-house questionnaire design package but also to aid in the data management of the Scottish Young People's Surveys. Before she left Karen was working on several research projects mainly involving issues around data and metadata management in comparative analysis. She also aided Joanne Lamb in the management of the ICT team and look after computing support generally within the Centre. She is now employed by the City of Edinburgh Council as the Information Manager for the Education Department.

**KAREN BARRIE** joined CES in 2002. Her research interest in issues inherent in the transfer of knowledge across organisational boundaries was the result of experiences gathered whilst specialising as a Knowledge Management Consultant. Karen worked in the field of ICT for 16 years, most recently serving as Principal Consultant with Fujitsu Consulting, before studying for a MSc in Health Informatics. Whilst studying for and upon obtaining this qualification, Karen acted as Knowledge Manager, ISD, NHS Scotland, investigating and tackling the barriers to the transfer of key staff knowledge in support of the Access to National Data initiative, which seeks to make health data available to authorised healthcare professionals for self-serve analysis. Since joining CES, the Metanet project (EPROS programme grant) provoked consideration of the transfer of knowledge within and across e-research networks, together with the role of such instruments in knowledge production, whilst the sister initiative, AMRADS, investigated technology and know-how transfer from research into working practices.

**FRANCES PROVAN** is a statistician in the Computing Services Department who was seconded 50% to CES for a year to help analyse data from the IUS and KT projects, and to work on the Student Retention project.



**TERESA TINKLIN** left CES in 2004 to develop her interest and expertise in counselling. She was a Research Fellow at the Centre for Educational Sociology in the University of Edinburgh from 1998. Before joining CES she was a Research Officer at the Scottish Council for Research in Education (SCRE) between 1994 and 1998 and a Research Associate in the Department of Business Organisation at Heriot-Watt University for two years prior to that. She worked on a variety of projects in CES with a focus on social inequalities in education with particular attention to how these are related to gender, disability and social background.



**JOANNE LAMB** retired from CES in 2003 after 27 years first as a member of the survey team working on the Scottish School Leavers' Survey and ultimately as Assistant Director. Joanne's main interests lay in statistical metadata and she was instrumental in developing systems and software for metadata storage and retrieval. Her expertise was recognised in her success in achieving funding through various European research framework programmes, notably Framework 5.

### 3. HIGHLIGHTS

#### (a) Dissemination: research into policy and practice

Making our findings accessible to users and potential users is very important to us. Of course some of these ‘users’ are in the academic research community, and we seek to contribute to scholarship by publishing our work in academic journals and in books, and through participation in national and international academic conferences, including the Transitions in Youth Conference (TIY); the European Conference on Educational Research (ECER), the British Education Research Association annual conference (BERA), the Scottish Educational Research Association annual Conference (SERA) and others, including the World Congress of the International Sociological Association (ISA) and the Research Committee on Social Stratification and Mobility (RC28) of the ISA. This work is important and necessary in sustaining connections to the wider research community and in subjecting our work to independent critical appraisal.

However it is also important that our research is accessible to practitioner and policy ‘users’, and we have been exploring different ways of doing this which include:

- **Advisory groups, seminars and workshops** involving policy makers and practitioners. These may be organised in relation to key projects: for example on the Education and Youth Transition Project membership of the advisory group is drawn from across the education systems of the UK and brings together academic, policy and administrative expertise to consider our interim findings at key stages throughout the research. This has generated a ‘spin-off’ workshop organised under the auspices of the Nuffield Foundation as part of the dissemination and discussion of the Tomlinson Report. In addition we have been able to organise informal discussions with a number of key agencies (Scottish Qualifications Authority (SQA), Learning and Teaching Scotland (LTS) and with research managers in the Scottish executive Education department (SEED) and the Scottish Executive Enterprise, Lifelong Learning and Transport Department (SEELLTD) to explore issues such as the co-ordination of research-based knowledge across different parts of the system; the accessibility and reliability of various datasets and their potential as research resources, and the problems of maintaining a ‘collective memory’ of policy developments and their outcomes over time, in a context of constant change.
- **Practitioner Conferences** which are designed to support knowledge transfer from research to policy and practice. In 2003 we held a conference on *‘Measuring Performance: Challenging Inequalities’* that attracted policy makers and practitioners and offered opportunities to interrogate recent research findings (see [www.ces.ed.ac.uk](http://www.ces.ed.ac.uk)). In 2004 we continued this development with a further conference on *‘Making a Difference: using research to inform practice’*. This conference explored good practice in knowledge transfer and involved researchers and teacher-researchers in presentations and workshops that looked at ways of bringing research into school and classroom practice.
- **Briefings: since June 1995** CES has produced ‘*Briefings*’ that provide information about recent research in accessible form. Briefings are short and succinct summaries of the outcomes of recent investigations, with some background information about how the research was done. The *Briefings* are written in non-technical language and contain discussion of the implications for policy and practice of the research project. Briefings are

disseminated in paper form to headteachers, teachers, local authority personnel throughout Scotland, to the Scottish Executive and other policy makers, and to academic researchers throughout the UK and in Europe, America and Australia. *Briefings* are also downloadable from the CES website ([www.ces.ed.ac.uk](http://www.ces.ed.ac.uk)). Recent *briefings* cover such topics as Knowledge Transfer and Disabled Students in Higher Education.

- **Working papers:** Our working papers enable us to develop and share ideas and emerging findings with a wider audience. Several of our ESRC funded projects have developed a series of working papers, mounted on our website, accessible to other researchers. In many cases the working papers have subsequently been published in academic journals. (See for example [www.ces.ed.ac.uk/SocMobility/mobility.htm](http://www.ces.ed.ac.uk/SocMobility/mobility.htm))
- **School-based/LA based dissemination:** Since the mid-1990s, CES has worked with local authorities and schools to improve information on school and pupil performance based on “value-added” methodologies (statistical modelling of differences in pupils’ progress). Our recent work in this area has focused on the primary stages, including evaluation of early intervention initiatives, and the early secondary stages. Authority-wide findings, such as inequalities related to gender, ethnicity and free-meal entitlement have been discussed with groups of headteachers and local authority personnel in order to support the development of authority-wide policies that may address these issues in a more informed way. School-level information is shared with the headteachers on a confidential basis, to support school self-evaluation. This collaborative work is currently being extended as part of the Applied Educational Research Scheme Network on School Management and Governance (see [www.aers.org.uk/aers/smg\\_network.html](http://www.aers.org.uk/aers/smg_network.html))
- **CES Website:** The CES website ([www.ces.ed.ac.uk](http://www.ces.ed.ac.uk)) is a vehicle for dissemination, and as indicated above, we are seeking to expand the site and provide more information about our research and make it available in different forms. The website also contains information about workshops, seminars and conferences. We also use the website to invite feedback and comments on any aspect of our work.

## **(b) Seminars and Conferences: Connecting to Developments in the Social Sciences**

CES hosts regular seminars and workshops on issues of interest to the research, policy and practitioner communities. These seminars enable dissemination of our work, and also ensure that we are kept in touch with, and can learn from, developments in other areas of research, as well as deepening our expertise in some areas. Details of some recent events are given below:

### **(i) ESRC seminar series: Reconfiguring the Sociology of Education**

This seminar series was convened in 2002-2004 by Professor Rosemary Deem, (Graduate School of Education, University of Bristol); Professor Jenny Ozga (CES, University of Edinburgh) and Dr. Andrew Parker (Department of Sociology, University of Warwick). The series discussed the current state of the art of sociology of education, its contemporary theoretical and philosophical underpinnings, its methodological strategies, empirical focii and relevance to potential user groups (including policy makers) and examined how this may



differ in the different countries of the UK. The seminar topics placed sociology of education alongside the following topics: (i) teaching and learning (ii) gender studies, (iii) management and organisation theory; (iv) cultural studies (v) development studies and (vi) social policy. The seminars were based in Bristol, Edinburgh and Warwick. Distinguished speakers from across the UK spoke at the seminars, which attracted audiences of academics, policy makers and practitioners from throughout the UK. Details of the seminar series, including seminar papers, can be found at the Seminar Website: [www.bristol.ac.uk/ed](http://www.bristol.ac.uk/ed)

## **(ii) The Robertson Seminars**

The Robertson Bequest has funded a series of seminars from 2003 in CES which address issues of change and controversy in education. The Robertson bequest was made in 1959 by Stewart Robertson, retired Director of Education to support lectures and seminars on a subject connected to the theory, history, art and practice of education. The first seminar, *'The Peculiarities of the English: cultures of education in Britain 1944-2003'* was given by Professor Ken Jones, Keele University. Subsequent seminars include *'Education and Identities: gender, ethnicity and sexuality in schooling'* by Professor Mairtin Mac an Ghaill, Newcastle University and *'Restructuring Teaching: Global Reform or English Madness'* by Professor Pat Mahony (University of Surrey, Roehampton) and Professor Ian Menter (Glasgow University). The final seminar of 2004 is on *'Inclusion and Diversion in Higher Education: Expansion, Differentiation and Privatization in 15 countries'* by Professor Yossi Shavit, Tel-Aviv University. Seminars for 2005 will be announced on the website.

## **(iii) Dissemination Conference for the Gender and Pupil Performance Project**

A one-day conference to disseminate the findings of a project funded by the Scottish Executive Education Department (SEED) on 'Gender and Pupil Performance in Scottish Schools' was held in September 2001. Over 100 people attended, including primary and secondary teachers, local authority personnel, representatives from the Scottish Executive Education Department, teaching unions, careers companies, the Equal Opportunities Commission, the General Teaching Council, the Scottish Qualifications Authority, other academics and the press. Presentations were given by the research team (Teresa Tinklin, Linda Croxford, Alan Ducklin and Barbara Frame), defining the 'problem' of gender and pupil performance, examining the causes, evaluating strategies in use to address gender differences and exploring the views of pupils and parents. Participants then had the opportunity to discuss the issues. As a consequence of these discussions the Scottish Executive was requested to commission further research into the relationship between social disadvantage and low attainment. Teachers felt reassured that the research had provided hard evidence that supported their concerns that the emphasis on qualifications, attainment and performance indicators in schools made it difficult to focus on quality of provision and a broader definition of achievement. The need to develop strategies appropriate to the local context was acknowledged, given that for some young people few jobs are available when they leave school. Strategies for addressing the issues included the use of praise, technology, addressing stereotyped choices in work experience, workshops for parents, altering teaching styles, addressing peer pressure, fostering positive relationships between pupils, teachers and

parents and providing positive role models. In addition, the need to listen to pupils in the development of policy was emphasised.

#### **(iv) Conference on Measuring Performance - Tackling Inequalities**

In February 2003 Jenny Ozga and Linda Croxford, with the administrative assistance of Marcia Wright, organised a one-day conference for those with responsibility for monitoring pupil performance, equal opportunities and progress on national priorities, in schools, local authorities and related organisations. The conference began with a review of the wider policy context of the use of performance indicators in education. It considered how schools and local authorities can approach the measurement of pupil performance and use it to address inequalities and underachievement. It drew on recent research findings relating to inequalities in pupil attainment in primary and secondary schools in Scotland. The workshops provided an opportunity for participants to identify their professional development needs and influence the design of future CPD.

#### **(v) Dissemination Conference on Disabled Students and Social Justice**

In February 2004 Teresa Tinklin and Sheila Riddell, with the administrative assistance of Marcia Wright, organised a one-day conference for academic and support staff in higher education institutions, including university managers, Funding Council and government representatives, disabled students and student representative bodies along with those with an interest in the implementation and promotion of equality legislation. The Conference considered findings from an ESRC-funded research project Disabled Students and Multiple Policy Innovations in Higher Education. Data were presented on the social characteristics and outcomes of disabled students in different types of universities in England and Scotland. We discussed the progress which has been made on provision for disabled students over the past ten years and universities' future priorities. Finally, case studies were used to illuminate the student experience. Workshops gave participants opportunities to explore some of these issues in greater depth. A final plenary session included a range of expert views on the way forward for widening access to higher education for disabled students.

#### **(vi) Conference on Making a Difference: Using Research to Improve Practice**

In September 2004 Jenny Ozga, with the administrative assistance of Marcia Wright, organised a one-day conference for practitioners seeking to use research to inform practice, especially those with a particular interest in monitoring performance in schools and local authorities and related organisations; policy makers and educational researchers. The conference developed from the earlier CES conference on 'Measuring Performance: Tackling Inequalities?' which identified a need for more effective communications and interchange between researchers and practitioners about the uses and interpretation of performance data. In particular, practitioners wanted more support in assessing the quality of performance data, and more experience of using such data as the basis for designing more productive interventions. This conference responded to those needs in a number of ways. It started with a look at how research gets 'translated' into practice, moved on to consider recent CES research on monitoring inequalities, before offering the opportunity to learn from the

Performance Indicators in Primary Schools (PIPS) project at the University of Durham which has provided a new source of information to inform practice in primary schools. Conference workshops enabled teacher-researchers to share their experience of using research to make a difference to practice.

#### **(vii) Seminar on Education and Social Mobility**

In October 2004 Cristina Iannelli and Lindsay Paterson, with the administrative assistance of Moira Burke, organised a one-day seminar for academics with a specialist interest in education and social mobility. This seminar was sponsored by the ESRC-funded research project 'Education and Social Mobility in Scotland in the 20th Century'. The seminar discussed substantive theoretical and methodological issues as well as empirical results in social mobility studies. It was chaired by David Raffe and the speakers were John Goldthorpe (Nuffield College, Oxford), Richard Breen (Nuffield College, Oxford), Chris Whelan (Economic and Social Research Institute, Dublin), Cristina Iannelli and Lindsay Paterson (Moray House School of Education, Edinburgh University). The seminar was an important opportunity for the organisers and the participants to discuss some of the main findings of the ESRC-funded project 'Education and Social Mobility in Scotland in the 20th Century' and to debate current issues in social mobility studies in the national and international arenas.

#### **(viii) Dissemination at the Scottish Educational Research Association Conference (SERA)**

CES has taken the opportunity to present its research to the Scottish educational research and policy communities at the SERA annual conference. In 2003 CES contributed to a symposium on *Education Since Devolution*, and in 2004 Linda Croxford organised a symposium on *Removing Barriers to Post-compulsory Education for Students with Low Attainment*, which presented CES research on: 'The Effects of Low Attainment on Young People's Outcomes at Age 22-23 in Scotland' (Howieson); 'The Effects of the Higher Still Reforms on Young People with Low Standard Grade Attainment' (Raffe); and 'Education Maintenance Allowance Pilots in Scotland' (Croxford and Ozga). A paper on 'Definitions and Indicators of Social Capital' was also presented to SERA from the AERS SC project (Ozga with Ralph Catts, Senior Research Fellow, AERS SC). This paper is downloadable from [www.aers.ac.uk/ssc](http://www.aers.ac.uk/ssc)



## 4. CURRENT AND RECENT PROJECTS (2000-2004)

This section of the report provides a brief summary of funded projects that were ongoing in 2004 or that had been completed by CES between 2000 and 2004. The projects are outlined in alphabetical order by title, and the funding body is also identified. The first part of the project summary gives an overview of the project and where appropriate the second part provides a list of key findings. Project web addresses are provided where available. A contact person is identified and their email address is provided. Publications associated with projects are listed at the end of each project report along with their numerical identifier, and the full CES publications listing, which is organised by year, by author and by numerical identifier, is in Section 7.

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

The Aberdeen Early Intervention Programme aimed to raise standards of attainment in literacy and numeracy of pupils in their first years of primary school. It also sought to identify and address issues of socio-economic inequality, in particular where poverty was associated with poor levels of attainment. CES worked with Aberdeen City Council on the evaluation of the programme, including analysis of the factors influencing attainment in early reading and mathematics in Primary 1 to Primary 3.

