



Education  
Department  
Research 2001

Children and Young People  
Education  
Social Work  
Arts, Culture and Sport



SCOTTISH EXECUTIVE

## Contents

	Page
<b>Introduction to the Education Department Research Unit (EDRU) and the Research Programme</b>	<b>2</b>
<b>Education and Its Social Impact</b>	<b>7</b>
<b>Pre-school</b>	<b>11</b>
<b>Curriculum and Teaching</b>	<b>17</b>
<b>School Effectiveness and Monitoring of Attainment</b>	<b>30</b>
<b>Professionals in Education</b>	<b>35</b>
<b>Children and Young People</b>	<b>40</b>
<b>Arts, Culture and Sport</b>	<b>53</b>
<b>Related Research in Other Departments</b>	<b>54</b>
<b>Useful Addresses</b>	<b>60</b>
<b>Other Publications</b>	<b>62</b>
<b>Index</b>	<b>69</b>

## Introduction to the Education Department Research Unit (EDRU) and the Research Programme

The Education Department Research Unit (EDRU) is responsible for the Scottish Executive Education Department's (SEED) research programme. It operates under the direction of the SEED Research Committee and is led by Dr Fiona Spencer, Senior Principal Research Officer. EDRU is located within the Information, Analysis and Communication Division which comprises a range of analytical services, including statistics and economics.

The EDRU provides research-based advice and research programme development and management in order to contribute to the Education Department's aim:

*to give every child and young person the best possible start in life and enhance everyone's quality of life through culture, sport and the quality of the physical environment.*

The Education Department's key aims and supporting objectives are to:

- ensure a secure, stimulating environment for all children and young people to develop, play and learn
- ensure that our schools provide the highest quality of education, to enable all young people to realise their potential to the full
- support wider involvement in culture and sport to enable people of all ages to enjoy well-rounded lives
- contribute to a better physical environment through care for the physical heritage and encouraging architectural quality.

## The Research Programme

### Purpose of Research

The Education Department funds social research, related to areas of government interest, which is intended to:

- inform policy development and implementation
- evaluate the impact of policy
- inform the development of professional practice.

The research programme centres on:

- children and young people
- education
- social work
- arts, culture and sport.

### How Research Priorities are Identified

The Department is moving towards operating a three-year rolling programme of research and priorities are agreed by the Department's Research Committee. Topics considered by the Committee may emerge from suggestions made by other organisations and interested individuals as well as from discussions within the Department.

### How Research is Funded

Most of the Department's research is commissioned on the basis of competitive tendering to address identified priorities. Contracts are awarded to tenderers whose proposals are judged as best meeting the specified research objectives and providing best value for money. A small budgetary allocation for sponsored research is made each year. Research commissioned on the Education Department's programme is governed by the 'Scottish Executive Central Research Unit's Standard Conditions for Research and Consultancy Contracts'.

### Procedures

Most of the Department's research is commissioned by competitive tendering, a two-stage process, which involves:

- inviting researchers to express an interest in being considered to receive an invitation to bid for specific research
- the selection of a limited number of researchers (normally four) expressing an interest in a topic, who will be asked to submit a bid.

### Sponsored Research

In recent years, a small proportion of the research budget has been set aside to fund ideas for small research projects that come from the research community. This is known as 'sponsored research', and can be used to support methodological development or early work, such as pilot or feasibility studies on areas that might subsequently become Departmental priorities.

### Further Information

To find out more about the work of the EDRU or to:

- find out about current topics
- express an interest in a particular topic
- submit a proposal for sponsored research
- submit an unsolicited proposal for research
- submit suggestions for future research, express views or give relevant information,

you can access the EDRU web site at <http://www.scotland.gov.uk/edru/>

If you would like information on other Scottish Executive social research programmes, you can access the Central Research Unit (CRU) web site at <http://www.scotland.gov.uk/cru>

### Funding Bodies

If you would like information on other sources of funding, you may like to consider contacting the Economic and Social Research Council (see p61 for address), who have a Research Grants Division. You may also like to access the REFUND web site (p61), which has information for academics seeking funding for research. Information about charitable trusts that provide grants for research can be found in the most recent edition of *The Directory of Grant-Making Trusts*, published by the Charities Aid Foundation (p61).

### About the EDRU

With the formation of the Scottish Executive, the remit of the Education Department has been extended so that it now includes government policy for children and young people, social work, education, arts, culture and sport. The extended remit is reflected in the research programme of the new Education Department Research Unit (EDRU). The three-year rolling programme will include research on the range of Departmental responsibilities.

Area of Responsibility	Name
Head of EDRU	Dr Fiona Spencer
Education – School-related research, monitoring of pupil attainment and international comparative studies	Mr Brian Semple
Education – School-related research	_____
Children and young people, social work, sport, arts and culture	Dr Rod Harrison
Children and young people, social work	_____
Dissemination	_____
Administrative Manager	Ms Mhairi Cameron
Administration	Mr Kevin Holmes
Administration	Ms Rhona Mackenzie
Administration	Mr David Archibald

**If you would like more information about anything in the Register or would like hard copies of EDRU publications, please contact:**

The Dissemination Officer  
 Education Department Research Unit  
 1B-17 Victoria Quay  
 Edinburgh EH6 6QQ  
 dissemination@scotland.gov.uk  
 Tel: 0131 244 0167  
 Fax: 0131 244 5581

**To access publications electronically, please visit our web site at:**

<http://www.scotland.gov.uk/edru/>

## About the Research Register

This register, *Education Department Research 2001*, contains details of projects (both planned and commissioned) in the areas of children and young people, education, social work and arts, culture and sport.

Listings indicate whether projects are:

- completed
- ongoing
- planned.

The register lists the projects by subject area (see contents page) and each entry includes:

- a brief description of the project
- research contact
- contact addresses and phone number
- duration of the project
- information about where to request reports or other publications.

At the end of the register you will find an index, other useful addresses and a list of other publications.

## Education and Its Social Impact

### i. The Contribution of Foreign Languages to the Economic Development of Scotland (Completed)

Recent research shows that the use of foreign languages by business and commerce is increasing. However, it has also been shown that foreign language acquisition, particularly at school, does not provide an adequate level of understanding to enable students to meet the needs of business. This may have an adverse effect on the development of Scottish businesses in Europe and beyond. The aims of this project were to review business and educational literature to:

- document the increasing demand for foreign language specialists
- identify the current business sources of foreign language expertise
- assess the level of language expertise required by business
- compare business requirements with qualifications offered in schools, universities, colleges etc
- identify how Scottish students' employment prospects could be enhanced through the acquisition of foreign languages.

*Research contact*

Dr J Hall

*Contact address*

Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration*

December 1999 – March 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

### ii. Making a Difference: Two (Sponsored/Completed)

The Volunteer Tutors Organisation recruits and trains adult volunteers to support children and young people who are experiencing difficulties at home, at school or in the community. It currently operates in four areas of Edinburgh. It also provides a city-wide service for black and minority ethnic children and young people. This study followed up on

*Making a Difference: One*, which researched the views of a sample of 50 young people involved in the programme. *Making a Difference: Two* focused on the teachers' perspective of the sample group and explored the links between school-related outcomes (achievement, classroom behaviour and attendance) and the personal characteristics of the children, and also aspects of the school context.