#### ***Key findings***

- the EIP has led to the development of different approaches to teaching and learning in Primary 1;
- it resulted in dramatic increases in average levels of reading attainment, and smaller increases in mathematics attainment.;
- EIP increased the average attainment scores of pupils from socio-economically disadvantaged backgrounds;
- EIP increased the average attainment scores of pupils from non-disadvantaged backgrounds to a greater extent than those from disadvantaged backgrounds.

**Publications:** 9915, 9916, 0105N, 0106N, 0131, 0132N, 0133N, 0134N, 0135N, 0136N

**Researcher:** Linda Croxford (main contact)

### **Accompanying Measure to R&D in Statistics (EU IST programme: 2001-2003)**

The objectives of this project were to strengthen the conditions for ensuring that established statistical R&D products and know-how reach the “market” for such products. A related aim was to encourage the transfer of identified best practice from centres of excellence to National Statistical Institutes (NSIs) and other relevant IST constituents within the European Statistical System, with particular emphasis on the needs of candidate countries, including the Balkans area. Finally the project sought to set up a common infrastructure and create the networks for servicing that common infrastructure and to facilitate rapid implementation and adoption of best practice.

There are six themes in AMRADS, There are six themes in AMRADS: Automated Data Capture, Business Registers, Disclosure Control, Metadata, Quality in Statistics and Time Series. CES led the theme of 'Metadata'.

**Publications:** 0144

**Researcher:** Joanne Lamb (main contact)

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

This seven-country comparative project began in December 1997 and submitted its final report in February 2001. It was 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.

The aim of the project was to examine cross-national differences in the patterns and processes of education to work transitions and consider the extent to which variation could be explained by the institutional features of education and training systems. It used data from national school leavers' surveys and the Labour Force Surveys. The CES's contributions were mainly to the construction and analysis of three integrated datasets based on school-leaver survey data from France, Ireland the Netherlands, Scotland and Sweden. The CES contributed papers on the role of vocational upper-secondary education, on school variability in transitions, and on entrance to higher education. Cristina Iannelli also co-authored a comparison of Italy and Spain, based on Labour Force Survey data, and David Raffe wrote the project's recommendations for the future design of cross-national data.

**Publications:** 0008, 0015, 0017, 0027, 0032, 0035, 0111, 0137, 0237, 0302, 0329, 0403, 0406

**Researcher:** David Raffe (main contact), Cristina Iannelli, Karen Brannen

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

This was a longitudinal study of a small number of young people in Ayrshire over a three year period which examined 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. The young people were interviewed three times. A second strand of the research focused on those individuals (mainly but not entirely parents) identified by the young people as significant to their thinking and decisions to gain an understanding of the nature and extent of their influence and impact on young people. Both strands of the research fed into a consideration of the role of schools and the Careers Service in supporting young people in their decision-making and transitions and the project made recommendations about how schools and the Careers Service might further develop their role in this respect. The project was led by Sheila Semple of the University of Strathclyde.

#### ***Key findings***

- young people's informal network of support (mainly their parents and other family members) has a more influential role on their career development, decision-making and

transitions than formal careers education and guidance offered by schools and the Careers Service;

- but the extent of the support that the informal network can provide has limitations and some young people lack a strong informal support network;
- schools and the Careers Service need to take more account of, and work more closely with, informal networks in the interests of young people's transitions.

**Publications:** 0221

**Researcher:** Cathy Howieson (main contact at UoE), Sheila Semple (main contact at UoS), Mary Paris (UoS)

### **A Network of Excellence for Harmonising and Synthesising the Development of Statistical Metadata (Eurostat: 2000-2003)**

The main objective of this project was to bring together experts in the field of statistical metadata in order to develop a common conceptual model of statistical metadata and proposals for standards in describing these concepts. The network was called MetaNet and was structured around four working groups. The first two were concerned with achieving a common view, and the second two with disseminating this view to users of statistical metadata systems.

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#### ***Key outputs***

- establishing a network of experts in statistical data collection to exchange knowledge and expertise of metadata and to transfer the knowledge to a larger audience;
- disseminating the findings and results through the web and a series of presentations and conferences;
- a report on technical aids to implementing metadata systems and exchanging metadata description including the dimensions of statistical metadata and metadata modelling;
- a report on the concept of statistical metadata;
- a report on developing and implementing statistical metadata systems;
- a report on adoption issues on how to adopt the new findings into each organisation;
- a report on common terminology used in MetaNet network.

**Publications:** 0338

**Researchers:** Joanne Lamb (main contact), Defeng Ma

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

The main goal of the project was to support the EU in its quest for more accurate and timely information while reducing the burden on enterprises that supply this information. This aim was pursued through using current and emerging information technologies to implement a solution for intelligent questionnaires. Five software modules were developed to cover the activities of questionnaire design, survey administration, data capture and extraction from existing data sources. The first software trial was completed successfully with the results feeding back into the development of the software for trial 2 which is currently in the field at the user sites. The system model is nearing completion based on the common understanding of the design approach between the partners. The collection of user requirements for the five modules was completed as a deliverable and the document continues to be updated.

#### ***Key outputs***

- the dissemination of ideas and approaches from IQML at a number of conferences for the academic and public sectors;
- a significant contribution to the development of standards through participation in the definition of the Common Warehouse Metamodel (CWM) model of the OMG, and by leading the Analytical Data Management (ADM) special interest group;
- a survey software suite including QDT (Questionnaire Designer Tool), SAT (Survey Administration Tool), MR (Metadata Repository), QPT (Questionnaire Presentation Tool) and DIT (Database Interrogation Tool);
- the XML4DR (XML for Data Reporting) standard;
- three user trials and evaluation of the software prototype;
- IQML workshop to transfer knowledge and findings to candidate EU countries.

**Publications:** 0156, 0350, 0356, 0357

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

### **Cluster of Data Collection Integration and Metadata Systems for Official Statistics (Eurostat: 2001-2003)**

The CODACMOS project aimed to provide tools for improving the quality of official statistics, and for lowering the burden and costs for both data collectors and providers. To reach this goal it is necessary to improve the efficiency of data collection and to integrate the data exchange between National Statistical Institutes, Public Administrations and other data providers. CODACMOS has reviewed the current state of art in electronic data interchange and metadata by bringing together the key researchers and actors from relevant projects, and the representatives of international organizations and forums, such as the SDMX Task Force. CODACMOS has added value to the concepts, models, tools and solutions for data collection by examining solutions for enterprises and for households. Based on these findings, CODACMOS has identified the relevant key issues that can be addressed for the future research.



**Key outputs**

- state of art review and comparison across the European countries for current data collection system and methods;
- models of primary data collection, secondary data collection, integrated data collection and the Metadata common model;
- 15 (practical and conceptual) demonstrations covering all stages of statistical data collection and the exchange and sharing of data between different systems;
- future research topics on statistical data collection;
- dissemination of the finding and demonstrations through publication, presentation, website, newsletter, workshop and European seminar.

**Publications:** 0347, 0358

**Researchers:** Defeng Ma (main contact), Adam Taylor

**Cluster of Systems of Metadata for Official Statistics (Eurostat: 2001-2003)**

It was collaboration between five research and development projects that have been funded by the European Union Fifth framework programme. In this research environment, a Cluster has a specific meaning, and has specific aims.

The five projects in the cluster already had a number of common. It was agreed to put together a proposal that aimed to bring the projects together, share experiences, and demonstrate the interoperability of the systems. All the projects were developing systems to support statistical information processing and dissemination, and each had a metadata model underlying the system. It seemed evident that, by bringing these models together, a better understanding of metadata and its uses could be obtained. It was evident to project partners that they knew of many initiatives on developing metadata and harmonising metadata ideas. Consequently it was determined that the approach would be practical, with some software development to support the ideas of the various partners in the project, based on their experiences in the cluster projects.

**Key outputs**

- a comparative study of the 5 projects;
- defining the common model and specifying the architecture for the exchange and sharing of data between the 5 cluster projects;
- implementing the demonstration software according to the common model and common architecture;
- demonstrations and final conferences to disseminate the results;
- findings on strategic issues for the future work/directions/research.

**Publications:** 0322

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

### **Disabled Students and Multiple Policy Innovations in Higher Education (ESRC: 2001-2003)**

The central aim of this project was to examine how multiple policy innovations in higher education, such as wider access, innovations in teaching and learning, marketisation and managerialism, interact with policies aimed at wider access for disabled students, in order to assess the impact of both sets of policies on the participation and experiences of disabled students with different impairments. It compared developments in Scotland and England and in different types of institution, examining ways in which institutions have interpreted and implemented national policies. The research involved a review of relevant research, policy and legislation, interviews with key informants, analysis of official statistics, a survey of higher and further education institutions, case studies of eight institutions and fifty-six disabled students. It is anticipated that the findings will inform higher education policy and practice throughout the UK.

#### ***Key findings***

- most institutions had staffing and structures in place to develop policy and provision for disabled students, and they were included in admissions and estates and building policies, and some strategic plans;
- there were gaps between policy and practice, as students encountered barriers to choice of institution and subject;
- to address these issues would require considerable culture change within HE, but would improve teaching and learning for all students;
- the label 'disabled' which students must adopt to qualify for the disabled students allowance did not sit easily with many students' self-concept;
- support for disabled students tends to be concentrated in Student Support Services rather than spread throughout institutions.

**Publications:** 0142, 0207, 0226, 0337, 0352, 0401, 0407

**Researchers:** Teresa Tinklin (main contact), Professor Sheila Riddell and Alastair Wilson of the Strathclyde Centre for Disability Research, University of Glasgow

### **Education and Social Mobility in Scotland in the 20th Century (ESRC: 2002-2005)**

The questions of the extent to which the social structure is fluid, and of whether education offers opportunities to move through it, are of central theoretical concern in current policy debates about social inclusion. This research project aims to investigate patterns of social mobility in Scotland with particular attention to the role played by education in the process of intergenerational social mobility. Over the last century Scotland has experienced very important and radical changes in its education system which have marked the transition from a selective system to a comprehensive one. The project adopts an historical (through the study of different birth-cohorts) and comparative (contrasting Scotland mainly with the rest of Great Britain) perspective to investigate how educational policies may have affected patterns of social mobility in Scotland. Benefiting from the availability of new data on social background, collected in the large 2001 Scottish Household Survey (sample size around 15,000), this research analyses trends in the rate and patterns of social mobility, gender differences in these patterns and the effects of institutional (especially educational) changes

on the process of social mobility during the 20<sup>th</sup> century in Scotland. The methodological tools of the research include the use of mobility tables, odds ratios, log-linear and regression modelling.

### ***Key findings***

- although there is still more upward mobility than downward, in younger cohorts compared to older ones the amount of upward mobility is lower because much greater proportions of parents have themselves benefited from upward mobility and there is then less room for their children to move further;
- this fall in upward mobility is driven by changes in the class structure, not by changes in the relative mobility chances of different classes;
- education is an important means by which social mobility comes about, but it is not the most important explanation of the association between class origin and class destination;
- in all these respects, Scotland is similar to England and Wales. Where there are differences, they are, for example, because Scotland has higher overall levels of educational attainment.

**Publications:** 0328, 0413, 0414, 0415, 0416, 0417, 0418

**Researchers:** Cristina Iannelli (main contact), Lindsay Paterson

### **Education and Youth Transitions in England, Wales and Scotland 1984-2002 (ESRC: 2002-2005)**

The study examines changes since 1984 in young people's experiences of education and training, their qualifications, attitudes and transitions from school to post-school destinations. It builds on the earlier *Home-Internationals Project*, which compared the similarities and differences in UK education and training systems in the early 1990s. The new study extends the scope of Home Internationals comparisons by considering the dimensions of change over time, and variations between regions and localities within each system.

The project aims to:

- summarise changes to the education and training systems in England, Wales and Scotland, and assess the extent of divergence or convergence between these systems;
- create comparable time-series datasets from the England and Wales Youth Cohort Studies and Scottish School Leavers' Surveys;
- analyse and compare trends in educational outcomes and youth transitions in England, Wales and Scotland during the 1980s, 1990s and early 2000s, and assess the extent of divergence or convergence and local/regional variation;
- explore the factors leading to convergent or divergent trends;
- evaluate contrasting theoretical frameworks for the understanding of educational change in the context of globalisation.

**Publications:** 0409, 0410, 0412, ECER

**Researchers:** Linda Croxford (main contact), David Raffe, Cristina Iannelli, Cathy Howieson, Marina Shapira, Jenny Ozga

### **Establishing a UK 'Home International' Comparative Research Programme for Post-Compulsory Learning (Learning and Skills Development Agency: 2004)**

This project aimed to generate informed options and recommendations for a future programme of UK 'home international' comparative research into post compulsory learning, comparing the four 'home countries' of the UK. Such a programme would be timely because the political devolution of 1999 has increased the differences between the post-compulsory learning systems of the four home countries. A programme of home international comparative research could help policy-makers, learners, practitioners and other stakeholders to understand these differences. It could also exploit the potential for policy learning from comparing the different policy approaches being followed in the four home countries.

The project was based on literature reviews and interviews with key informants in the four home countries and overseas. It outlined a rationale for home international research. It reviewed policy developments in post-compulsory learning, and the issues on the current policy agenda, in each home country. It selected six issues topics for home international comparative research, described the context and rationale for each selected topic, identified possible research questions and commented on methodological issues that would arise.

The proposed topics are:

1. Approaches to a unified curriculum and qualification framework for 14-19 year olds
2. Apprenticeship and work-based training for young people
3. Foundation degrees, HNCs and HNDs
4. Credit frameworks
5. 'Threshold' skills for adults
6. Employer engagement in planning and funding.

The report will be published by the LSDA.

#### **Publications:**

**Researchers:** David Raffe (main contact), Delma Byrne

### **Evaluation and Analysis of the LFS 2000 Ad Hoc Module on School-to-Work Transitions in Europe (Eurostat: 2001-2002)**

In the context of the 2000 Labour Force Survey Eurostat commissioned 14 EU member states and 6 Eastern European countries to include an additional set of questions ('ad hoc module') aimed at investigating the transition from school to working life. This project dealt with both methodological and substantive issues which arise from the collection of these data. The main aims of the project were: (1) to evaluate the national implementation of the ad hoc module and (2) to carry out empirical analyses on substantive topics on transition research (such as social, gender and ethnic inequalities, job mismatches, and job search and mobility). A network of researchers centrally co-ordinated by Professor Walter Müller, one of the directors of the Mannheim Centre for European Social Research, took part in the project. CES was mainly involved in the assessment of data quality and comparability, through the evaluation of the national implementation of the module, and in the analysis of the cross-

country differences and similarities in the effect of social origin on young people's educational attainment and early labour market outcomes.

### ***Key findings***

- Country differences emerged in the way the data for the ad hoc module were collected and in the definitions used. A report on data quality and comparability describes in detail cross-country similarities and differences in the implementation of the ad hoc module.
- In many European countries parental education still affects young people's educational and early occupational attainment. However, the relative advantage of having more educated parents emerges as stronger in the Eastern European countries and weaker in the Nordic European countries. The other Western European countries are in an intermediate position between these two groups of countries, with the Southern European countries more similar to each other.
- In most countries the effect of parental education on children's occupational status of first job appears to be mainly mediated by education (ie indirect effect).

**Publications:** 0140, 0227, 0228, 0229, 0231, 0327, 0408

**Researchers:** Cristina Iannelli (main contact), David Raffe

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

This evaluation was part of a collaborative research initiative between the City of Edinburgh Council and the University of Edinburgh Faculty (now School) of Education. CES worked 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 was completed, and the findings discussed with headteachers and staff within the City of Edinburgh Council.

The main findings of the project were that there were differences in progress in reading associated with family background, first language, special educational needs, pre-school education, class size and school context. In addition, there were significant differences between classes and between schools.

**Publications:** 0016N, 0109, 0325N

**Researchers:** Linda Croxford (main contact), Stephen Sharp

### **Evaluation of Education Maintenance Allowance (EMA), Phase 1 Pilot in Scotland (Scottish Executive: 2001-2002)**

The EMA provides financial support for 16-19 year olds from low-income households undertaking appropriate full-time courses at school or college. Young people from low income families are less likely to stay in formal education after compulsory schooling has ended, may leave school without qualifications, and are thus at risk of unemployment or insecure employment and of social exclusion. The EMA aims to reduce financial barriers to staying on, and thus improve post-16 participation, retention and achievement rates in education among young people from low-income families. In Scotland, EMAs were piloted

in East Ayrshire from 1999-2000 (Phase 1), and in Glasgow, Dundee and West Dunbartonshire from 2001-2 (Phase 2). The main aim of this project was to evaluate the impact of the EMA on levels of attainment, retention and participation among secondary pupils in the Phase 1 pilot area of East Ayrshire.. The design of the evaluation included a postal survey and case studies.

### ***Key findings***

- EMA had a positive effect on participation in post-compulsory education, especially among young people from low-income families. There is strong evidence that EMA increased participation by 7 percentage points overall, and by 9 percentage points among young people from low-income families;
- EMA had a positive effect on educational retention, especially among young people from low-income families. The number of winter leavers was reduced, and S5 completions increased. Improved retention is most evident among young people from low-income families;
- There was no conclusive evidence of the impact of EMA on attainment.

**Publications:** 0239, 0240

**Researchers:** Linda Croxford (main contact), Cristina Iannelli, Cathy Howieson, Jenny Ozga

### **Evaluation of Education Maintenance Allowance Pilots in Scotland, Stage 2 (Scottish Executive: 2003-2004)**

The second stage of the evaluation included both the Phase 1 (East Ayrshire) and Phase 2 (Glasgow, Dundee and West Dunbartonshire) EMA pilots. The research was based exclusively on SQA records of National Qualifications over the two years after the S4 Standard Grade examinations. Post-code based measures of socio-economic status (SES) were linked to the SQA data. Before the introduction of the EMA, all four pilot areas had higher proportions of young people living in areas of low SES, and lower average attainment, than the rest of Scotland. The evaluation compared the EMA pilots with “control groups” based on schools with similar intake characteristics, but where the EMA scheme was not in operation. Comparing trends in the pilot areas with “control” areas enables us to distinguish the impact of the EMA from the effects of other initiatives and trends.

However the picture is complicated by the introduction in 1999-2000 of the new national qualifications framework (Higher Still) and the associated increase in participation and attainment levels. Higher Still and the EMA have complementary objectives: Higher Still seeks to improve participation and attainment through a flexible system of units and courses appropriate to all levels of ability, while the EMA pursues the same ends through reduction of financial barriers to staying on. Both policies have contributed to the significant national increase in attainment levels since 2000.

**Publications:** 0411

**Researchers:** Linda Croxford (main contact), Jenny Ozga, Frances Provan

### **Evaluation of Fast Trac (Scottish Executive: 2001)**

Fast Trac is the version of Skillseekers which has been operated in Fife since 1995. It is distinctive, among other reasons, because it pools funding from Scottish Enterprise and from the Scottish Further Education Funding Council in order to deliver non-advanced Further Education programmes for 16-18s as well as employer-based training within the same programme. The CES has participated in the evaluation of Fast Trac led by the Centre for Research in Lifelong Learning at Glasgow Caledonian and Stirling Universities. The Centre's main role in the project was the collation and analysis of quantitative data relevant to the evaluation. A report was submitted to the Scottish Executive in August 2001. The evaluation will feed in to policy developments following the Opportunities and Choices consultation of 1999.

**Publications:** 0203

**Researchers:** David Raffe (main contact), Cristina Iannelli, Cathy Howieson

### **Evaluation of the Impact of the Scottish Credit and Qualifications Framework (Scottish Executive: 2004-2005)**

The Scottish Credit and Qualifications Framework (SCQF) was formally launched in 2001, with the aim of helping learners and providers of learning to understand how different programmes relate to each other, and to promote access and participation in learning. It is currently in its implementation phase, with the eventual goal of including all Scottish qualifications within the Framework. The Scottish Executive has commissioned the Centre for Research and Lifelong Learning (Glasgow Caledonian University and University of Stirling) and the CES to carry out an evaluation of the early progress of the SCQF. The research will explore different stakeholders' knowledge, understandings and expectations of the SCQF and investigate the initial responses of institutions to its introduction. It will examine the factors which influence, facilitate or hinder these responses. It will be too early to assess the impact of the SCQF on the participation, progression and attainment of learners, but the evaluation aims to identify practical issues and to inform the further development of the framework. The research will use a range of methods, including interviews with stakeholders and with participants in different sectors and at different levels of the system.

**Publications:**

**Researchers:** David Raffe (main contact) and Cathy Howieson (CES), Jim Gallacher, Richard Edwards and Nuala Toman Centre for Research and Lifelong Learning (Glasgow Caledonian University and University of Stirling)

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

This project, completed in January 2001, aimed 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 involved a review of relevant research and policy documents, a review of current practice in Scotland, case studies of six secondary schools that were 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 were analysed using Standard Grade attainment data for 1999.

### ***Key findings***

- a focus on ‘boys’ underachievement’ obscures generally rising levels of attainment by both sexes,
- it also obscures gender differences in uptake of different subjects and persistent differences in attainment for both sexes by social background.
- Factors influencing gender differences are complex, which means that a range of strategies is needed to address underachievement of both boys and girls.

**Publications:** 0023, 0102, 0151, 0214, 0324, 0345

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

### **How Do Centres Estimate Pupil's Attainment? (SQA: 2004)**

The estimates that schools, colleges and other centres submit to the Scottish Qualifications Authority (SQA) are essential information and are used in determining grade boundaries, derived grades and to support appeals. Accurate estimating therefore has benefits for centres and SQA but, most importantly, for candidates. This research, commissioned by SQA, involves analysis of SQA data on estimates and a programme of interviews with staff in schools and FE to explore how centres arrive at estimates and to identify ways of improving practice.

**Publications:** 0422

**Researchers:** Cathy Howieson (main contact), John Hart

### **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. It 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. The report of the workshop was produced during 2000/01.

**Publications:** 0101

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

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

This project studied the first four years of implementation of Higher Still, which introduces a ‘unified system’ of post-16 education in Scotland. Its aims were 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 (SCQF). The project also compared Scottish developments with those in England. In 2001/03 the project conducted the second round of surveys of all FE colleges and all secondary schools in Scotland (including special and independent schools); the first round of surveys had been conducted in 2000/01. The FE college survey was carried out jointly with the Scottish Further Education Unit. The project analysed SQA data on Higher Still enrolments and outcomes. It also conducted two rounds of case studies in four schools and two colleges, will proceed in 2001/02. It published a study of the creation of the SCQF based on a series of interviews. Working Papers of the project are now available on the project web site ([www.ces.ed.ac.uk/IUS/iusindex.htm](http://www.ces.ed.ac.uk/IUS/iusindex.htm)). The project submitted its final report to the ESRC in January 2004.

### ***Key findings***

- Higher Still has improved opportunities for middle- and lower- attaining 16 year olds staying on at school who were poorly served by the previous provision: they study for more qualifications, at more appropriate levels. It has also provided access to the national curriculum for many students with special needs.
- Higher Still has had less impact on attainment. Students with poor Standard Grades still have much lower pass rates in their post-16 courses than their better-qualified peers—despite taking courses at levels matched to their Standard grade attainment. The aim of building a ‘climbing frame’ of learning opportunities, with flexible entry and exit points and flexible movement within the system, has proved difficult to realise.
- The new National Qualifications (NQs) introduced by Higher Still have made less progress in colleges than in schools. In FE, NQs have added another set of qualifications to the available range rather than rationalising provision. But Higher Still has encouraged substantially more collaboration between schools and colleges.
- Higher Still gives formal parity of status to vocational and academic courses, but it has had only a small effect on the actual choices of students. Better-qualified students continue to prefer academic to vocational subjects.
- Higher Still has been used to enhance comprehensive education rather than to undermine it. It has not created a hierarchy of comprehensive schools, with some specialising as Intermediate schools and others as Advanced Higher schools.
- The changes introduced by Higher Still are not complete. Schools and colleges are still finding new ways to use the new National Qualifications, for example to develop a more ‘flexible’ curriculum for 14-16 year olds.

**Publications:** 0033, 0112, 0113, 0114, 0125, 0129, 0130, 0150, 0225, 0304, 0312, 0336, 0402, 0404

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

**Knowledge Transfer (SHEFC Knowledge Transfer Grant: University of Edinburgh: 2001-2004)**

Knowledge transfer grant funding was obtained in support of activities aimed at promoting and increasing the use of research-based knowledge in education policy and practice, with a particular emphasis on active dissemination to the practitioner and policy-making communities. The first tranche of funding supported the wider dissemination of research findings from the Centre for Educational Sociology through the publication of additional CES *Briefings*. The second tranche of funding aimed to extend that work through support for ways of enhancing knowledge transfer from CES through additional activities including the wider dissemination of Briefings through an enhanced website and enlarged database; the planning and delivery of a major conference on Educational Inequalities, to include a needs analysis of practitioners and policy makers in terms of future support; the development of support for practitioner skills in understanding, using and responding to performance measurement at school and classroom level: a further conference in 2004 identifying key areas for further collaborative work. There has been considerable activity in all these areas, including two conferences: one on Educational Inequalities and one on Research into Practice (see [www.ces.ed.ac.uk/Conferences.htm](http://www.ces.ed.ac.uk/Conferences.htm)). Six additional *Briefings* have been produced. Their details are as follows: No.22: 'How Would you Know? No.23: 'Pupils' Experiences of the Careers Service' No. 24: 'Young People's Transitions' No. 25 Standards, Inequality and Ability Grouping in Schools, No. 26: Measuring performance-Tackling Inequalities and No. 27 Measuring and Managing performance in Education. Three Special (extended) *Briefings* have been written based on Special Studies of the Scottish School Leavers' Survey (Nos 28, 29 and 30). These are now available directly from the web ([www.ces.ed.ac.uk/Briefings.htm](http://www.ces.ed.ac.uk/Briefings.htm)). The CES website has been redesigned, improving user access and enabling dissemination of the *Briefings* by direct downloading. The new database enables international dissemination of CES research and much enhanced and updated dissemination to policy makers and practitioners, both within Scotland and throughout the UK.

The Knowledge Transfer Grant provided CES with essential financial support that enabled it to engage in active dissemination and thus to meet one of its key objectives; the promotion of research-informed practice within the teaching profession and beyond. By active dissemination we mean moving beyond the traditional aim of sharing research findings with interested users of research. Knowledge Transfer requires a more collaborative engagement with research users in the promotion of research-informed practice. Conventional research funding, on which CES depends, does not provide resources to cover this work, which is vital to the successful transfer of research knowledge.

**Publications:** 0127, 0128, 0221, 0222, 0314, 0315, 0316, 0317, 0318

**Researchers:** Linda Croxford (main contact), David Raffe, Jenny Ozga

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

The vision of MISSION is a number of independent organisations publishing their data within a framework which makes comparisons and harmonisation possible. Experts can share their methods, so that the community has a much richer information source for understanding statistical information and its interpretation. Users, be they public sector, business or private, can have access to the published methods and a tool which applies these methods to the data

of their choice. Agent technology permits this free association of data providers and users. The main aim of this project was to utilise the World Wide Web and emerging agent based technologies to provide a modular system of software which enables 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 core of the MISSION system is a *query on heterogeneous data*. By this we mean that the data sets from which the table is drawn can differ in a number of ways. It also aimed that the MISSION system is to conceal as much as possible of the underlying system from the user.

### **Key outputs**

- Scientific theoretical development for querying heterogeneous data
- Contribution to knowledge base (over 20 papers produced)
- Design, development and deployment of the Mission system
- Development of the Agent Platform
- Evaluation report of the Mission system by users
- Dissemination of the findings and results through the website, papers and presentations

**Publications:** 0028, 0029, 0034, 0036, 0119, 0122, 0123, 0147, 0155, 0224, 0305, 0306, 0307, 0308, 0309

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

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

The Early Intervention Programme (EIP) in Scotland is a government-funded initiative started in 1997 with the aim of strengthening education in the early years. Initially the EIP emphasised the objective “*to overcome by intervention the disadvantages and inequalities of social and domestic background, and to help all children to reach or exceed a minimum level of performance – in language and number especially – by P3.*” (Scottish Office, 1996). Responsibility for deciding how early intervention should be implemented in Scotland was devolved to local authorities. Each authority was free to decide the balance of intervention activities within its schools, and was responsible for their evaluation. This led to a very varied pattern of approaches to Early Intervention, which is in contrast to the prescriptive approach taken in England, where there is a National Literacy Hour. Some local authorities focused Early Intervention in a few schools in areas of multiple deprivation, others included a high proportion of schools in the programme. In all areas there was a strong emphasis on staff development and the development of improved methods of teaching and learning. Literacy was the main focus in the initial stages, and initiatives addressing numeracy took longer to start.

The national evaluation of early intervention in Scotland was led by Helen Fraser of the Faculty of Education, Edinburgh University together with the accountancy firm KPMG. CES worked with the NEEIP team with respect to the analysis of statistical information on pupils’ attainment. The study included 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.

### **Key findings**

Average attainment in literacy at P3 rose dramatically, but the gap between advantaged and disadvantaged pupils was not diminished

There was evidence of positive effects from a number of strategies:

- Focus of resources on a small number of schools serving areas with high levels of deprivation;
- Reading Recovery;
- Home-Link support.

**Publications:** 0117, 0152, 0153, 0232, 0326

**Researchers:** Linda Croxford (main contact)

### **Scottish School Leavers' Survey: Special Studies (Scottish Executive: 1998-2003)**

The CES has carried out a number of special studies using data from the SSLS, a nationally-representative survey of young people who have attended Scottish schools. The special studies focused on: entrants to higher education; gender and low achievement; high-achieving females; the destinations of early leavers; 'NEET' young people (Not in Education, Employment or Training); participation in science, engineering and technology; and the effects of low attainment on young people's outcomes at 22-23. The main findings of each of these studies are given below.

**Publications:** 9829, 9914, 9927, 9929, 0004, 0005, 0006, 0018, 0021, 0116, 0139, 0205, 0213, 0314, 0317, 0318, 0405, 0420

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

### **SSLS Special Study 1: Scottish school leavers entering higher education**

#### ***Key findings***

- The proportion of school leavers entering higher education doubled between 1984 and 1993.
- School qualifications were the most important determinant of entry.
- The Highers qualifications of entrants to sub-degree courses have declined, while the average qualifications of entrants to degree courses remained stable.
- In 1993 female school leavers were less likely than males with equivalent qualifications to enter higher education.
- There was a decline in the proportion of entrants to higher education from S5. Entrants from S5 were increasingly likely to have lower qualifications and to enter sub-degree courses.
- Social class differences in entrance to higher education narrowed during the expansion of the late 1980s and early 1990s, but leavers from middle-class backgrounds were still more than twice as likely to enter higher education in 1993.
- Differences across schools in rates of entry to higher education were explained by differences in qualifications and social background. Leavers from independent schools were no more likely to enter higher education than comparable leavers from maintained schools, but they were more likely to enter degree rather than sub-degree courses.

**Publications:** 9829, 9927, 0004

**Researchers:** Teresa Tinklin, David Raffe

## **SSLS Special Study 2: Gender and low achievement**

### ***Key findings***

- The proportion of low attainers at Ordinary or Standard Grade has more than halved since the 1970s. It has declined more among females than among males.
- Low S4 attainment is associated with social background and neighbourhood deprivation. Among young people with similar backgrounds, negative attitudes towards education are not strongly associated with low attainment.
- The proportion of low-attaining S4 leavers who enter full-time employment has fallen sharply since the 1970s. By the mid-1990s the early careers of those who did so were characterised by frequent switching between statuses.
- Only a minority of low-attaining S4 leavers are female, but the consequences of their low attainment for labour-market integration are more severe than for males.
- Among S4 leavers, low qualifications and the experience of unemployment after leaving school are important predictors of unemployment at age 18/19. Training reduces the risk of unemployment among males; personal characteristics appear to be more important for females.
- Just over half of young people with low S4 attainment gain further qualifications by age 18/19. Those who continued in full-time education were much more likely to gain further qualifications than those who entered training or employment.