<i>Research contact</i>	Ms M Buist
<i>Contact address</i>	6a Craigmillar Park Edinburgh EH16 5NE Tel: 0131 466 0196
<i>Duration</i>	February 2000 – April 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

### iii. A Review of Developments in Inclusive Schooling (Completed)

The review looked at schools, and schooling, which focus on promoting more inclusive education and/or eliminating barriers to inclusive education. Initially, it concentrated on primary and secondary schools, and later also included special schools in its remit. It also touched on issues related to health promotion and equality, including racial equality. Its aims were to:

- report research on significant developments related to inclusive schools or inclusive schooling
- summarise emerging issues or trends
- identify areas which could benefit from further research.

<i>Research contact</i>	Dr C Campbell
<i>Contact address</i>	Institute of Education University of London 20 Bedford Way London WC1H 0AL Tel: 0207 612 6000
<i>Duration</i>	May 2000 – August 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

iv. Education for Citizenship?: Evaluating the Effectiveness of Community Education Supported Youth Work in Aberdeen (Sponsored/Completed)

The aim of this study was to evaluate the effectiveness of current youth work in Aberdeen, and explore the demographics of youth clubs, the level of young people's involvement in decision-making and the impact which different forms of youth work had upon young people's attitudes and behaviours. This research is jointly funded by the Scottish Executive and Aberdeen City Council.

*Research contact*

Mr D Forrest

*Contact address*

Mastrick Community Education  
Centre  
Aberdeen City Council  
Greenfern Road  
Mastrick  
Aberdeen  
Tel: 01224 693 479

*Duration*

January 2000 – June 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

v. Evaluation of New Community Schools (Ongoing)

New Community Schools are part of government strategy to promote social inclusion and raise educational standards. The main purpose of this evaluation is to develop and disseminate good practice. It has three main strands which are to:

- inform the development of the Phase 1 pilot schemes and to aid future decision making
- provide easily accessible data on key outcome measures so that a comprehensive national overview is available
- establish a view on the overall effectiveness of New Community Schools, which should subsequently inform local and national policy making.

*Research contact* Professor P Sammons

*Contact address* Institute of Education  
University of London  
20 Bedford Way  
London WC1H 0AL  
Tel: 0207 612 6000

*Duration* April 2000 – March 2003

**For information about the above project, please use the contact address above.**

vi. **Minority Ethnic Pupils Experiences of School in Scotland** (Planned)

The research will identify and document the experiences of minority ethnic pupils in a range of school settings in different parts of Scotland. The objectives of the research are to:

- identify key factors relating to ethnic diversity which promote or restrict inclusion
- examine the experiences of minority ethnic pupils in terms of educational attainment, participation in school activities, personal and social skills
- establish teachers' and pupils' perceptions of minority ethnic pupils' educational achievements, experiences and expectations
- establish the factors which affect minority ethnic pupils' achievement and attainment
- determine the impact on minority ethnic pupils of different teaching and learning styles, curriculum provision, and assessment systems.

*Duration* October 2001 – September 2002

**For information about the above project, please contact the EDRU Dissemination Officer.**

## Pre-school

### i. Pre-school Educational Provision in Rural Areas (Completed)

This research project sought to establish the factors that influence the distribution of existing pre-school educational provision in rural Scotland. It examined the demand implications of the Government's commitment to offer a pre-school place to every four year old and its possible extension to include three year olds.

<i>Research contact</i>	Professor M Shucksmith
<i>Contact address</i>	Arkleton Centre for Rural Development Research and Department of Land Economy University of Aberdeen Old Aberdeen AB24 3UF Tel: 01224 272360
<i>Duration</i>	October 1998 – July 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary of the findings is available as '*Interchange 69: Pre-school Educational Provision in Rural Areas*' on the EDRU web site or in hard copy from the EDRU Dissemination Officer.**

### ii. Baseline Survey of Parents Demand for Childcare (Completed)

The main purpose of this research was to survey the use of paid childcare in Scotland. Specifically, the survey sought to:

- establish the level and nature of childcare take-up by parents
- identify the financial costs of childcare
- provide broad information as to the reasons why parents use different forms of childcare and the factors which govern their choice

- establish the amount of time each week childcare is currently used, and paid for
- establish the ideal amount of time childcare would be used.

Additionally, information about parental knowledge of, and satisfaction with, childcare was identified. Finally, some estimation of the unmet demand for childcare was made.

<i>Research contact</i>	Ms A Park
<i>Contact address</i>	National Centre for Social Research 35 Northampton Square London EC1V 0AX Tel: 0207 250 1866
<i>Duration</i>	January 1999 – October 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary of the findings is available as ‘*Interchange 64: Parents’ Demand for Childcare in Scotland*’ on the EDRU web site or in hard copy from the EDRU Dissemination Officer.**

### iii. Good Practice in the Care of Very Young Children (Completed)

The main aims of this research were to develop a clearer view of what constitutes good care for very young children (i.e. from birth to three years of age). Findings have been used to inform policy, facilitate the implementation of the Childcare Strategy, and also identify examples of good practice in the care of very young children. Methods included:

- identification of published materials on what constitutes good practice
- collation of previous work undertaken by local authorities to develop models of good care.

<i>Research contact</i>	Dr A G Munton
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*Contact address* Thomas Coram Research Unit  
Institute of Education  
20 Bedford Way  
London WC1H 0AL  
Tel: 0207 612 6000

*Duration* August 1999 – November 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary version of the interim report is available in the book ‘Pre-school Educational Research – Linking Policy with Practice’, on the EDRU web site or in hard copy from the EDRU Dissemination Officer.**

#### iv. The Teaching of Foreign Languages to Pre-school Children (Sponsored/Completed)

This was a small-scale experiment to introduce and evaluate the teaching of a foreign language to pre-school children in a Scottish primary school. The project was jointly funded with Scottish Borders Council. The evaluation of the project:

- assessed the language attainment of children involved in the pilot project
- evaluated the methods and causes, and also commented on factors which enhanced or inhibited the language performance of the children involved.

*Research contact* Mr R Tallaron

*Contact address* Le Francais en Ecosse  
13 Parsons Green Terrace  
Edinburgh  
Tel: 0131 661 6999

*Duration* September 1999 – August 2001

**For information about the above project or to request a copy of the report, please use the contact address above.**

v. All-day Provision for Three and Four Year Olds (Completed)

This research explored the experiences of three- and four-year-old children attending pre-school education and care settings all day. The perspectives and expectations of the other stakeholders (parents, group-care providers, child-minders and playroom practitioners) were gathered. The main aim was to identify the features that are associated with satisfactory provision of all-day care. The data gathered was used to point to specific questions or issues that should be addressed when further developments in all-day provision are planned. The research methods included:

- investigation of the children's experiences through direct observation of activities and behaviour of focal children in group settings and with child-minders
- structured conversations with a sample of children
- semi-structured interviews with the main adult stakeholders, particularly providers, to explore how they perceive the provision of all-day care.