**Publications:** 9914, 0006, 0116

**Researchers:** Andy Biggart, Karen Brannen

## **SSLS Special Study 3: High attaining female school leavers**

### ***Key findings***

- 28 percent of female and 24 percent of male school leavers had four or more Highers awards at A-C in 1994.
- Females from all social backgrounds had higher attainment on average than males with the same social backgrounds.
- There was no evidence that the gender gap varied between schools.
- Girls had higher average Standard Grade attainment than boys, and were more likely to stay on at school after age 16.
- Among students who stayed on, females and males of equivalent Standard Grade attainment were equally likely to become high attainers. Females and males made similar average progress during S5/S6.
- Having friends who took school seriously was related to high attainment, and more females than males had peer groups which took school seriously.
- Gender differences in subject choice are restricted in S4 by the Curriculum Framework, but emerge at later stages of education.
- In S5/S6 high attainers showed traditional gender-specific preferences for certain subjects, as did other young people.
- The majority of high attainers went on to full-time study after school.

- But high attaining females were less likely to enter Higher Education than high attaining males although they were equally likely to apply.
- The issues of redressing gender inequality are different for females and males

**Publications:** 9929, 0005, 0213

**Researchers:** Teresa Tinklin, Linda Croxford

#### **SSLS Special Study 4: Destinations of early leavers**

##### ***Key findings***

- The extent of early leaving has declined over the 1980s and 1990s but the factors that are most likely to lead to early leaving have remained constant: low attainment at Standard Grade; being male; and coming from a less advantaged family background.
- Low attainment not only increases the chances of early leaving, it also influences early leavers' post-school prospects. Low attainers (about a third of the early leaver group) were the ones most likely to experience unemployment and to have unstable post-school careers. They also had a poorer chance of adding to their qualifications and those in employment had poorer prospects of training.
- Although young women were less likely to be early leavers, those who did leave school early had poorer outcomes than their male counterparts despite their higher average attainment.
- Early leavers' first post-school destination was of critical importance; an early period of unemployment contributed to poor outcomes in the longer term.
- The proportion of early leavers entering full-time further education has increased; participation has risen fastest among males, the least qualified and those from disadvantaged backgrounds.
- Skillseekers has transformed government training. Most participants have employed status and early leavers in Skillseekers jobs were very similar to those in non-Skillseekers jobs in their attainment and social class. Those in Skillseekers training only resembled the unemployed early leavers.
- The changes to Skillseekers may have excluded some lower attaining young people, especially females. There was an increase in the proportion of early leavers neither in the labour market nor in education, coinciding with the widespread implementation of Skillseekers.
- Skillseekers has not helped overcome traditional patterns of employment along gender lines.
- Just over half of the early leavers increased their qualifications by the age of 19. Early leavers in Skillseekers jobs were more likely to get training leading to a qualification than early leavers in jobs outwith Skillseekers.

**Publications:** 0018, 0139, 0317

**Researchers:** Cathy Howieson, Joan Fairgrieve, Linda Croxford, Teresa Tinklin

## **SSLS Special Study 5: Young people not in education, employment or training**

### ***Key findings***

- More than three in ten (31%) young people were NEET at some time during the three years after the end of compulsory schooling. More than half of these were unemployed. The proportion who were NEET at any one time varied from 5% to 16%.
- One in five was NEET on a narrower definition which includes only those who were unemployed, sick or disabled, or looking after a child or the home.
- On average NEET young people had lower S4 attainments, had truanted more and had less favourable attitudes to school.
- Young people who were unemployed or looking after child or home tended to have less advantaged social and educational backgrounds, to be NEET for longer, and to be vulnerable to further spells of NEET. Other NEET activities such as travelling or taking a long holiday, voluntary work and part-time jobs were not associated with disadvantaged backgrounds or with an increased chance of further NEET spells.
- Despite better average qualifications and higher participation in education, females remained NEET for longer, and a gender gap opened up as the cohort grew older. More females looked after child or home, or took part-time jobs, but fewer were unemployed.
- Between four-tenths and two-thirds of young people who were NEET at a given time point were still NEET six months later. Relatively few entered Skillseekers.
- Different NEET statuses require different policy solutions. Some young people freely choose their NEET activity and require no policy intervention. However, for many young people being NEET is part of a wider pattern of disadvantage and powerlessness, which may need to be tackled on a broader front.

**Publications:** 0021, 0318

**Researchers:** David Raffe, Linda Croxford

## **SSLS Special Study 6: Participation in science, engineering and technology (SET)**

### ***Key findings***

- In the final two years of compulsory education (S3-S4) all pupils studied at least one science subject and just over half studied at least one technology subject. Gender and attainment were the main factors that influenced differences in choice of science and technology subjects.
- Two-thirds of young people stayed-on to post-compulsory schooling. Their principal reason for staying on was to gain qualifications that would improve their job prospects.
- In S5/S6, just over half of students studied any science subjects, and a quarter studied any technology. Standard Grade subjects and attainment were key influences on subjects chosen.
- 37% of young people had entered higher education by age 18-19. Almost all gave the reason "I am doing this course so that I can get a satisfying job in the future".
- Having science qualifications boosted chances of entering a degree course. Young people with Higher Grade awards in science subjects were more likely to enter degree-level courses than their peers with the same overall Higher Grade attainment.



- 32% of higher education students were studying SET: 11% mathematics and informatics (includes computing); 10% engineering technology; 6% physical science; and 5% biological science.
- Amongst science-qualified higher education entrants the chances of studying SET were very high: 52% of students with Higher Grade technology were studying SET, as were 48% of those with two or more Higher Grade sciences and 40% of those with Higher Grade mathematics.
- After taking account of attainment and science qualifications, females were less likely than males to study mathematics, informatics or engineering.
- One quarter of students with two or more sciences at Higher Grade were studying medicine and dentistry or subjects allied to medicine. The proportion for science-qualified females was 34%.

**Publications:** 0205, 0314

**Researchers:** Linda Croxford

### **SSLS Special Study 7: The effects of low attainment on young people's outcomes at 22-23**

#### ***Key findings***

- The continued negative effect of low attainment at the early stages of education is evident at the age of 22-23.
- Social origin remains a powerful influence on young people and on their outcomes at the age of 22-23. To be effective, strategies aimed at improving attainment need to address deprivation and the educational inequalities associated with family background.
- Although fewer young women are low attainers, the consequences of low attainment for them are more severe than is the case for male low attainers. The policy focus on low attainment among males runs the risk of ignoring the poorer position of low attaining young women.
- The initial destinations and experiences of low attainers continue to have an impact on their outcomes at the age of 22-23. Strategies to support low attainers through their extended and uncertain post school transitions would be valuable.
- Young people with low attainment at the end of compulsory education benefit from remaining in school beyond this stage. This is the route by which they are most likely to improve their qualifications and thus to improve their outcomes in the longer term.
- There are different returns to academic and vocational qualifications.

**Publications:** 0405, 0420

**Researchers:** Cathy Howieson, Cristina Iannelli

### **Student Retention in the University of Edinburgh (University of Edinburgh: 2002-2003)**

The purpose of the CES research into withdrawal was to provide information and analysis that could be used to assist the University of Edinburgh in its development of a widening access agenda. To this end the research carried out by CES involved the interrogation of institutional data and the production of a confidential report on the scale and distribution of

withdrawal at the University of Edinburgh based on statistical analysis of institutional data. As the report was confidential, details of the findings cannot be given here.

**Publications:** 0303

**Researchers:** Cathy Howieson (main contact), Jenny Ozga, Frances Provan

### **The Viability of a Value-Added Performance Indicator in Scottish FE (Scottish Further Education Funding Council: 2001)**

The Scottish Further Education Funding Council commissioned the CES to investigate the viability of a value-added performance indicator for FE colleges. The study was based on a review of existing literature, visits to colleges and consultations with college staff and research colleagues in the UK and overseas. It reviewed five current concepts of “value added” and discussed how each might be operationalised in a PI and the advantages and disadvantages of each. Its main conclusion was that a value-added PI was unlikely to be viable at acceptable cost in the near future and with the existing knowledge base. If the possibility of a value-added PI is to be pursued this should be through a longer-term strategy to stimulate debate, to extend the knowledge base and possibly to pilot value added in specific areas of college provision. The report is available from the CES or on the SFEFC web site.

**Publications:** 0110

**Researchers:** David Raffe (main contact), Linda Croxford, Cathy Howieson

### **Value-Added in City of Edinburgh Secondary Schools (SE: 2002)**

This research focuses on attainment and relative progress by pupils in Edinburgh secondary schools, based on reading and mathematics scores at the beginning of S1 and the end of S2, and attainment in national qualifications at the end of S4. The analysis includes inequalities by gender, ethnicity, first language, special needs and free-meal entitlement. It produces estimates of ‘value-added’ in terms of the differences between schools in average progress by pupils, after taking account of prior attainment. The aim is to provide information for schools that can be used for self-evaluation and development planning.

The methodology is quantitative and uses multilevel statistical models as well as descriptive statistics such as frequency distributions and boxplots. The datasets so far have focused on two cohorts of pupils, comprising all pupils who entered City of Edinburgh secondary schools in 1999/2000 and 2000/01 respectively. Sample sizes for each cohort are over 3000 pupils. Baseline assessments in reading were carried out at the beginning of S1 and the end of S2 for both cohorts, and in mathematics for cohort 2. The first cohort completed S4 in 2003, and their attainment in NQ has been linked to their S1 reading scores. The research was commissioned in 2001 and is on-going. Findings to date include the following:

- There are very considerable differences in intake characteristics between secondary schools in Edinburgh, with a few schools having exceptionally high proportions of pupils living in areas of deprivation, and entitled to free school meals; in these schools average baseline attainment on entry to S1 was much lower than elsewhere.

- On average, pupils had lower baseline reading and mathematics scores if they had a record of needs, were from non-white minority ethnic groups, did not speak English as a first language, were entitled to a free school meal, and lived in an area of socio-economic deprivation. Boys had slightly lower reading scores than girls, but girls had lower mathematics scores than boys.
- Between S1 and S2, progress in reading and mathematics was lower among pupils who had a record of needs, were from a non-white minority ethnic groups, or were entitled to a free school meal. On average, pupils attending schools with high levels of deprivation and free meal entitlement made less progress in reading than pupils in more advantaged schools, but this contextual effect was not evident for mathematics.
- Value added between schools was estimated from average levels of progress after taking account of prior attainment and intake characteristics. There were significant differences in value added between schools, but value-added was not correlated with prior attainment or poverty – schools with high value added included some with relatively advantaged intakes, and some with disadvantaged intakes.

**Publications:** 0246N, 0311N

**Researchers:** Linda Croxford

## 5. NEW PROJECTS

This section identifies some projects which have just started up within the Centre. It is obviously impossible to provide details of findings at this stage, but we include them here to provide some background on our developing research agenda, and to encourage communication from researchers working in similar areas.

### **The Applied Education Research Scheme (AERS)**

This is a major initiative, jointly funded by the Scottish Executive Education department (SEED) and the Scottish Higher Education Funding Council (SHEFC) and planned for completion in 2008. The overarching aims of the scheme are:

- to improve the infrastructure of educational research across Scottish HE institutions, and to enhance its capability to support the country's long-term educational needs;
- to carry out research projects on topics relevant to the National Priorities in school education, grouped under three themes: Learners, Learning and Teaching; School Management and Governance; and Schools and Social Capital.

The AERS project is too large to summarise here, and seeks to involve researchers across the system, participating in the different networks and developing and sharing skills and capacities. It also seeks to build further networks of researchers, practitioners and policy makers in order to improve mutual understanding and enable knowledge transfer. Further details of the scheme-including details of how to participate in it- can be found on [www.aers.ac.uk](http://www.aers.ac.uk). The website also contains working papers.

CES is currently involved in two of the main AERS networks: the Schools and Social Capital network and the School Management and Governance network. Work so far on the AERS SSC project by Delma Byrne and Jenny Ozga has involved the documentation and definition of social capital, and further work is planned on the documentation of policy initiatives, on reviewing research on interventions, on theory building in social capital and on the development of social capital indicators for disadvantaged communities. Work on the AERS SMG (which is convened by David Raffe) has involved Linda Croxford in the design and development of a project on how schools measure and manage their own progress.

**Researchers:** Delma Byrne, Linda Croxford, Jenny Ozga, David Raffe

### **Knowledge Transfer in Higher Education in Scotland (ESRC: 2004-2005)**

This project, funded by a small grant from ESRC has just started as we go to press. It deals with the topic of Knowledge transfer (KT) which is an increasingly important task for universities, and is inspired, to some degree, by the discussions that we have had with policy-makers and practitioners about active dissemination of our research. Research findings have always been disseminated, but KT is significant as a policy tool for increasing competitive advantage, and more attention is now focused on ensuring effective dissemination and take up. The need for more effective knowledge transfer is also underlined by the increasing consumption of knowledge and the use of evidence as a guide to policy and practice. At the same time there is concern to ensure widespread distribution of knowledge and to reduce the

possibility that knowledge economies produce deeper social inequalities. In Scotland there is specific funding to support knowledge transfer to communities and for civic and social purposes as well as for commercialisation and technology transfer. Most research on KT to date focuses on its commercialisation and regeneration aspects: this project investigates the development of KT in areas such as Health and Education, with a contrasting study of Technology. The study will identify the processes that support effective KT in these different fields. It will explore barriers to KT in academic cultures and organisations. It will also investigate whether 'structured' knowledge is more easily transferable than 'implicit' knowledge.

**Researchers:** Robert Jones, Jenny Ozga

### **Part-Time Employment and Secondary Education (Scottish Executive: 2003-2005)**

Many school students now combine part-time employment with their full-time education but there is considerable debate about potential costs and benefits of doing so. This project, funded by the Scottish Executive as part of the 'Determined To Succeed' initiative, to investigate the extent, nature and impact of school students' part-time employment. The project will establish (for the first time) a detailed picture of part-time employment among school students in Scotland and consider how their experience of part-time work impacts on their academic attainment, how it relates to their enterprising skills, attitudes and behaviours and to their career aspirations. The study also considers the implications of part-time employment for curriculum development and explores the feasibility of the formal recognition of students' part-time employment within the education system.

The project draws together a team from the Universities of Edinburgh, Paisley and Strathclyde.

**Researchers:** Cathy Howieson (CES, University of Edinburgh), Jim McKechnie (University of Paisley) and Sheila Semple (University of Strathclyde)

### **Progression and pass rates in New National Qualifications (SQA: 2004-2005)**

This project, funded by SQA, arises in part from the results of the IUS study carried out by CES. This found that S5 students with middle and lower Standard Grade attainment had relatively low pass rates. SQA has commissioned this study which will examine the progression and pass rates among the S5 students in 2001-02 and 2002-03 in 16 selected subject areas. The aim is to assess whether the relatively low pass rates among students with low and mid levels of attainment at Standard grade it is a general problem or if it occurs at particular progression points and/or in particular subjects. Identifying where the problem lies will help the SQA to design an appropriate a strategy to address the issue.

**Researchers:** Cathy Howieson (main contact), Teresa Tinklin

A number of additional projects are in development as we go to press. These continue to develop themes present in the work of CES over a number of years, and to reflect our interest in exploring the relationship between education and inequalities. We will seek to expand our interest in gender and education through work on primary-secondary transitions and gender,

while gender is also a theme of a developing interest in further education management and in policy for the teaching profession. All of these ideas offer opportunities for inter-UK comparative work. We are also seeking to participate in the opportunities offered through Framework 6 in order to maintain our commitment to wider comparative research on education.

## 6. PRESENTATIONS

This section provides details of various kinds of presentations; ranging from the peer reviewed conference presentation to the informal workshop, and including presentations to policy fora of different kinds, including meetings of practitioners. The variety of presentations gives an insight into the range of dissemination activities that CES engages in.

Presentations are listed alphabetically by main presenter and cover the period 2001-2004.

### KAREN BRANNEN

**Using Agent Technology to Disseminate Statistics Via the Web.** Delivered at the ASC International conference on Survey Methods, Chesham, 11 May 2001.

**Intelligent Use of Metadata in the Questionnaire Design Process.** Delivered at the International seminar on New ~Techniques and Technologies for Statistics and Exchange of Technology and Know-How (NTTS2001-ETK2001), Crete, 18 June 2001.

**Intelligent use of metadata in the questionnaire design process, plus demonstration of the IQML QDT.** Demonstration to CASRO, US Census Bureau, Washington DC, USA, 26 February 2002.

**IQML – developing a mark-up language for intelligent questionnaires.** Delivered at the 2002 Federal Casic Workshops, Washington DC, USA, 27 February-1 March 2002.

**MetaNet: Standardising Statistical Metadata Methodology.** Delivered at the IASSIST 2002 Conference, University of Connecticut, 11-15 June 2002.

### BETH CROSS

**Infinite Rehearsal of Culture in St Catherine Jamaica.** Delivered at the BAICE post-graduate conference, University of Edinburgh, 11 May 2001.

**Problem solving with Pokemons: Negotiating the shifts between popular culture and school culture in a peri-urban Scottish upper primary classroom.** Delivered at the SCRE conference, Dundee, 27 September 2001.

**Linear or Holistic Vision: an exploration of gendered responses to the curriculum by upper primary students in a rural Jamaican school.** Delivered at the University of West Indies, Problems & Prospects of Education in Developing Countries, Barbados, 25-28 March 2002.

**Performances and Privileged Texts Reproducing the Tourism Product in Jamaican Schools.** Delivered at the Society of Caribbean Studies Annual Conference, Warwick University, 1-3 July 2002.

**The Discourse of Complexity: bridging the gap between postmodern critique and policy agendas with specific reference to qualitative research with children.** Delivered at the New Researchers Conference, Centre for Research on Families and Relationships, 17 September 2002.

**Split frame thinking and multiple scenario awareness: how boys' game expertise reshapes possible structures of sense in a digital world.** Delivered at the Digital Generations: Children, young people and new media, Institute of Education, London. 26-28 July 2004.

**Narratives of Identity Boundaries and Transitions.** Delivered at the Educational Ethnography Conference, St. Hilda's College, Oxford, 13-14 September 2004.

## **LINDA CROXFORD**

**Report of the Findings of the Gender and Pupil Performance Project.** Delivered at the In-Service Training at Beath High School, Cowdenbeath, Fife, 29 November 2001.

**Gender and Pupil Performance.** Delivered at the Lecture to Education 1 Course, University of Edinburgh, 30 November 2001.

**Gender and Pupil Performance.** Delivered at the Statistics in Society MSc Course, Napier University, Edinburgh, 8 January 2002.

**Comprehensive Schools in Scotland: A Success Story.** Delivered at the Comprehensive Education and Diversity: Raising Standards or Creating Divisions?, London, NUT Headquarters, 8 February 2002.

**Gender and Pupil Performance in Scotland's Schools.** Delivered at the Educational Institute for Scotland, Equal Opportunities Committee, Edinburgh, 17 April 2002.

**Factors Influencing Participation in Science and Technology in Scotland.** Delivered at the European Conference on Educational Research 2002, Lisbon, Portugal, 11 September 2002.

**Factors Influencing Participation in Science and Technology in Scotland.** Delivered at the Scottish Educational Research Association Annual Conference, Dundee, 26 September 2002.

**The Effect of Poverty on Early Education.** Delivered at the Poverty in Scotland 2002, Glasgow Film Theatre, Glasgow, 18 November 2002.

**Gender & Pupil Performance.** Delivered at the Course for Learning Support Teachers, Moray House, Edinburgh, 26 February 2003.

**Using Pupil Performance Data to Identify Inequalities.** Delivered at the Measuring Performance - Tackling Inequalities Conference, John McIntyre Centre, Edinburgh, 28 February 2003.

**City of Edinburgh Primary Schools 2001-2002 Progress in Literacy and Numeracy in Primary 1.** Delivered at the Early Intervention Project Headteachers Seminar, Murrayfield Stadium, Edinburgh, 22 May 2003.

**Using Pupil Performance Data to Identify Inequalities.** Delivered at the Learning and Teaching Scotland Subgroup on Monitoring Progress to National Priorities, School of Education, University of Edinburgh, Edinburgh, 23 May 2003.



**Factors influencing attainment in Mathematics and Reading in S1 and S2, 2000/01 and 2001/02.** Delivered at the City of Edinburgh Secondary Headteachers Meeting, Craigroyston Community High School, Edinburgh, 11 June 2003.

**Using Pupil Performance Data to Identify Inequalities.** Delivered at the Learning and Teaching Scotland Subgroup on Monitoring Progress to National Priorities, School of Education, University of Edinburgh, Edinburgh, 23 June 2003.

**Evaluation of the EMA Pilot.** Delivered at the EMA Implementation Groups (3), Inverness (18/08), Stirling (25/08) & Kilmarnock (27/08), 18 August 2003.

**Education and Youth Transitions in England, Wales and Scotland since 1984.** Delivered at the European Network on Transitions in Youth (TIY) Meeting, Madeira, 4-6 September 2003.

**Changes in the Context of Schooling in England, Wales and Scotland since 1984.** Delivered at the British Educational Research Association Annual Conference Symposium 'Education Policy in the UK', Edinburgh, 11-13 September 2003.

**Measuring Inequalities in Performance: A Scottish Approach to Global Pressures.** Delivered at the European Conference on Educational Research, Hamburg, 16-21 September 2003.

**Measuring Inequalities in Performance: A Scottish Approach to Global Pressures.** Delivered at the Scottish Educational Research Association Annual Conference, Perth, 27-29 November 2003.

**Young People's Experience of Compulsory Schooling in England, Wales and Scotland during Two Decades of Educational Reform.** Delivered at the European Conference on Educational Research 2004, Crete, 22-25 September 2004.

**Removing Financial Barriers to Post-Compulsory Education – Evidence from the Education Maintenance Allowance Pilots.** Delivered as part of the Scottish Educational Research Association Symposium 'Removing Barriers to Post-Compulsory Education for Students with Low Attainment, Perth, 25-27 November 2004 (with J.Ozga).

## **CATHY HOWIESON**

**What Kind of a Unified System? Emerging Issues and Strategic Choices.** Delivered at the IUS Seminar, University of Edinburgh, 12 September 2001.

**The Effectiveness of Careers Services in Scotland.** Delivered at the Institute of Career Guidance Branch Meeting, CES, UoE, 30 October 2001.

**The Emerging Model of a Unified System in Scotland.** Delivered at the European Conference on Educational Research, Lisbon, Portugal, 11 September 2002.

**Introducing a Unified System: Issues From the Case Studies of Schools and Colleges.** Delivered at the Introduction of a Unified System Seminar, University of Edinburgh, 30 September 2002.

**Patterns of Presentations, Achievements and Progression in Higher Still.** Delivered at the SQA Advisory Group on Progression and Core Skills, SQA, Glasgow, 8 November 2002.

**Higher Still in Practice: The 4<sup>th</sup> Year of NNQs in FE.** Delivered at the New National Qualifications, Stirling, 5 May 2003.

**The Effects of Low Attainment on Young People's Outcomes at 22-23.** Delivered at the European Research Network on Transitions in Youth (TIY) Meeting, Madeira, 5 September 2003.

**Low Attainment and Young People's Outcomes.** Delivered at the British Educational Research Association Annual Conference, Edinburgh, 10-13 September 2003.

**The Inclusion of Students with Special Needs Within a Unified Curricular System.** Delivered at the European Conference on Educational Research, Hamburg, 20 September 2003.

**The Implementation of Higher Still.** Delivered to the SQA Advisory Council and Qualifications Committee and to Senior Managers, September 2003.

**Participation, Attainment and Progression: Conclusions from the IUS project.** Delivered at the Introduction of a Unified System Seminar, University of Edinburgh, 11 March 2004.

**Part-Time Employment and Secondary Education.** Delivered at the Scottish Qualifications Authority Seminar 'New Thinking On Enterprise Education', Millennium Hotel, Glasgow, 19 November 2004.

**The Effects of Low Attainment on Young People's Outcomes at Age 22-23 in Scotland.** Delivered as part of the Scottish Educational Research Association Symposium 'Removing Barriers to Post-Compulsory Education for Students with Low Attainment, Perth, 25-27 November 2004.

**Opportunity for All? The Effects of the Higher Still Reforms on Young People with Low Standard Grade Attainment.** Delivered as part of the Scottish Educational Research Association Symposium 'Removing Barriers to Post-Compulsory Education for Students with Low Attainment, Perth, 25-27 November 2004 (with D.Raffe).

## **CRISTINA IANNELLI**

**The Transition from School-to Work in Southern Europe: The Cases of Italy and Spain.** Delivered at the The Second Mediterranean Social and Political Research Meeting, European University Institute, Florence, 21 March 2001 (written with Asunción Soro-Bonmatí).

**Evaluation and Analysis of the LFS 2000 Ad Hoc Module Data on School-to-Work Transitions in Europe.** Invited speaker at the Eurostat Technical Subgroup on Education in the EU Labour Force Survey, Luxembourg, June 2001.

**The Transition from School-to-Work in Southern Europe: The Cases of Italy and Spain (revised draft).** Delivered at the ISA RC28 (Research Committee on Social Stratification and Mobility) Meeting, Berkley, USA, August 2001 (written with Asunción Soro-Bonmatí).

**Trends in the Patterns of Tertiary Entrance in Ireland, the Netherlands and Scotland.** Delivered at the European Research Network on Transitions in Youth (TIY) Meeting, Lisbon, Portugal, September 2001.

**Evaluation and Analysis of the Ad Hoc Module Data on School-to-Work Transitions.** Invited speaker at the Network B (on Education) of the OECD, Prague, Czech Republic, October 2001.

**Initial Labour Market Outcomes of Young People in Italy and Spain: Different Patterns, Similar Vulnerability.** Invited speaker at the Sociology Seminar Series in Reading University, Reading, February 2002 (written with Asunción Soro-Bonmatí).

**Educational Attainment, Social Origin and Labour Market Outcomes: A Cross-Country Comparison of Youth Transitions.** Delivered at the ISA RC28 (Research Committee on Social Stratification and Mobility) Meeting, Oxford, April 2002.

**Evaluation of the LFS 2000 Ad Hoc Module Data on School-to-Work Transitions in Europe: Methodological and Substantive Issues.** Invited speaker at the Labour Market Statisticians Day, Ghent, Belgium, May 2002.

**Comparative Research on the Transition from School-to-Work.** Invited speaker at the International Workshop on the Economics of Education, Alicante, Spain, May 2002.

**Trends in the Patterns of Tertiary Entrance in Ireland, The Netherlands and Scotland (revised draft).** Delivered at the ISA XIV World Congress of Sociology, Brisbane, Australia, July 2002.

**Education and Social Mobility in Scotland.** Invited speaker at the Nuffield College Sociology Seminar, Oxford, January 2003 (written with Lindsay Paterson).

**The Effects of Low Attainment on Young People's Outcomes at age 22-23 in Scotland.** Delivered at the British Educational Research Association Annual Conference, Edinburgh, September 2003 (written with Cathy Howieson).

**Education, Social Background and Gender Differences in Early Labour Market Transitions.** Delivered at the Changequal Network Conference on Social Indicators, Paris, May 2004.

**Social Mobility in Scotland: Findings from the Scottish Household Survey.** Delivered at the Education and Social Mobility Seminar, University of Edinburgh, Edinburgh, October 2004.

**Period and Cohort Effects in Social Mobility in Scotland.** Invited speaker at the Sociology Seminar Series in the University of Oxford, Oxford, November 2004.

## **JOANNE LAMB**

**The IQML Project.** Delivered at the GSS Workshop on Web-publishing and Metedata organised by ONS, London, 26 February 2001.

**The Mission Project.** Delivered at the GSS Workshop on Web-publishing and Metedata organised by ONS, London, 26 February 2001.

**Metanet: A Network of Excellence for Harmonising and Synthesising the Development of Statistical Metadata.** Delivered at the Opening Address at first MetaNet Conference, Voorburg, 2 April 2001.

**Mission: Multi-Agent Integration of Shared Statistical Information Over the (Inter)Net.** Delivered at the IASSIST/IFDO 2001 - A Data Odyssey, 14 May 2001.

**Metanet: A Network of Excellence for Harmonising and Synthesising the Development of Statistical Metadata.** Delivered at the Metadata Workshop 2001, Luxembourg, 21 May 2001.

**Sharing Best Methods and Know-How for Improving Generation and Use of Metadata.** Delivered at the International Seminar on New Techniques and Technologies for Statistics and Exchange of Technology and Know-How (NTTS-ETK2001) Conference, Crete, 18 June 2001.

**‘Intelligent Questionnaires’ and ‘Applications of Intelligent Questionnaires’.** Delivered at the International Association for Statistical Computing and International Association of Survey Statisticians, Sections of the International Statistical Institute Joint European Summer School, Villa Orlandi, Island of Capri, 20 June 2001.

**Sharing Statistical Information over the Internet: The MISSION project.** Delivered at the e-Statistics Conference, Basel, Switzerland, 29 November 2001.

**The IQML model of metadata for data capture.** Delivered at the UN/ECE EDR 2002 Conference, Geneva, 13 February 2002.

**MetaNet: a network of excellence for harmonising and synthesising the development of statistical metadata: a progress report.** Delivered at the Joint UNECE/Eurostat Working Session on Statistical Metadata, Luxembourg, 6 March 2002.

**Using Metadata in Official Statistics.** Delivered at the Conference on Applied Statistics in Ireland (CASI 2002), Marine Hotel, Ballycastle, Co. Antrim, Northern Ireland, 15 May 2002.

**Implementing Metadata: opportunities and barriers.** Delivered at the Open Forum 2003 on Metadata Registries, Santa Fe, USA, 21 January 2003.

## **DEFENG MA**

**IQML User Workshop.** Delivered as dissemination activity on completion of the project. Workshop hosted by Croatian Central Bureau of Statistics (CBS) in Zargreb, Croatia, 24 April 2003.

**Developing a Software Suite for Intelligent Questionnaire Interoperability and Standards.** Delivered at the Association for Survey Computing (ASC) 4<sup>th</sup> International Conference on Survey and Statistical Computing, Warwick University, UK, 18 November 2004.

**The Prefilling Concept for Integrated Data Collection.** Delivered at the Codacmos Workshop hosted by ISTAT in Rome, Italy, 6 September 2004.

**The IQML-IPIS conceptual demonstration to share the data and metadata between IQML and IPIS system.** Delivered at the Codacmos Workshop hosted by ISTAT in Rome, Italy, 6 September 2004.

**Metadata for Integrated Data Collection.** Delivered at the CoRD meeting hosted by EuroStat, 15 October 2003.

**Overview of IQML system.** Delivered at the CoRD meeting hosted by EuroStat, 15 October 2003.

**Mission: an Agent-based system for semantic integration of heterogeneous distributed statistical information sources.** Delivered at the SSDBM 2004 Conference, Greece, 21 June 2004 (with S. McClean, B. Scotney, H. Rutjes, J. Hartkamp, I. Karali, M. Hatzopoulos, J. Lamb).