*Research contact*

Dr C Stephen

*Contact address*

Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467600

*Duration*

September 1999 – October 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary of the findings is available as '*Interchange 68: All Day Provision for 3 and 4 Year Olds*' on the EDRU web site or in hard copy from the EDRU Dissemination Officer.**

## vi. Moving From All-Day Provision to Primary School (Ongoing)

This research aims to contribute to an understanding of the way in which a group of children who have had all-day pre-school education experience the move to primary school, and to establish the views of their parents and teachers. The research will address the following questions:

- what are the features of school life which give children moving from all-day provision satisfaction and advantage, or dissatisfaction and difficulty?
- to what extent does the kind of all-day pre-school provision experienced relate to a child's early experience of primary school?
- what are the characteristics of out-of-home care which parents consider satisfactory for children as they move to primary school and to what extent are these influenced by parental preferences pre-school?
- what can be inferred from the analysis about the factors that appear to be important in influencing the success of the transition from all-day pre-school provision to primary school?

The sample of children will be contacted from the family details held on the database compiled during the All-Day Pre-School Education Provision of 3 and 4 Year Olds. The study will follow the 30 children, who were 4 years old in the initial study, to examine their experiences, and their families, as they adapt to their first year of primary school.

*Research contact*

Dr C Stephen

*Contact address*

Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467600

*Duration*

January 2001 – January 2002

**For information about the above project, please use the contact address above.**

vii. Review of Developments in Pre-school Education (Ongoing)

The aims of this review are to:

- identify significant research projects in the pre-school education area within the UK and abroad
- provide the Department with periodic up-dates on emerging research findings which have implications for policy developments in this field.

*Research contact* Dr A G Munton

*Contact address* Thomas Coram Research Unit  
Institute of Education  
20 Bedford Way  
London WC1H OAL  
Tel: 0207 612 6000

*Duration* October 1998 – September 2001

**For information about the above project, please use the contact address above.**

viii. Evaluation of Sure Start Scotland (SSS) Initiative: Phase 1 Data Mapping Study (Planned)

This study aims to explore the availability of data on the range and characteristics of services that meet the objectives of the SSS initiative. The research will examine information provided by authorities on the services in their areas (including details of partnership and funding arrangements) and on usage of services. The study will inform the design of the evaluation of the SSS initiative which will be taken forward by the Executive in 2002.

*Duration* September 2001 – November 2001

## Curriculum and Teaching

There are five main strands in Curriculum and Teaching research, which are:

- 5-14
- standard grade and higher still
- special educational needs
- information and communications technology
- health.

### 5-14

#### i. Satisfying and Effective Teacher-Class Communication (Completed)

This was a small-scale project that sought to identify different teacher and pupil communication styles by developing computer-assisted video microanalysis to demonstrate the characteristics of satisfying and effective teacher-class communication.

*Research contact*

Ms P Forsyth

*Contact address*

Educational Psychology Service  
 Dundee City Council  
 St Ninian's Primary School  
 Dochert Terrace  
 Dundee DD2 4HB  
 Tel: 01382 435780

*Duration*

November 1998 – September 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

#### ii. Media Education 5-14 (Completed)

This was a small-scale pilot project focused on media education within 5-14. The pilot identified the key issues for media education in 5-14

and the articulation of 5-14 and 14-16. Interim conclusions were reported including recommendations for the design of a larger research project to explore more fully the issues faced in this subject area.

*Research contact* Mr S Donaldson

*Contact address* Scottish Screen  
74 Victoria Crescent Road  
Glasgow G12 9JN  
Tel: 0141 302 1700

*Duration* December 1998 – October 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

iii. Disputes in Four to Seven Year Old Children  
(Sponsored/Completed)

This was a contribution to an existing pan-European project. Psychological researchers observed four- to seven-year-old children in Scotland to determine how children resolve disputes and how this relates to their language development.

*Research contact* Professor C Howe

*Contact address* Centre for Research into Interactive Learning  
University of Strathclyde  
40 George Street  
Glasgow G1 1QU  
Tel: 0141 552 4400

*Duration* September 1999 – September 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

#### iv. Evaluation of the Early Intervention Programme (Completed)

This was an evaluation of the Early Intervention Programme in all 32 education authorities across Scotland. The overall aim was to identify the effectiveness and efficiency of different ways of intervening in children's early years of schooling to prevent later failure. The project sought to:

- assess the value for money of the various types of scheme
- assess the effectiveness of the programme in raising levels of attainment
- compare the relative effectiveness of different approaches
- analyse the various participants' and stakeholders' perspectives on the initiative as it proceeds
- advise and encourage the education authorities as they developed their own monitoring and evaluation expertise.

*Research contact*

Ms H Fraser

*Contact address*

Institute of Education  
University of Edinburgh  
Holyrood Campus  
Edinburgh EH8 8AQ  
Tel: 0131 650 1000

*Duration*

February 1998 – February 2001

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

#### v. Progress in International Reading Literacy Study (PIRLS) (Ongoing)

This is an international project, which will assess the reading literacy of nine- and ten-year-old children in order to assess:

- processes of comprehension
- ability to read a variety of text types
- reading behaviours and attitudes.

The main survey will be carried out in 2001 and the results will be published in 2002.

*Research contact* Mr G Thorpe

*Contact address* Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration* February 2000 – February 2002

**For information about the above project, please use the contact address above.**

#### vi. Improving Social Competence in Primary School Projects (Sponsored/Ongoing)

The aim of this research is to carry out a pilot study of an intervention using the FAST-track (Families and Schools Together) programme with children in two primary schools in one education authority. Initially, the main focus of the study will be on perceptions, practices and support needs of infant teachers in dealing with pupils' aggressive behaviour. Two schools will receive the FAST-track programme; outcomes will be identified and the sample schools will be compared with other similar schools that are not participating in the intervention.

*Research contact* Ms J Stark

*Contact address* Education Services  
West Lothian Council  
Lindsay House  
South Bridge Street  
Bathgate  
West Lothian EH48 1TS  
Tel: 01506 776000

*Duration* July 1999 – July 2002

**For information about the above project, please use the contact address above.**

### vii. Early Reading Strategies: Synthetic Phonics (Ongoing)

The purpose of the research is to follow up the sample of pupils from the earlier Clackmannanshire study to see whether their improved reading and spelling achieved through the use of synthetic phonics is maintained until the end of primary 5. The study will also assess whether the synthetic phonics method has a long term impact on the incidence of severe reading disorders and will enable the 2% of children in the earlier study with reading difficulties to be remediated.