**Metadata and Integrated Data Collection.** In the proceedings of the CODACMOS European Seminar, Bratislava, Slovakia, 7-8 October, 2004.

**Metadata Issues Arising from the CODACMOS Project.** In the proceedings of the CODACMOS European Seminar, Bratislava, Slovakia, 7-8 October, 2004.

## JENNY OZGA

**Networks of Governance and Power.** Delivered at the Travelling Policy/Local Spaces Conference, Keele University, July 2001, (with N. Alexiadou).

**Education Governance in the UK.** Invited speaker at the Education and Globalisation Conference, JWG Institut, Frankfurt University, September 2001.

**Professionals or Technocrats: Teaching and the Breakdown of Trust.** Invited speaker at the All Souls Group Spring Meeting, Rhodes House, Oxford, 9 March 2002.

**The Politics of Educational Studies: The Future.** Invited paper to Society for Educational Studies (SES) Conference, York, November 2002.

**Inequalities in Context.** Delivered at the CES Conference 'Measuring performance: Challenging Inequalities', Edinburgh, February 2003 ([www.ces/inequalities](http://www.ces/inequalities)).

**Policy Networks and Social Networks.** Delivered at the Symposium on the Europeanisation of Education Policy, ECER, Lisbon, September 2003.

**Education Governance: Devolution and Control.** Delivered as part of the European Conference of Educational Research Symposium 'Europeanisation of Education Policy', Hamburg, September 2003.

**The Steering of Research Policy through Networks.** Delivered as part of the European Conference of Educational Research Symposium 'Research and Governance' (symposium organizer), Hamburg, September 2003.

**Trends in Education Policy in Post-Devolution Scotland.** Invited paper to ESCALATE TEAK Conference, Queens University, Belfast, 29 April 2003.

**Educational Performance and Performativity: Cause and Effects?** Invited paper to ESRC AIM seminar Governing by Numbers, School of Management, University of Edinburgh, Edinburgh, 27-28 May 2003.

**Understanding Inclusion – From Different Perspectives.** Delivered at the Social Inclusion Conference, Stirling, August 2003.

**Understanding the Changing Education Governance of Europe.** Delivered at the EdD Conference, University of Sheffield, Sheffield, June 2004.

**Removing Financial Barriers to Post-Compulsory Education – Evidence from the Education Maintenance Allowance Pilots.** Delivered as part of the Scottish Educational Research Association Symposium 'Removing Barriers to Post-Compulsory Education for Students with Low Attainment, SERA Annual Conference, Perth, 25-27 November 2004 (with L.Croxford).

**Indicators of Social Capital in Schools: Some Issues in Defining and Measuring Social Capital.** Delivered as part of a symposium on the Applied Education Research Scheme at the SERA Annual Conference, Perth, 25-27<sup>th</sup> November 2004 (with Ralph Catts)

## **DAVID RAFFE**

**The Social Construction of Cross-National Transition Research.** Delivered at the Annual Meeting, European Research Network on Transitions in Youth, Sintra, Portugal, 6 September 2001.

**Continuity and Change in Pathways from Education to Work.** Delivered at the International Symposium on the Dynamics of VET and HRD Systems, University of Twente, Enschede, The Netherlands, 20 September 2001.

**The Unified Curriculum.** Delivered at the A Unified Curriculum in a System of Community Comprehensive Schools, Belfast, 24 September 2001.

**Unification or Discord? The Introduction of Higher Still.** Delivered at the Scottish Educational Research Association Annual Conference, Dundee, 27 September 2001.

**What are pathways? Concepts and Evidence from Cross-National Research (Keynote address).** Delivered at the Australian Council for Educational Research, Annual Research Conference, Melbourne, Australia, 15 October 2001.

**The Issues, Some Reflections and Possible Next Steps.** Delivered at the Nuffield Foundation 14-19 Seminar Series, London, 7 January 2002.

**Infrastructures (Discussant).** Delivered at the ESRC Workshop on the European Research Area, London, 10 January 2002.

**Parity of Esteem: 14-19.** Delivered at the Department for Education and Skills Ministerial Strategy Hour, London, 30 January 2002.

**Oral Evidence.** Delivered at the Scottish Parliament Enterprise and Lifelong Learning Committee Inquiry into Lifelong Learning, Edinburgh, 30 January 2002.

**Bringing Academic Education and Vocational Training Closer Together.** Delivered at Interdisciplinary Symposium on the Futures of Education, Arbeit, Bildung und Beruf, Zurich, Switzerland, 23 April 2002.

**Flexibility of Pathways.** Delivered at the Final Conference, COST Action A11 on Vocational Education, Göteborg, Sweden, 13 June 2002.

**Comparative Analysis of Transitions from Education to Work.** Delivered at the European Consortium for Sociological Research (ECSR) Summer School, Amsterdam, the Netherlands, 28 August 2002.

**Cross-National Data Sources on Education-Work Transitions.** Delivered at the European Consortium for Sociological Research (ECSR) Summer School, Amsterdam, the Netherlands, 28 August 2002.

**An Overview of the CATEWE Project: Comparative Analysis of the Transition from Education to Work in Europe.** Delivered at the Annual Meeting, European Research Network on Transitions in Youth, Florence, Italy, 5 September 2002.

**Response to Keynote Presentation: An Overview and Reflection on the Work of the COST A11 Network.** Delivered at the VETNET Programme, European Conference on Educational Research (ECER), Lisbon, Portugal, 11 September 2002.

**Still Working Together? Reflections on the Interface between Policy and Practice.** Delivered at the 9th Scottish Forum on Lifelong Learning: "Lifelong Learning Policy & Research: Rhetoric & Reality", Glasgow, 8 November 2002.

**Learners' Journeys in a Unified Pathways System (Keynote paper).** Delivered at the Annual Conference, Learning and Skills Research Network, University of Warwick, 13 December 2002.

**Commonwealth & International Perspectives on Qualifications Frameworks (contribution to workshop).** Delivered at the SCQF Conference 2002, Glasgow, 16 December 2002.

**"Simplicity Itself": The Creation of the Scottish Credit and Qualifications Framework.** Delivered at the IUS Seminar on Qualifications Framework, Edinburgh, 30 January 2003.

**The Creation of the Scottish Credit and Qualifications Framework.** Delivered at the Commonwealth Secretariat/NZQA Seminar on "Promises and Problems for Commonwealth Qualifications Framework, Wellington, New Zealand, 11 February 2003.

**Reflections on the Interface between Policy & Research.** Delivered at the Social Research in the Scottish Executive Conference, Edinburgh, 19 March 2003.

**Coming to Terms with the Longitudinal: Cross-National Comparisons of Education-Work Transitions.** Delivered at the 10es Journées d'Etudes Céreq-Lasmas-Institut du Longitudinal, Les Données Longitudinales dans l'Analyse du Marché du Travail, University of Caen, France, 21 May 2003.

**Who Applies? Who Matriculates?.** Delivered at the Seminar: Within Reach: Working with Schools to Widen Access by Raising Aspirations and Identifying Potential, Edinburgh, 3 June 2003.

**Post 16 Curriculum and Qualifications Reform in England and Scotland: Lessons from "Home International" Comparisons.** Delivered at the British Educational Research Association Annual conference, Edinburgh, 10 September 2003.

**The Introduction of a Unified System of Post Compulsary Education in Scotland.** Delivered at the European Conference on Educational Research 2003, Hamburg , Germany, 17 September 2003.

**Comparative Analysis of Transitions from Education to Work in Europe.** Delivered at the European Conference on Educational Research 2003, Hamburg, Germany, 17 September 2003.

**The Review of 14 - 19 Curriculum and Qualifications.** Delivered at the 14 - 19 Curriculum Conference, Warrington, England, 15 October 2003.

**How Distinctive is Scottish Education?.** Delivered at the SERA Annual Conference, Perth, 27 November 2003.

**The Aims of 14 - 19 Education: Learning from the Scottish Experience.** Delivered at the Nuffield Review of 14-19 Education Working Day on the *Aims of 14-19 Education*, London, 17 December 2003.

**Unifying Vocational and General Education: European Approaches.** Delivered at the Regional Policy Dialogue, 6<sup>th</sup> Meeting of the Educational Network, Washington DC, USA, 19 February 2004.

**Oral Evidence.** Delivered to the House of Commons Education Committee, 26 April 2004.

**Higher Still and the Introduction of a Unified System in Scotland.** Delivered at the Dissemination Seminar of the IUS Project, Edinburgh, 11 March 2005 (with C.Howieson).

**Researching Young Peoples Transitions to Work.** Delivered at the Workshop on *The Methodology and Challenges of Researching Education and Skills Development in Africa*, Edinburgh, 21 May 2004.

**The Post Transition Performance Management System.** Delivered at the Nuffield Review of 14-19 Education Fifth Working Day, 5 July 2004.

**Interview about Higher Still.** Delivered at the Newsnight Scotland BBC 2, 11 August 2004.

**Opportunity for All? The Effects of the Higher Still Reforms on Young People with Low Standard Grade Attainment.** Delivered as part of the Scottish Educational Research Association Symposium 'Removing Barriers to Post-Compulsory Education for Students with Low Attainment, Perth, 25-27 November 2004 (with C.Howieson).

## **ADAM TAYLOR**

**IQML User Workshop.** Delivered as dissemination activity on completion of the project. Workshop hosted by Croatian Central Bureau of Statistics (CBS) in Zagreb, Croatia, 24 April 2003.



**The QDT: A New Tool for the Future Of Questionnaire Design.** Delivered at the Association for Survey Computing (ASC) 4<sup>th</sup> International Conference on Survey and Statistical Computing, Warwick University, 18 November 2004.

**Metadata and Integrated Data Collection.** In the proceedings of the CODACMOS European Seminar, Bratislava, Slovakia, 7-8 October, 2004.

**Metadata Issues Arising from the CODACMOS Project.** In the proceedings of the CODACMOS European Seminar, Bratislava, Slovakia, 7-8 October, 2004.

## **TERESA TINKLIN**

**Higher Still: The Emerging Picture in Schools and Colleges.** Delivered at the IUS Seminar, University of Edinburgh, 12 September 2001.

**Factors Influencing Gender Differences.** Delivered at the Gender and Pupil Performance Conference, University of Edinburgh, 21 September 2001.

**Gender and Pupil Performance: Strategies Adopted by Schools (Part 1).** Delivered at the Gender and Pupil Performance Conference, University of Edinburgh, 21 September 2001.

**Factors Influencing Gender Differences.** Delivered at the Symposium on Gender and Pupil Performance at the Scottish Educational Research Association Annual Conference, Dundee, 27 September 2001.

**Report of the Findings of the Gender and Pupil Performance Project.** Delivered at the In-Service Training at Beath High School, Cowdenbeath, Fife, 29 November 2001.

**Disabled Students and Multiple Policy Innovations in Higher Education.** Delivered at the Skill Conference "Cracking the Code - Implications of the New DDA Code of Practice in Higher Education, 3 December 2001.

**Wider Access for Disabled Students?.** Delivered at the Society for Research into Higher Education Conference, Cambridge University, 12 December 2001.



## 7. PUBLICATIONS

### YEAR 2001

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9910

Croxford,L. (2001) Is Free-Meal Entitlement a Valid Measure of School Intake Characteristics, *Educational Research and Evaluation*, 6(4), pp.317-335.

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), pp.43-68.

9935

Raffe,D., Brannen,K., Fairgrieve,J. and Martin,C. (2001) 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*, 27(2), pp.173-203.

0002

Raffe,D., Brannen,K. and Croxford,L. (2001) The Transition from School to Work in the Early 1990s: A Comparison of England, Wales and Scotland, *Journal of Education and Work*, 14(3), pp.293-313.

0015

Raffe,D. (2001) The Role of Vocational Training and Education in the Combat against Youth Unemployment, C.Groth and W.Maennig (eds) **Strategies against Youth Unemployment: An International Comparison**, pp.91-104, Berlin: Peter Lang.

0017

Raffe,D. (2001) La Construction Sociale de la Recherche Transnationale sur l'Insertion Sociale et Professionnelle: le Réseau Européen de Recherche sur l'Insertion Professionnelle des Jeunes, *Éducation et Sociétés*, 7/2001/1, pp.111-129.

0102

Tinklin,T., Croxford,L., \*Ducklin,A. and \*Frame,B. (2001) **Gender and Pupil Performance in Scottish Schools**, Report to the Scottish Executive Education Department, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0104R

Raffe,D. (2001) Untitled book review of Yossi Shavit and Walter Müller "From School to Work: A Comparative Study of Educational Qualifications and Occupational Destinations" (Oxford: Clarendon Press, 1998), *European Sociological Review*, forthcoming.

0118

Croxford,L. (2001) School Differences and Social Segregation: Comparison between England, Wales and Scotland, *Education Review*, 15(1), pp.68-73.

0125

Raffe,D. (2001) Get a Result or Accept Defeat, *Times Higher Education Supplement*, 10 August 2001.

0126

Bi,Y and Lamb,J.M. (2001) Metadata encoded in XML: Enabling Complex Query Formulation in Distributed Statistical Databases, in W.Winiwater, St.Bresan and I.K.Ibrahim (eds) **Third International Conference on Information Integration and Web-based Applications and Services (IIWAS 2001)**, pp.477-479, Austria: Linz.

0127

Howieson,C. and \*Semple,S. (2001) How Would You Know? Assessing the Effectiveness of Careers Guidance Services, *CES Briefing No. 22*, Edinburgh: Centre for Educational Sociology, University of Edinburgh. [[www.ces.ed.ac.uk/publications/briefings/Brief022.pdf](http://www.ces.ed.ac.uk/publications/briefings/Brief022.pdf)]

0128

Howieson,C. and \*Semple,S. (2001) Pupils' Experience of the Career Service, *CES Briefing No. 23*, Edinburgh: Centre for Educational Sociology, University of Edinburgh. [[www.ces.ed.ac.uk/publications/briefings/Brief023.pdf](http://www.ces.ed.ac.uk/publications/briefings/Brief023.pdf)]

0130

Tinklin,T., Howieson,C. and Raffe,D. (2001) The Emerging Model of the Unified System in Scotland: Evidence from the Second Year of Higher Still, *IUS Working Paper 4*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0132N

Croxford,L. (2001) **Aberdeen City Primary Schools: Approaches to Early Intervention 1997-2000**, A Report to the Director of Education, Aberdeen City Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0133N

Croxford,L. (2001) **Aberdeen City Primary Schools: Progress in Mathematics and Reading during Primary 1**, A Report to the Director of Education, Aberdeen City Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0134N

Croxford,L. (2001) **Aberdeen City Primary Schools: Baseline Attainment and Progress in Literacy and Numeracy in Primary 1 1997/8, 1998/9 and 1999/2000: Changes Resulting from the Early Intervention Programme**, A Report to the Director of Education, Aberdeen City Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0135N

Croxford,L. (2001) **Aberdeen City Primary Schools: Progress made between Primary 1 and Primary 3 by Pupils who were in Primary 3 in 1999-2000**, A Report to the Director of Education, Aberdeen City Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0136N

Croxford,L. (2001) **Aberdeen City Primary Schools: Attainment and Attitudes to Learning at the end of Primary 3, 1997/8 and 1999/2000: Changes Resulting from the Early Intervention Programme**, A Report to the Director of Education, Aberdeen City Council, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

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Howieson,C., Fairgrieve,J., Croxford,L., Tinklin,T. and \*Pirrie,M. (2001) **Scottish School Leavers Survey: Destinations of Early Leavers, Scottish School Leavers Survey Special Report IV**, Edinburgh: SEED.

0142

Tinklin,T., \*Riddell,S. and \*Wilson,A. (2001) "Wider Access for Disabled Students?", paper presented to the Society for Research into Higher Education Conference, Cambridge University, 12-14 December 2001.