*Research contact* Dr R Johnstone

*Contact address* School of Psychology  
University of St Andrews  
Westburn Lane  
St Andrews KY16 9JU  
Tel: 01334 476 161

*Duration* July 2000 – September 2002

**For information about the above project, please use the contact address above.**

### Standard Grade and Higher Still

#### i. Critical Success Factors for School Students Studying Higher Grades by Open Learning (Sponsored/Completed)

This project sought to identify factors critical to the success for school students studying for Higher Grades by Open Learning at Edinburgh's Telford College.

*Research contact* Ms E Speirs

*Contact address* Edinburgh's Telford College  
Crewe Toll  
Edinburgh EH4 2NZ  
Tel: 0131 332 2491

*Duration* July 1999 – January 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

## ii. The Impact of Higher Still on Core Skills (Ongoing)

Higher Still includes the specification of core skills to be taught in courses and advice on the assessment of these skills will be issued to schools. The expectation is that this identification of, and focus on, core skills should feed through into improved pupil attainment. The study is intended to investigate standards of attainment at Secondary 5 and Secondary 6 before and after the implementation of Higher Still, using comparable and representative samples of pupils. The assessment instruments will be derived, as far as is possible, from the guidelines being issued as part of the Higher Still programme.

*Research contact*

Mr G Thorpe

*Contact address*

Scottish Council for Research in  
Education  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration*

April 1999 – October 2002

**For information about the above project, please use the contact address above.**

## iii. Higher Still Evaluation — Survey of Higher Education Staff, Careers Officers, Trainers and Employers (Ongoing)

This survey is one of a series of studies that will evaluate the Higher Still development programme. It consists of two surveys of relevant staff in Higher Education institutions, careers companies, trainers and employers, the first of which was undertaken in 1998-99 (before Higher Still was implemented), and the second scheduled for 2002-03 (when the implementation of Higher Still will be well in progress). A combination of postal and telephone data collection methods are being used.

*Research contact* Mr R Mullin

*Contact address* Inter-ed Ltd  
18 Cross Street  
Dysart  
Fife KY1 2UE  
Tel: 01592 650484

*Duration* September 1998 – March 2003

**For information about the above project, please use the contact address above.**

iv. Higher Still Evaluation — Survey of School and Further Education Staff (Ongoing)

Schools and Further Education institutions will play a major role in the implementation of the Higher Still programme. The staff of these organisations will be instrumental in the success of Higher Still. This survey will ascertain their views on the present Highers system and, in 2002-03, on the new Higher Still system, to explore whether its objectives have been met.

*Research contact* Mr R Mullin

*Contact address* Inter-ed Ltd  
18 Cross Street  
Dysart  
Fife KY1 2UE  
Tel: 01592 650484

*Duration* September 1998 – June 2003

**For information about the above project, please use the contact address above.**

## v. Higher Still Evaluation — Cohort Studies (Ongoing)

This project is one of a series of studies that will evaluate the Higher Still development programme. The study has two components, each of which will track Secondary 5 pupils through their Secondary 5 and Secondary 6 years, the first cohort in 1998-99 (before Higher Still was implemented) and the second in 2002-03 (after the implementation of Higher Still is well in progress). Over 100 pupils in 18 schools will be tracked on each occasion. Information about the schools will be collected by questionnaire and from other sources.

<i>Research contact</i>	Dr J Hall
<i>Contact address</i>	Scottish Council for Research in Education (SCRE) 15 St John Street Edinburgh EH8 8JR Tel: 0131 557 2944
<i>Duration</i>	September 1998 – March 2004

**For information about the above project, please use the contact address above.**

## Special Educational Needs

## i. Raising Attainment of Pupils in Special Schools (Completed)

Special schools in Scotland are included in the general drive to raise standards. The aim of this research was to investigate how effectively special schools are in raising pupils' attainment and, in particular to examine the use of Individualised Education Programmes (IEPs). Specifically the research aimed to:

- identify examples of the effective use of IEPs in both special schools and units
- compare this with the use of IEPs with a small sample of children with special educational needs in mainstream schools

- explore the relationship (if any) between IEPs and raising attainment
- make recommendations for the effective use of IEPs.

*Research contact* Professor S Riddell

*Contact address* Centre for Disability Research  
University of Glasgow  
Adam Smith Building  
Bute Gardens  
Glasgow G12 8RS  
Tel: 0141 339 8855

*Period* October 1999 – July 2001

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

## Information and Communications Technology (ICT)

### i. The Effect of CAS on Teaching and Learning in Mathematics (Sponsored/Completed)

The study introduced hand-held advanced calculators with Computer Algebra Systems (CAS) to three secondary schools. It aimed to investigate the potential benefits and problems of CAS at revised Higher/Higher Still level, identify areas of the curriculum where CAS can be used, assess which basic skills should be protected from CAS and what pre-service and in-service provision is required for teachers to use CAS effectively.

*Research contact* Mr I Forbes

*Contact address* Institute of Education  
University of Edinburgh  
Holyrood Campus  
Edinburgh EH8 8AQ  
Tel: 0131 650 1000

*Duration* January 1999 – September 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

## ii. Impact of Information and Communications (ICT) Initiatives on Pupil Attainment (Ongoing)

A number of major ICT initiatives have taken place in schools over recent years. This study assesses the impact these initiatives make on pupil skills and knowledge. Two surveys of Primary 7 and Secondary 4 pupils were carried out in 1998 and in 2000, using written and hands-on assessment tasks. Pupils were drawn from 120 primary schools and 80 secondary schools and about 4,000 pupils were assessed in each survey. Information was also sought about pupils' ICT experiences from the pupils, their classroom teachers and school managers/ICT co-ordinators.

<i>Research contact</i>	Dr R Stark
<i>Contact address</i>	Department of Mathematics, Science and Technological Education University of Strathclyde Kerr Building Jordanhill Campus 76 Southbrae Drive Glasgow G13 1PP Tel: 0141 552 4400
<i>Duration</i>	August 1998 – December 2001

**For information about the above project or to request a copy of the interim report, please use the contact address above.**

**A summary version of the interim report is available as *'Interchange 63: The Impact of Information and Communications Technology Initiatives'* on the EDRU web site or in hard copy from the EDRU Dissemination Officer.**

## iii. Evaluation of the CREATIS Project (Ongoing)

The CREATIS Project, undertaken by West Lothian Education Services with financial assistance from the Scottish Executive's Challenge Fund, is now well advanced. There is now an IT infrastructure which connects all schools, libraries and community education centres in West Lothian. The network provides an e-mail address for all pupils and teaching staff, and gives all libraries and community education centre users access to the

internet and e-mail. All secondary schools have a video-conferencing facility. CREATIS will also produce high quality educational materials which will be available to all users of the network. This evaluation seeks to assess:

- the appropriateness of technical solutions employed
- the implications for support requirements (both technical and training)
- the impact on teaching and learning in schools which have been using the network since its early stages
- the benefits of the network for education, lifelong learning and the community generally.

*Research contact*

Dr L Plowman

*Contact address*

Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467600

*Duration*

October 2000 – November 2001

**For information about the above project, please use the contact address above.**

#### iv. The Minerva Project

(Ongoing)

The aim of the Minerva Project is to investigate the use of ICT in primary and secondary schools. The study will take place in 5 European countries and will focus on:

- the role of the cultural factor in the educational use of ICT
- the identification of innovative practice in the use of ICT
- how ICT is used in schools.

*Research contact*

Professor M Simpson

*Contact address*

Faculty of Education  
University of Edinburgh  
Staff House  
Holyrood Road  
Edinburgh EH8 8AQ  
Tel: 0131 651 6427

*Duration*

December 2000 – August 2002

**For information about the above project, please use the contact address above.**

## Health

### i. Evaluation of Drug Education in Scottish Schools

(Completed)

Major developments have been taking place in drug education in schools and this study documented current practices and assessed their success. It aimed to provide a national picture of drug education in Scotland, to describe drug education programmes in operation and how they were selected, and to measure their impact on pupils' knowledge, attitudes and behaviour. Censuses of secondary schools and major surveys of primary schools were undertaken, as were surveys of school staff and pupils. The research also included illuminative qualitative work.

*Research contact*

Mr K Lowden

*Contact address*

Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration*

March 1996 – July 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary version of the report is available as *'Interchange 61: Providing drug education to meet young people's needs'* on the EDRU web site, or in hard copy from the EDRU Dissemination Officer.**

### ii. Health and Attainment

(Completed)

This review, which focused on literature from the UK and abroad over the last ten years, addressed the questions:

- what associations are there between different aspects of health and pupil attainment?
- have initiatives relating to health-promoting schools produced evidence of an association between health and pupil attainment?

*Research contact*

Dr J Powney

*Contact address*

Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration*

December 1999 – March 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

## School Effectiveness and Monitoring of Attainment

### i. The Evaluation of Gaelic Medium Units (Completed)

The research addressed two main questions, namely:

- do the attainments of pupils in Gaelic Medium Unit primary education match national attainment targets in Gaelic at Primary 3 and Primary 5, and in Gaelic and English at Primary 7?
- how do the attainments of pupils in Gaelic Medium Unit primary education in mathematics and environmental studies compare with national attainment levels and targets?

The project also sought information on the contextual factors in the home, school or community that were perceived to influence pupils' progress and attainments in Gaelic Medium and English Medium education at primary school.

*Research contact*

Professor R Johnstone

*Contact address*

Scottish Centre for Information on  
Language Teaching and Learning  
(CILT)  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 466290

*Duration*

February 1996 – June 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

**A summary of the findings is available in *'Interchange 62: The attainments of pupils receiving Gaelic-medium education in Scotland'* on the EDRU web site, or in hard copy from the EDRU Dissemination Officer.**

## ii. Gender and Pupil Performance (Completed)

The study identified strategies and practices in schools which lead to equal and good performance from both boys and girls, and provided advice on how this can be achieved. The study consisted of a literature review, plus a review of current practice in Scotland and a series of case studies in secondary and primary schools. The case studies included interviews with staff, scrutiny of documentation, focus groups with pupils and interviews with parents.

*Research contact* Dr L Croxford

*Contact address* Centre for Educational Sociology  
University of Edinburgh  
St John's Land  
Holyrood Road  
Edinburgh EH8 8AQ  
Tel: 0131 651 6241

*Duration* November 1999 – November 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

## iii. Organisation for Economic and Community Development (OECD) Programme for International Student Assessment (Completed)

This study was one of a series of three surveys which are to be carried out on behalf of the OECD as part of its educational indicators programme. They will assess the attainment of 15-year-old students in reading, mathematics and science. The first survey used written assessment materials to measure the performance of 4,500 students from 150 schools with reading as its major domain and subsidiary assessments in mathematics and science. About thirty countries were involved in the survey. The results will be published in December 2001.

*Research contact* Mr G Thorpe

*Contact address* Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Period* September 1999 – January 2001

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

#### iv. Learning Gains from Education for Work (Completed)

This study looked at the effectiveness of the wide variety of education for work activities offered, and the extent to which school-based inputs contribute to and make the most of pupils' learning for work experiences. It will also try to establish the extent to which direct classroom input by employers and the experience of part time work brings about learning gains.

*Research contact* Mr B Twiddle

*Contact address* University of Strathclyde  
Jordanhill Campus  
76 Southbrae Drive  
Glasgow G13 1PP  
Tel: 0141 552 4400

*Duration* April 2000 – August 2001

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

v. Organisation for Economic and Community Development (OECD) Survey of Upper Secondary Schools (Ongoing)

This survey will collect data from a sample of secondary schools and from all further education institutions, catering for 16 to 19 year olds. Its aim is to provide information on transition from school to the workplace, the quality of educational provision, the human resource inputs and the use of Information and Communications Technology.

<i>Research contact</i>	Mr G Thorpe
<i>Contact address</i>	Scottish Council for Research in Education (SCRE) 15 St John Street Edinburgh EH8 8JR Tel: 0131 557 2944
<i>Duration</i>	December 1999 – June 2002

**For information about the above project, please use the contact address above.**

vi. School Improvement in Deprived Areas (Ongoing)

This study is an action-research project that will take place in two Glasgow secondary schools and their associated primary schools. The study will use school-effectiveness experience as a basis for developing strategies for improvement, which will be implemented by the schools with assistance from Glasgow City Council. The aim is to improve the performance of pupils in late primary and early secondary, and this will be evaluated by tracking a cohort of pupils throughout the study and assessing other related cohorts.

<i>Research contact</i>	Mr I Smith
<i>Contact address</i>	Quality in Education Centre University of Strathclyde Jordanhill Campus 76 Southbrae Road Glasgow G13 1PP Tel: 0141 552 4400
<i>Duration</i>	July 1997 – November 2001

**For information about the above project, please use the contact address above.**

### vii. AAP Modern Languages (Ongoing)

The Assessment of Achievement Programme (AAP) tests the performance of nationally representative samples of pupils in selected subjects. This survey will assess the speaking and listening attainment of primary 7 pupils in French and German, and of the reading, writing, speaking and listening attainments of secondary 2 pupils in French and German.

It is expected that the results will enable comparisons to be made between performance in French and German and between boys and girls, and will help provide a basis for staff development for teachers.

*Research contact* Professor R Johnstone

*Contact address* Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467743

*Duration* February 2000 – June 2002

**For information about the above project, please use the contact address above.**

### viii. OECD Programme for International Student Assessment (PISA) 2003 (Planned)

OECD has set up a series of surveys of 15 year olds as part of a major programme to develop educational indicators. Scotland is participating in these surveys as part of the UK. The surveys consist of tests in reading, mathematics and science for nationally representative samples of 15 year old pupils, questionnaires for these pupils and questionnaires for their schools. In addition to these main functions, the surveys also collect information on cross-curricular competencies and in 2003, the major component of this will be to assess the pupils' problem solving skills.