0148

Raffe,D. (2001) "The Scottish Comprehensive System and the Unified Curriculum", paper to conference on "A Unified Curriculum in a System of community Comprehensive Schools", Campaign Against Selection, Belfast, 24 September 2001.

0149

Raffe,D. (2001) Continuity and Change in Pathways from Education to Work, in L.F.M.Nieuwenhuis and W.J.Nijhof (eds) **The Dynamics of VET and HRD Systems**, pp.59-71, Enschede: Twente University Press.

0150

Raffe,D. (2001) Time to Renew the Higher Still Vision, *Times Educational Supplement (Scotland)*, 24 August, p12.

0151

Tinklin,T., Croxford,L., Ducklin,A. and Frame,B. (2001) Gender and Pupil Performance, *Interchange No. 70*, Edinburgh: SEED.

0152

\*Fraser,H., \*MacDougall,A., \*Pirrie,A. and Croxford,L. (2001) Early Intervention in Literacy and Numeracy, *Interchange No. 71*, Edinburgh: SEED.

0153

\*Fraser,H., \*MacDougall,A., \*Pirrie,A. and Croxford,L. (2001) **National Evaluation of the Early Intervention Programme Final Report**, Report to The Scottish Executive Education Department, Edinburgh: SEED.

0155

Lamb,J.M. and partners (2001) **Specification of the System, MISSION Deliverable D6 for EPROS Project No. IST-1999-10655**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0156

Lamb,J.M., \*Nelson,C.J., \*Tornqvist,A., \*Rutjes,J. and \*Pagrach,K. (2001) **Dissemination and Use Plan (Initial TIP), IQML Deliverable D3 for Epros Project No. IST-1999-10338**, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0157

Shain, F and Ozga, J. (2001) Identity Crisis? Problems and issues in the Sociology of Education, *British Journal of the Sociology of Education*, 22(1), pp.109-121.

## YEAR 2002

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0113

Raffe,D., Howieson,C. and Tinklin,T. (2002) The Scottish Educational Crisis of 2000: An Analysis of the Policy Process of Unification, *Journal of Education Policy*, 17(2), pp.167-185.

0131

Croxford,L. (2002) The Impact of the Early Intervention Programme in Primary 1: Findings from Aberdeen City Primary Schools, Education in the North, *Journal for Scottish Education, New Series*, 9, pp.26-32.

0140

Iannelli,C. (2002) **Evaluation and Analyses of the LFS 2000 Ad Hoc Module Data on School-To-Work Transitions: Report on Data Quality and Cross-Country Comparability**, Final Report to the European Commission, Luxembourg: Eurostat.

0141

Raffe,D. (2002) The Scottish Comprehensive System and the Unified Curriculum, *Education Reform* 21, 15.

0201

Raffe,D. (2002) Submission to Scottish Parliament Enterprise and Lifelong Learning Committee Enquiry into Lifelong Learning,

0202

Raffe,D. (2002) The Issues, Some Reflections and Possible Next Steps, pp.5-14 in *Nuffield Foundation, 14-19 Education: papers arising from a seminar series held at the Nuffield Foundation December 2001-January 2002*, London. Abridged version published in *Learning and Skills Research*, 5(3), summer 2002, pp.5-8.

0203

Gallacher,J., Duncan,B., Crossan,B., Canning,R., Mannion,G., Raffe,D., Howieson,C. and Iannelli,C. (2002) **Fast-Trac: Evaluation and Issues of Transferability**, Report to Scottish Executive Central Research Unit, Glasgow: Centre for Research in Lifelong Learning, Glasgow Caledonian University [<http://www.scotland.gov.uk/cru/kd01/orange/feit-00.asp>] Fast-Trac.

0205

Croxford,L. (2002) **Participation in Science, Engineering and Technology at School and in Higher Education**, Report to the Scottish Executive Enterprise and Lifelong Learning Department, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0207

Tinklin,T., \*Riddell,S. and \*Wilson,A. (2002) Wider Access for Disabled Students?, *Analysis of HESA Data: Working Paper 1*, Edinburgh: Centre for Educational Sociology, University of Edinburgh.

0208

Raffe,D. (2002) Flexibility of Pathways, in F.Achtenhagen & P.O.Thăng (eds) **Transferability, Flexibility and Mobility as Targets of Vocational Education and Training**, pp.149-162, Germany: Göteborg University.

0209

Raffe,D. (2002) Insertion Professionnelle: Quels Enseignements Tirer des Comparaisons Internationales?, *Formation Emploi*, 76, pp.51-56.

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Raffe,D. (2002) *Skewed Priorities, Lifelong Learning: Out of the Shadows...*, 68, 29 April 2002, p18.

0215

Ozga,J. (2002) "All Souls Group: Teaching Profession", paper presented to the All Souls Group, Oxford, April 2002.

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Ozga,J. (2002) Modernising Education Governance: Some Intra-National (UK) Comparisons, *European Educational Research Journal*, 1(2), pp.331-341.

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Ozga,J. (2002) Researching Education Policy: Interpreting the Evidence, in B.Davies and J.West-Burnam (eds) **Handbook of Educational Leadership and Management** London, Pearson Collins.

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\*Semple,S., Howieson,C. and \*Paris,M. (2002) Young People's Transitions: Careers Support from Family and Friends, *CES Briefing No. 24*, Edinburgh: Centre for Educational Sociology, University of Edinburgh. [[www.ces.ed.ac.uk/publications/briefings/Brief024.pdf](http://www.ces.ed.ac.uk/publications/briefings/Brief024.pdf)]

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\*Gamoran,A. (2002) Standards, Inequality and Ability Grouping in Schools, *CES Briefing No. 25*, Edinburgh: Centre for Educational Sociology, University of Edinburgh. [[www.ces.ed.ac.uk/publications/briefings/Brief025.pdf](http://www.ces.ed.ac.uk/publications/briefings/Brief025.pdf)]

0224

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## 8. FINANCIAL REPORT

### Introduction

This section provides a report on the financial health of the CES. It provides information under a number of headings: for example the first table sets out the overall picture of income earned and expenditure incurred across the three years from 2001/02 to 2003/04. Subsequent charts give a more detailed picture of the breakdown of income by funding source over the period of this review of activity.

Our intention in including this information is to provide information about the range of funding sources from which CES seeks to attract funding, and some background information about the costs that need to be covered by that funding. Obtaining funding is a very important part of our activity. Without funding for our research we would not be able to continue in existence. This is a statement of the obvious, but what is less evident from the contents of other sections of this report, or, indeed, from the figures presented here, is the amount of work required to maintain income. In a very risky environment, where competition is increasingly fierce, we are constantly in search of research income, and obliged to operate with quite short planning horizons that do not enable review and consolidation of research knowledge. The process of preparing bids is very labour-intensive and time consuming. We are fortunate in that the Moray House School of Education provides a proportion of salary costs to enable bid preparation: however in an increasingly competitive climate there is never enough time or resource to support the bidding process.

There is pressure on the Centre from the current context of enhanced competition for research funding combined with pressures on funders to ensure ‘best value’ – and this within a broader context of increased research steering and selectivity. Salary costs in the Centre inevitably rise as research staff gain experience: it is evident from material elsewhere in this report that CES is fortunate in retaining experienced and knowledgeable researchers, who maintain a high standard of academic excellence in their work. CES researchers have had a sustained engagement with education and education policy in Scotland in particular, but also in the wider UK and European contexts; as a consequence there is profound system knowledge and collective memory of policy development embedded within the Centre. Such expertise merits appropriate recognition and reward. However the Centre risks being caught between its rising costs and diminishing resources in a highly competitive environment and we know that even greater efforts will be needed from us in the future in order to maintain our standards of excellence and our contribution to the education research community in Scotland and beyond.

**Financial Report: 2001-02/2002-03/2003-04<sup>1</sup>**

<b>INCOME</b>		
Salary Income from Projects 2001-02	288796	
Salary Income from Projects 2002-03	242409	
Salary Income from Projects 2003-04	224095	
<b>Total Salary Income from Projects for 3 year period</b>		<b>755300</b>
Salary Income from Faculty/School 2001-02	61968	
Salary Income from Faculty/School 2002-03	52370	
Salary Income from Faculty/School 2003-04	53912	
<b>Total Salary Income from Faculty/School for 3 year period</b>		<b>168250</b>
Salary Income from other sources 2001-02	16973	
Salary Income from other sources 2002-03	39341	
Salary Income from other sources 2003-04	41779	
<b>Total Salary Income from other sources for 3 year period</b>		<b>98093</b>
<b>Total Salary Income for 3 year period</b>		<b>1021643</b>
Non-Salary Income from Projects 2001-02	111251	
Non-Salary Income from Projects 2002-03	152736	
Non-Salary Income from Projects 2003-04	71641	
<b>Total Non-Salary Income from Projects for 3 year period</b>		<b>335628</b>
Other Income (less salary costs) 2001-02	26863	
Other Income (less salary costs) 2002-03	37860	
Other Income (less salary costs) 2003-04	15926	
<b>Total Other Income (less salary costs) for 3 year period</b>		<b>80649</b>
<b>Total Non-Salary Income for 3 year period</b>		<b>416277</b>
<b>TOTAL INCOME OVER 3 YEAR PERIOD</b>		<b>1437920</b>
<b>EXPENDITURE</b>		
Salary Costs 2001-02	367737	
Salary Costs 2002-03	334120	
Salary Costs 2003-04	319786	
<b>Total Salary Costs for 3 year period</b>		<b>1021643</b>
Non-Salary Costs from Projects 2001-02	111251	
Non-Salary Costs from Projects 2002-03	152736	
Non-Salary Costs from Projects 2003-04	71641	
<b>Total Non-Salary Costs from Projects for 3 year period</b>		<b>335628</b>
Non-Salary, non-Project Running Costs 2001-02	14604	
Non-Salary, non-Project Running Costs 2002-03	13997	
Non-Salary, non-Project Running Costs 2003-04	16053	
<b>Total Non-Salary, Non-Project Running Costs for 3 year period</b>		<b>44654</b>
<b>Total Non-Salary Costs for 3 year period</b>		<b>380282</b>
<b>TOTAL EXPENDITURE OVER 3 YEAR PERIOD</b>		<b>1401925</b>
<b>TOTAL SURPLUS OVER 3 YEAR PERIOD:</b>		<b>£35995</b>

<sup>1</sup> Figures exclude salary costs for the Director. She is SHEFC funded and carries a teaching and supervision load within the School of Education.

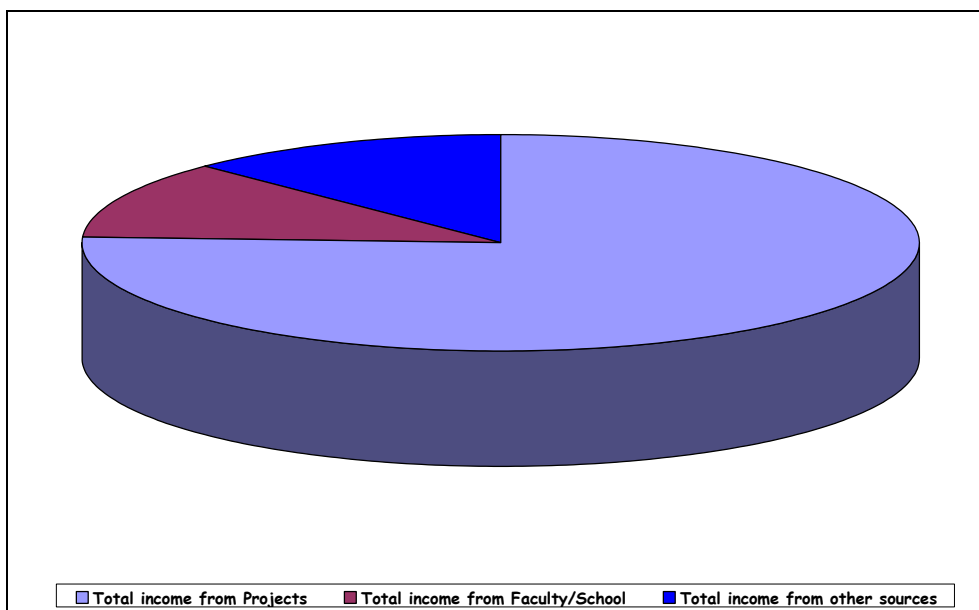
**Figure 1: Total income by project and other sources: 2001-2004**

Figure 1 shows that the overwhelming majority of CES funds are raised by the Centre through competitive bidding to various research funders.

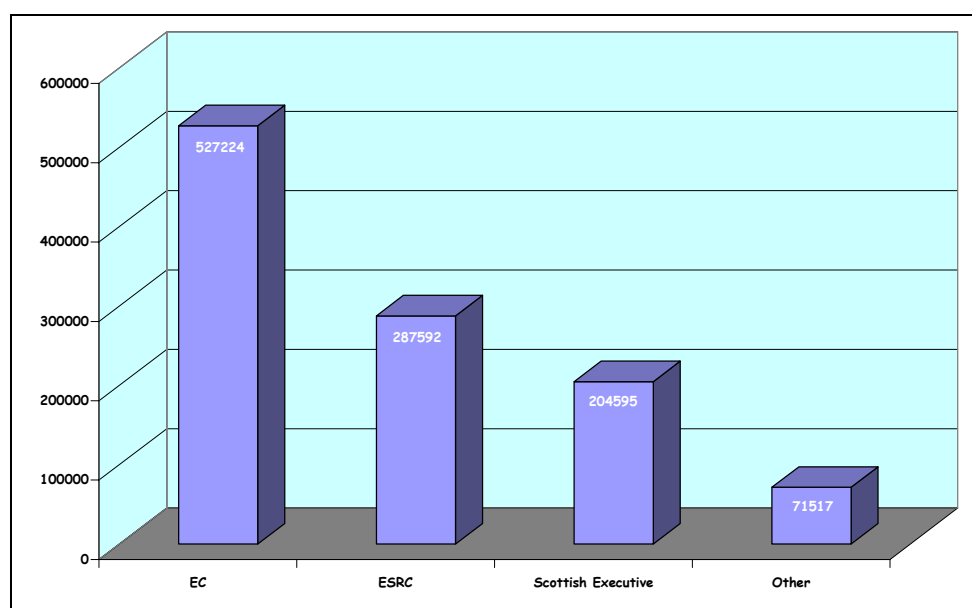
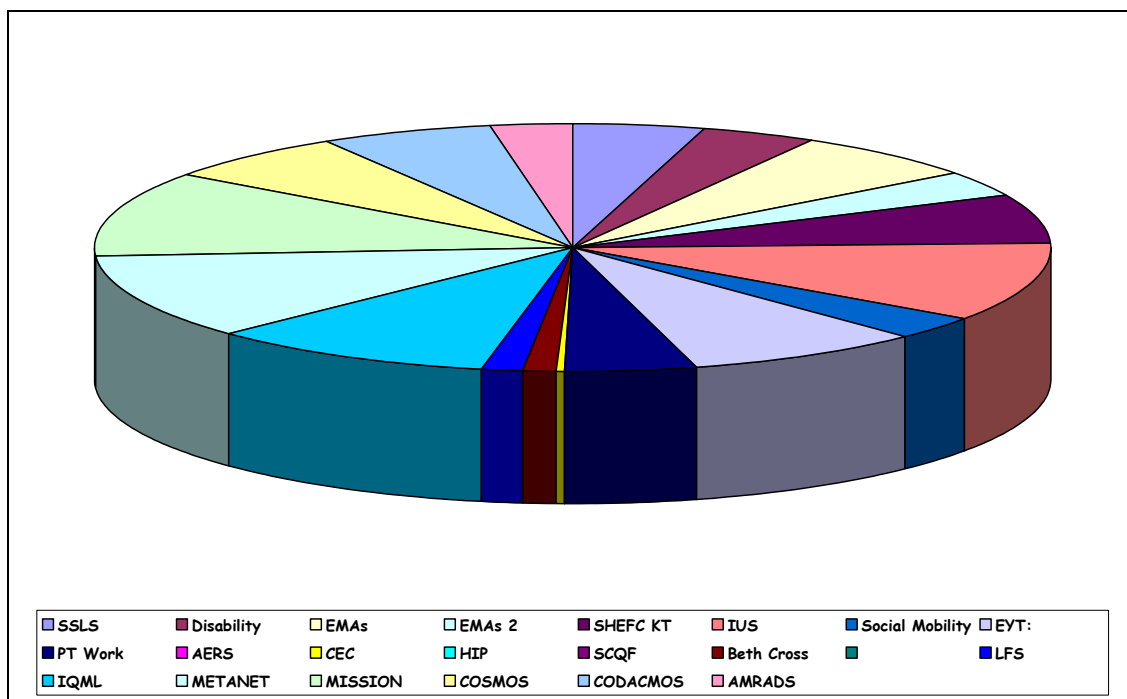
**Figure 2: Project income by funder: 2001-2004**

Figure 2 shows the origins of funding over the three-year period reported on here. It is evident that the European Commission has been a very significant source of funding for the Centre. Changes in the organisation of EC funding for research, with concentration of funds in large 'Networks of Excellence' and a reduction in EC funding available for the social sciences present us with challenges in retaining the comparative dimension to our work. The Economic and Social research Council's (ESRC) support for European collaborative research through the European Collaborative Research programme (ECRP) may be helpful here.