*Duration* September 2001 – March 2004

**For information about the above project, please contact the ED RU Dissemination Officer.**

## Professionals in Education

### i. The Effectiveness of Careers Services (Completed)

The project assessed the effectiveness of different methods used by Careers Services to meet the needs of young people, parents, employers and training providers. It considered the extent to which Careers Service provision is integrated with other relevant provision, and analysed the outcomes from Career Services input.

*Research contact* Dr L Croxford  
*Contact address* Centre for Educational Sociology  
 University of Edinburgh  
 St John's Land  
 Holyrood Road  
 Edinburgh EH8 8AQ  
 Tel: 0131 651 6283  
  
*Duration* October 1997 – October 1999

**For information about the above project or to request a copy of the report, please use the contact address above.**

### ii. Multi-Disciplinary Team Working: Beyond the Barriers (Completed)

The review covered the literature relating to the questions:

- what is multi-disciplinary teamwork?
- what are the drivers of change?
- what supports multi-disciplinary teamworking and what inhibits it?
- what are the implications for educational practice in Scotland?

*Research contact* Dr V Wilson  
*Contact address* Scottish Council for Research in  
 Education (SCRE)  
 15 St John Street  
 Edinburgh EH8 8JR  
 Tel: 0131 557 2944  
  
*Duration* December 1999 – March 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

iii. Specialist versus Generalist Initial Teacher Training  
(Completed)

This review covered the UK and international literature relevant to specialist and generalist teachers and their initial training.

<i>Research contact</i>	Dr J Hall
<i>Contact address</i>	Scottish Council for Research in Education (SCRE) 15 St John Street Edinburgh EH8 8JR Tel: 0131 557 2944
<i>Duration</i>	December 1999 – March 2000

**For information about the above project or to request a copy of the report, please use the contact address above.**

iv. Early Education and Childcare Workforce Survey  
(Completed)

To support a training and qualifications strategy for early education and childcare, the workforce survey provided data on numbers of staff and qualifications held, and some information on recruitment and retention. The survey covered all forms of childcare (nurseries, playgroups, out-of-school care, childminding) other than care in the parental home (e.g. by a nanny). The resulting data should help determine the direction of any future research into staffing, qualifications and continuing professional development.

<i>Research contact</i>	Mr E McCaig
<i>Contact address</i>	MVA Consultancy 27 York Place Edinburgh EH1 3HP Tel: 0131 557 5533
<i>Duration</i>	February 2000 – December 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

v. The Uptake and Perceptions of Early Years Qualifications  
(Completed)

The aim of the research was to provide a summary of the uptake of HNCs and SVQs across Scotland over the last three years, and note the perceptions of key participants.

*Research contact* Ms A Laird

*Contact address* George Street Research Ltd  
24 Broughton Street  
Edinburgh EH1 3RH  
Tel: 0131 478 7503

*Duration* February 2000 – February 2002

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

vi. Evaluation of the Classroom Assistants Initiative  
(Ongoing)

This study will evaluate the classroom assistants' initiative in Scottish schools. It will focus on finding out whether pupil attainment has been raised as a consequence of this initiative; establishing whether it has allowed teachers to make better use of their time; and documenting the effects of the initiative on the learning experiences of children. An interim report has been published by the Scottish Council for Research in Education.

*Research contact* Dr V Wilson

*Contact address* Scottish Council for Research in  
Education (SCRE)  
15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

*Duration* February 2000 – February 2002

**For information about the above project, please use the contact address above.**

vii. Acting Posts: An Opportunity for Professional Development (Sponsored/Ongoing)

This research looks at the policies and guidelines behind the assigning of acting posts, for headteachers and depute headteachers across Scotland. It will examine the equal opportunities issues which arise in relation to acting posts, the impact which these posts have upon professional development and any subsequent career decision-making, and possible improvements in preparation and reversion from acting posts.

<i>Research contact</i>	Ms J Draper
<i>Contact address</i>	Department of Education and Society University of Edinburgh St Johns Land Holyrood Road Edinburgh EH8 8AQ Tel: 0131 651 6341
<i>Duration</i>	July 2001 – November 2001

**For information about the above project, please use the contact address above.**

viii. Evidence Based Practice in the School Science Department (Sponsored/Ongoing)

This research looks at the preparedness of teachers to conduct their own evaluation of teaching practices in order to improve learning, and examines the development of a more 'evidence-based culture' in the school. This research is particularly focused on the science department. The aims of this research are:

- to determine the extent to which educational research impacts upon, or influences practice in, secondary school science departments.
- to identify ways in which educational research can play a more important role in staff professional development and practice and to improve learning and teaching.

*Research contact*

Mr D Gray

*Contact address*

Department of Maths, Science and  
Technological Education  
University of Strathclyde  
76 Southbrae Drive  
Glasgow G13 1PP  
Tel: 0141 950 3423

*Duration*

April 2001 – October 2001

**For information about the above project, please use the contact address above.**

## Children and Young People

Research on children and young people covers a wide range of topics, including the care and protection of children, studies of fostering, parenting and family support and the evaluation of initiatives for children and young people who offend. A major focus of interest is the evaluation of the Children (Scotland) 1995 Act.

There are five main strands in Children and Young People's research, which are:

- the Children (Scotland) 1995 Act
- the Children's Hearings System
- young people and offending
- parenting, adoption and fostering
- transitions and the life course.

### The Children (Scotland) Act 1995

The Children (Scotland) Act 1995 has far-reaching implications for children and their families and for a wide range of professionals who are charged with putting its provisions into effect. The Act introduced a range of provisions in five broad areas:

- family law
- services and support for children
- the Children's Hearings system
- child protection
- long-term care.

The Children Act research programme was designed to examine three main themes which underpin the Act:

- welfare of the child
- legal interventions
- children's views.

i. The Use and Operation of Safeguarders under the Children (Scotland) Act 1995 (Completed)

Safeguarders are persons appointed to safeguard the interests of children in any proceedings before a Children's Hearing and in certain proceedings before a sheriff. The overall aim of the research was to describe and evaluate the use and operation of the safeguarders under the Children (Scotland) 1995 Act. The specific objectives were to:

- analyse the availability of and demand for safeguarders
- examine the composition of local authority panels of safeguarders
- describe the selection, training, monitoring and remuneration of safeguarders
- examine Children's Hearings and courts' decision making surrounding the appointment or non-appointment of safeguarders
- describe the value of safeguarders' work and their case management
- evaluate the impact of safeguarders' reports on Children's Hearings and courts' decision making
- explore the role of safeguarders from the viewpoints of children and families, Children's Hearings and the courts, social workers, local authority panel administrators and safeguarders themselves.

*Research contact*

Professor M Hill

*Contact address*

University of Glasgow  
 Department of Social Policy &  
 Social Work  
 Lilybank House  
 Bute Gardens  
 Glasgow G12 8RS  
 Tel: 0141 330 4056

*Duration*

March 2000 – September 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

ii. Throughcare and Aftercare of Looked-After Young People Under the Children (Scotland) Act 1995 (Ongoing)

The aims of this project are to:

- assess the effectiveness of throughcare and aftercare in preparing young people who have been looked-after for independent living
- examine the ways in which local authorities discharge their duties and use their powers as set out in the Act.

*Research contact* Professor M Stein

*Contact address* Department of Social Policy and Social Work  
University of York  
York YO10 5DD  
Tel: 01904 482628

*Duration* September 1999 – November 2001

**For information about the above project, please use the contact address above.**

iii. Home Supervision (Ongoing)

Children's Hearings may make compulsory supervision requirements in cases where children have committed offences or are in need of care and protection. This study will examine the effectiveness of non-residential, home supervision in promoting beneficial changes in the life of the child. The specific objectives are to:

- describe the organisational arrangements for developing and delivering home supervision services
- identify the characteristics and circumstances of children who are subject to compulsory measure of home supervision, and assess how these relate to the supervision provided and required
- describe the nature and experience of home supervision
- identify the outcome and impact of home supervision on the child.

*Research contact* Ms C Murray

*Contact address* University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467743

*Duration* October 2000 – March 2002

**For information about the above project, please use the contact address above.**

#### iv. Reports and Information to Children and Parents

Following the competitive tendering exercise, the Department was unable to award a contract on the basis of the bids received.

### The Children s Hearings Programme

#### i. Children in Focus (Completed)

This study concentrated on outcomes for a cohort of children referred to the Reporter, and had four main strands:

- do the outcomes of hearings reflect the needs that were identified for the children at the outset?
- does the pursuit of certain lines in certain cases affect outcomes?
- which factors tend to influence the outcomes for children referred to hearings?
- do the outcomes of the hearings reflect the children's needs, rights and the importance of early intervention?

*Research contact* Professor L Waterhouse

*Contact address* Department of Social Work  
University of Edinburgh  
Adam Ferguson Building  
George Square  
Edinburgh EH8 9LL  
Tel: 0131 650 1000

*Duration* January 1994 – November 1997

**For information about the above project, please use the contact address above.**

**A summary of the main findings is available in ‘*Social Work Research Finding No 31*’ and can be requested in hard copy by contacting the EDRU Dissemination Officer.**

**The full report, ‘*The Evaluation of Children’s Hearings in Scotland – Volume 3 – Children in Focus*’, 2000, is available on the EDRU website. It is also available in hard copy priced £6.00, by contacting the Stationery Office, quote ISBN 0 7480 9973 – 5.**

ii. **The Evaluation Of Children s Hearings in Scotland — Where Do We Go from Here? — Conference Proceedings**  
(Completed)

This report of the Conference Proceedings includes the research papers presented at the conference, together with records of the lay and professional responses and the Ministerial address. It draws together the key points arising from the workshop group discussions. It also includes summaries of the research findings from the two main studies in the programme, together with details of other publications in the Children’s Hearings research series.

**The full report, ‘*The Evaluation of Children’s Hearings in Scotland – Volume 4 -Where Do We Go from Here? – Conference Proceedings*’, 2000 is available on the EDRU website. It is also available in hard copy priced £5.00, by contacting the Stationery Office, quote ISBN 0 7480 9972 – 7.**

## Young People and Offending

i. **Understanding Offending Among Young People (Completed)**

This was a study of factors affecting young people’s decisions to resist, persist or desist from offending. The research considered the implications of findings for social work strategies to prevent or reduce offending.

*Research contact*

Professor G McIvor

*Contact address*

University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467726

*Duration*

February 1997 – March 1999

**For information about the above project, please use the contact address above.**

**A summary of the main findings is available in ‘*Social Work Research Finding No 37*’ on the CRU web site, or can be requested in hard copy by contacting the EDRU Dissemination Officer.**

**To obtain a copy of the report ‘*Understanding Offending Among Young People*’, priced £16.00, please contact the Stationery Office and quote ISBN 0 11 497261 3.**

ii. **Persistent Young Offenders: Barnardo’s Freagarrach Evaluation (Completed)**

The Freagarrach Project for persistent juvenile offenders was established in Central Scotland early in 1995, with funding from the then Scottish Office, Barnardo’s Scotland, which managed the project, and the relevant local authorities. Freagarrach was intended to work with the most persistent juvenile offenders in central Scotland, with the reduction of their offending as its principal aim. This research aimed to:

- assess the impact and effectiveness of this developmental project for persistent young offenders
- aid the development of further policy and good practice in this area
- provide information on the value of extending the approach to other geographical areas
- inform the development of further work with persistent young offenders.

*Research contact*

Professor D Smith

*Contact address*

Department of Applied Social  
Science  
University of Lancaster  
Bailrigg  
Lancaster LA1 4YW  
Tel: 01524 594112

*Duration* August 1995 – September 2000

**For information about the project, please use the contact address above.**

**A summary of the findings and the full report, ‘*Freagarroch: An Evaluation of a Project for Persistent Young Offenders*’ is available on the CRU website, or can be requested in hard copy by contacting CRU.**

iii. Invest to Save: Matrix Project (Ongoing)

This three-year pilot project, funded from the Treasury’s Invest to Save budget, aims to reduce the risk of offending amongst vulnerable young people. Led by Barnardo’s, it primarily targets eight to eleven year olds who have history of referrals on care and protection grounds and who have been referred to the Reporter on offence grounds. The overall aim of the study was to assess whether Matrix is more effective than routine services in reducing risk factors amongst vulnerable young children.

*Research contact* Professor G McIvor

*Contact address* Social Work Research Centre,  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467726

*Duration* February 2000 – October 2001

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

## Parenting, Adoption and Fostering

### i. Education and Care — A Review of Policy and Practice (Completed)

This is a review of the research literature on issues about the education of children and young people looked after away from home.

<i>Research contact</i>	Professor M Hill
<i>Contact address</i>	University of Glasgow University Avenue Glasgow G12 8QQ Tel: 0141 339 8855
<i>Duration</i>	December 1996 – March 1997

**For information about the above project, please use the contact address above.**

**To obtain a copy of the report ‘*Education and Care Away from Home: A Review of Research, Policy and Practice*’, priced £12.50, please contact the Scottish Council for Research in Education and quote ISBN 1 86003 043 2.**

### ii. The Introduction of Looking After Children in Scotland: Evaluation of a Pilot in Scottish Local Authorities (Completed)

This is the evaluation of a pilot of the *Looking After Children* materials by Scottish local authorities. The study was commissioned to assess the suitability of the materials adapted for use by Scottish local authorities and to identify the factors which may facilitate or inhibit their successful implementation.