**Figure 3: Total income by project: 2001-2004**



This figure shows the distribution of income by individual project and shows the range of activity across the period.

**Figure 4: Project income by salary and non-salary costs: 2001-2004**

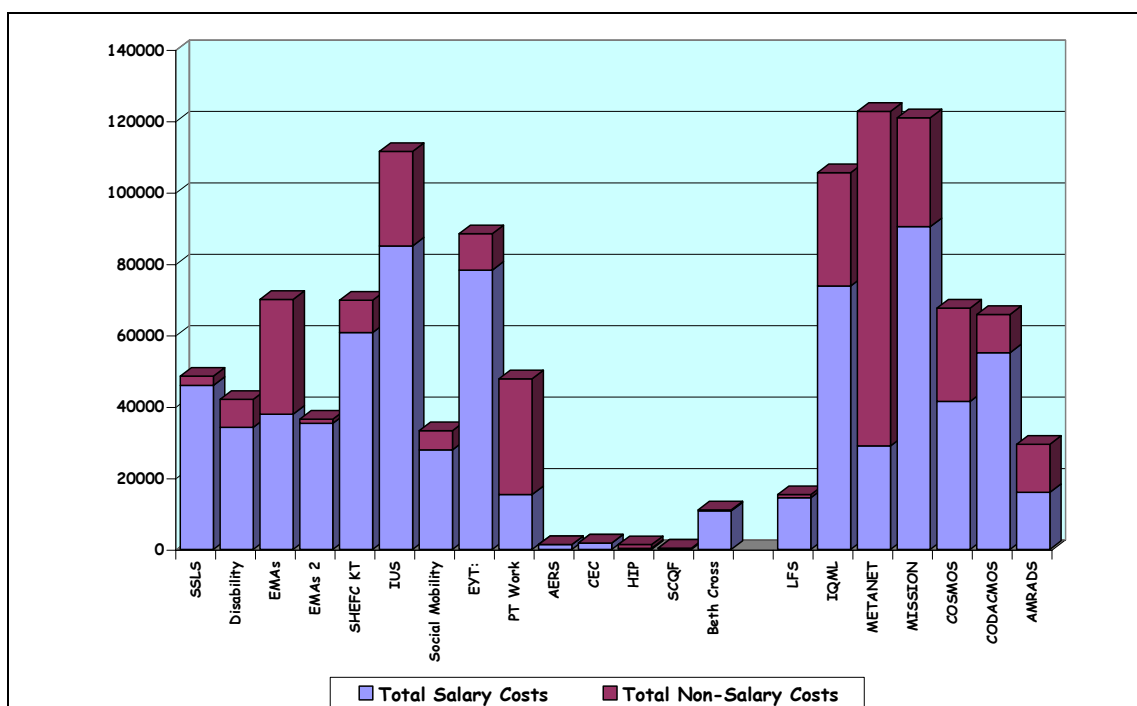


Figure 4 shows the extent to which salary costs make up the Centre's running costs. In some of the EC funded projects there are larger non-salary costs that relate to travel and technical development.

**Figure 5: Salary income and expenditure from projects plus School support: 2001-2004**

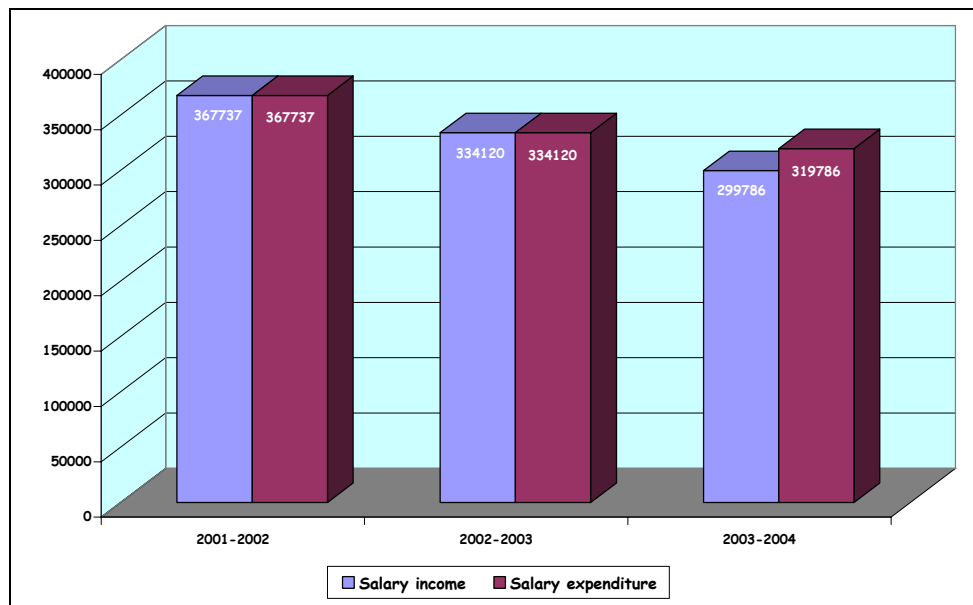


Figure 5 illustrates the reduction in salary costs in the period under review (due to staff changes) and a shortfall in salary income in the period 2003-2004. This shortfall was met from other sources of income.

**Figure 6: Salary income vs salary expenditure plus overheads earned for the University of Edinburgh: 2001-2004**

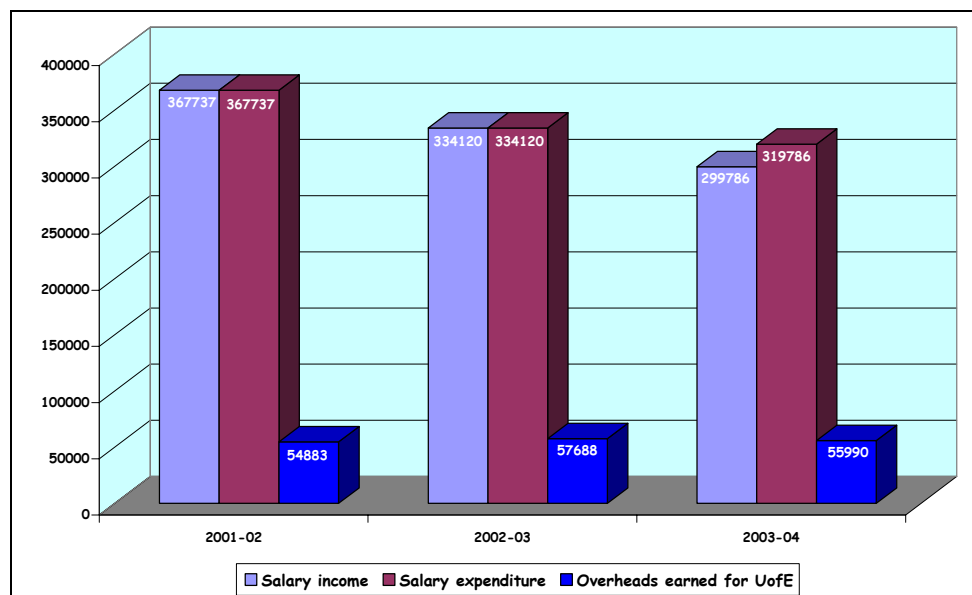


Figure 6 shows the proportion of income earned by the Centre that is allocated to the University of Edinburgh as overheads, in return for CES' use of central university services such as Computing, Human Resources, Finance, Estates and Buildings and the Library.

## Research Grants Awarded

Source	Amount	Date	Project Title
Aberdeen City Council	£98,600	Sep 1997 – Mar 2001	Aberdeen Early Intervention Project
SOEID	£115,623	Oct 1997 – Mar 2000	The Effectiveness of Careers Services
EC: TSER Programme	£179,619	Nov 1997 – Nov 2000	A Comparative Analysis of Education to Work Transitions in Europe (CATEWE)
SOEID	£123,500	Jan 1998 – Apr 2000	Scottish School Leavers Survey: Special Studies
Lanarkshire Careers Partnership Ltd	£4,000	Mar 1998 – Feb 2000	Effectiveness of the Work of Lanarkshire Careers Partnership Ltd with Clients in Education
Ayrshire Careers Service	£23,450	Apr 1998 – Jul 2002	A Longitudinal Study of Young People in Ayrshire
SOEID	£12,000	Mar 1998 – Feb 2001	National Evaluation of the Early Intervention Programme
EC: Educational Multimedia	£61,252	Sep 1998 – Aug 2000	Educational Multimedia in Compulsory School: From Pedagogical Assessment to Product Assessment (Pedactice)
SEED	£49,972	Nov 1999 – Oct 2000	Gender and Pupil Performance
City of Edinburgh Council	£20,300	Dec 1999 – Sep 2002	Evaluation of Early Intervention in Edinburgh Primary Schools
EC: Eurostat: IST Programme	£323,960	Jan 2000 – Dec 2002	Multi-agent Integration of Shared Statistical Information Over the (inter)Net (MISSION)
EC: Eurostat: IST Programme	£259,501	Feb 2000 – Apr 2003	A Software Suite and Extended Mark-up Language (XML) Standard for Intelligent Questionnaires (IQML)
EC: Eurostat	£21,912	Mar 2000 – Sep 2002	Evaluation and Analysis of the LFS 2000 Ad Hoc Module on School-to-Work Transitions in Europe
ESRC	£237,380	Apr 2000 – Oct 2003	Introduction of a Unified System of Post-Compulsory Education in Scotland
EU 5 <sup>th</sup> Framework: Improving Human Potential	£30,588	Jun 2000 – Nov 2000	International Workshop on Comparative Data on Education-to-Work Transitions
SKILL, National Bureau for Students with Disabilities	£1,050	Nov 2000	Disability Needs Analysis (T Tinklin)
EC: Eurostat: IST Programme	£152,997	Nov 2000 – Jul 2003	A Network of Excellence for Harmonising and Synthesising the Development of Statistical Metadata (MetaNet)
University of Strathclyde	£2,250	Jan 2001	Consultant on Teachability project (T Tinklin)
Scottish Further Education Funding Council	£22,990	Jan 2001 – Mar 2001	The Viability of a Value-Added Performance Indicator in Scottish FE
Scottish Executive	£15,500	Jan 2001 – Jun 2001	Evaluation of Fast Trac
EC: Eurostat: IST Programme	£39,241	Jan 2001 – Jun 2004	Accompanying Measure on Research and Development in Statistics (AMRADS)

<b>Source</b>	<b>Amount</b>	<b>Date</b>	<b>Project Title</b>
Scottish Executive: CRU	£60,175	Mar 2001 – Dec 2002	Scottish School Leavers Survey: Special Studies 22-23
ESRC	£66,111	Apr 2001 – Mar 2003	Disabled Students and Multiple Policy Innovations in Higher Education (Principal Investigator Sheila Riddell, Strathclyde University)
Scottish Executive	£1,500	Jun 2001	NEET Special Report (D Raffe/L Croxford)
City of Edinburgh Council	£10,500	Jul 2001 – Sep 2001	Evaluation of Progress in Literacy in S1-S2
Scottish Executive	£1,000	Sep 2001	Social Justice Paper (L Croxford)
EC: Eurostat: IST Programme	£92,438	Sep 2001 – Aug 2003	Cluster Of Systems of Metadata for Official Statistics (COSMOS)
Scottish Executive: ELLD	£79,494	Oct 2001 – Mar 2002	Evaluation of the Education Maintenance Allowance Pilots in Scotland
SHEFC Knowledge Transfer Grant	£70,385	Oct 2001 – Jul 2004	Three Ways to Impact on Practice – the Web, the Briefing, the Conference
North Lanarkshire Council	£5650	Jun 2002 – Sep 2002	Analysis of Pilot Baseline Assessment Data
Nuffield Foundation	£7,000	Jul 2002 – Oct 2002	Feasibility Study: 14-19 Education Audit
Edinburgh University	£15,000	Aug 2002 – Jul 2003	Student Retention in The University of Edinburgh
ESRC	£70,753	Oct 2002 – Mar 2005	Education and Social Mobility in Scotland in the 20th Century
EC: Eurostat: IST Programme	£111,946	Nov 2002 – Oct 2004	Cluster of Data Collection Integration and Metadata Systems for Official Statistics (CODACMOS)
Scottish Executive: ELLD	£45,465	Dec 2002 – Jul 2004	Evaluation of Education Maintenance Allowance Pilots in Scotland: Phase 2
ESRC	£317,857	Jan 2003 – Sep 2005	Education and Youth Transitions in England, Wales and Scotland 1984-2002
Department for Education and Skills	£1,500	Apr 2003 – Aug 2003	Review of Research Centres (D Raffe)
Scottish Executive: ELLD	£181,859	Sep 2003 – Dec 2005	Research into the Nature and Implications of the Part-Time Employment Undertaken by School Students
ESRC	£28,351	Oct 2003 – Sep 2005	Postdoctoral Fellowship to Dr Beth Cross: Mapping the Complexity of Children's Use of Narrative in Play, Performance and Persuasion
Combat Poverty Agency	£35,400	Oct 2003 – Sep 2006	Combat Poverty PhD Fellowship Award for Poverty Research to Delma Byrne
Nuffield Review	£1,000	Dec 2003	Paper for Nuffield Review on 14-19 Education and Training (D Raffe)
SHEFC	£42,000	Jan 2004 – Jun 2008	Applied Educational Research Scheme (AERS)
Inter-American Development Bank	£694	Feb 2004	Regional Policy Dialogue Education Network (D Raffe)
Scottish Executive	£1,250	Mar 2004	Work for Disability and Employment Review project (T Tinklin)
Scottish Executive	£1,625	Mar 2004	Work for Evaluation of the Discipline Task Group project (T Tinklin)

<b>Source</b>	<b>Amount</b>	<b>Date</b>	<b>Project Title</b>
Learning and Skills Development Agency	£12,940	Apr 2004 – Dec 2004	Establishing a UK Home International Comparative Research Programme for Post-Compulsory Learning
Scottish Qualifications Authority	£5,000	May 2004 – Nov 2004	Review of SQA Portfolio of Qualifications
Scottish Executive	£8,925	May 2004 – Mar 2005	Evaluation of the Impact of the Scottish Credit and Qualifications Framework (SCQF)
Scottish Qualifications Authority	£2,350	Jun 2004 – Aug 2004	The Benefits of Unitisation
Scottish Qualifications Authority	£13,056	Sep 2004 – Dec 2004	How do Centres Estimate Pupil's Attainment?
ESRC	£44,481	Oct 2004 – Sep 2005	Knowledge Transfer in Higher Education in Scotland