<i>Research contact</i>	Professor M Hill
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*Contact address* University of Glasgow  
Department of Social Policy and  
Social Work  
Lilybank House  
Bute Gardens  
Glasgow G12 8RS  
Tel: 0141 330 4056

*Duration* November 1997 – September 1998

**For information about the above project, please use the contact address above.**

**A summary of the main findings is available in ‘*Social Work Research Findings No 30*’ on the CRU web site, or can be requested in hard copy by contacting CRU.**

**To obtain a copy of the report ‘*Looking After Children in Scotland*’, priced £5.00, please contact the Stationery Office and quote ISBN 0 7480 8506 8.**

iii. **Supporting Parenting in Scotland: A Mapping Exercise**  
(Completed)

This study identified the range of services and initiatives to support, develop and promote parenting in Scotland. The study involved the establishment of a database of all identified schemes or initiatives, from different sectors and a description of the range and geographical distribution of services.

*Research contact* Ms S Henderson

*Contact address* Reid-Howie Associates  
38 Cromwell Road  
Burntisland  
Fife KY3 9EH  
Tel: 01592 874677

*Duration* March 1998 – June 1998

**For information about the above project, please use the contact address above.**

A summary of the main findings is available in ‘*Social Work Research Finding No 33*’ on the CRU web site, or can be requested in hard copy by contacting CRU.

To obtain a copy of the report ‘*Supporting Parenting in Scotland*’, priced £5.00, please contact the Stationery Office and quote ISBN 0 7480 8702 8.

iv. *Fostering Good Relations: A Study of Foster Care and Foster Carers in Scotland* (Completed)

This was a major study which examined issues relating to the demand for and supply of foster carers, and also looked at fostering agencies. It examined the characteristics and circumstances of foster carers as well as issues of retention and withdrawal from foster caring.

<i>Research contact</i>	Professor M Hill
<i>Contact address</i>	University of Glasgow Department of Social Policy and Social Work Lilybank House Bute Gardens Glasgow G12 8RS Tel: 0141 330 4056
<i>Duration</i>	December 1995 – April 1998

**For information about the above project, please use the contact address above.**

A summary of the main findings is available in ‘*Social Work Research Finding No. 34*’ on the CRU web site, or can be requested in hard copy by contacting the EDRU Dissemination Officer.

To obtain a copy of the report ‘*Fostering Good Relations*’, priced £6.00, please contact the Stationery Office and quote ISBN 0 7480 89063.

v. Foster Care as an Alternative to Secure Accommodation: Evaluation of Community Alternative Placement Scheme (CAPS) (Completed)

The research evaluated the implementation and operation of a fostering scheme being run by NCH Action for Children Scotland in terms of its effectiveness, outcomes for the young people involved and the nature of the fostering task with this group. The evaluation will contribute to the development of policy and practice in respect of secure accommodation.

*Research contact*

Professor M Hill

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Social Work  
Lilybank House  
Bute Gardens  
Glasgow G12 8RS  
Tel: 0141 330 4056

*Duration*

October 1997 – December 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

vi. Evaluation of Dundee Families Project (Ongoing)

The aim of the Dundee families project is to support families threatened with (or experiencing) eviction due to their anti-social behaviour, by assisting them to develop skills (including improving the quality of their parenting) to enable them to sustain a tenancy in mainstream housing.

The overall aim of research was to evaluate the effectiveness of the project in terms of its stated objectives, compared to alternative interventions and to identify features of the programme which have contributed to areas of success.

*Research contact*

Professor M Hill

*Contact address*

University of Glasgow  
Department of Social Policy and  
Social Work

Lilybank House  
 Bute Gardens  
 Glasgow G12 8RS  
 Tel: 0141 330 4056

*Duration*

May 1999 – April 2001

**For information about the above project, please use the contact address above.**

## Transitions and the Life Course

### i. Millennium Cohort Study (Ongoing)

Understanding the social conditions surrounding birth and early childhood is increasingly appreciated as fundamental to the study of the whole of the life course. The initiation of the Millennium Cohort Study presents an exceptional research opportunity to study the all-important first year of life and potentially resolve many of the issues about its long-term impact. The sample population for the study will be drawn from all live births in the UK from 1 September 2000 over 12 months. It will include a sample of 2500 children born in Scotland. Interviews will be carried out with both mothers and (where resident) fathers or father figures when the babies are 9 months old, and subsequent waves of interviews will take place every 2 years initially and every 4 years thereafter. This study is funded by the ESRC, and a number of government departments including the Scottish Executive have also contributed funds.

*Research contact*

Ms H Joshi

*Contact address*

Centre for Longitudinal Studies  
 Institute of Education  
 University of London  
 London  
 Tel: 020 7612 6900

*Duration*

May 2001 onwards

**Information about the above project can be found at <http://www.cls.ioe.ac.uk/Mcs/mcsmain.htm> or at the contact address above.**

ii. Transitions in the Lives of Children & Young People:  
Resilience Factors (Ongoing)

This study will explore research literature on transitions (episodes of change in personal or institutional circumstances) in the lives of children and young people. It will focus on the factors which promote resilience and equip individuals to cope with such life episodes, whether they are planned or unplanned. The research will aim to identify professional practice which has been effective in easing the experience of transitions.

*Research contact*

Dr T Newman

*Contact address*

Barnardos Scotland  
235 Corstorphine Road  
Edinburgh EH12 7AR  
Tel: 0131 334 9893

*Duration*

August 2001 – November 2001

**For information about the above project, please use the contact address above.**

## Arts, Culture and Sport

### i. Survey of Local Authority Provision for Arts and Culture (Completed)

The Scottish Executive Education Department is responsible for the development of policy on arts and culture in Scotland and for the administration of grants devoted to arts and culture. As much of the arts and cultural activities and funding are administered by local authorities, the Department initiated this research to find out about:

- arts and cultural provision supplied by local authorities
- links between councils and other groups
- the levels of participation in arts and cultural activities
- funding and best-value considerations
- documentation and procedures for the support of arts and culture
- evaluation of arts and cultural activities.

*Research contact*

Ms A Bonnar

*Contact address*

Bonnar Keenlyside  
Distillery House  
Grange  
Burntisland  
Fife KY3 0AA  
Tel: 01592 874478

*Duration*

April 2000 – May 2000

**For information about the above project or to request a copy of the forthcoming report, please use the contact address above.**

## Related Research in Other Departments

Some areas of education fall outwith the remit of the Education Department, for example, Education for Work, Further and Higher Education and Lifelong Learning, which are now the responsibility of the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD). Information about research on these topics is listed below.

For more information about research in this field, please contact:

John Tibbitt  
Enterprise and Lifelong Learning Department (ELLD)  
Europa Building  
450 Argyle Street  
Glasgow  
Tel: 0141 242 0260  
E-mail: john.tibbitt@scotland.gsi.gov.uk

Information can also be found on the website at:  
[http://www.scotland.gov.uk/who/elld/res\\_tracker0.asp](http://www.scotland.gov.uk/who/elld/res_tracker0.asp).

The research listed here falls into four main themes:

- learning and employability
- youth transitions
- widening access to further and higher education
- participation in lifelong learning.

## Learning and Employability

### i. Delivery of the Curriculum to Disaffected Young People (Completed)

The research identified and audited the range of initiatives aimed at addressing young people's disaffection and disengagement from learning/training across Scotland. It aimed to assess and evaluate the effectiveness of the major approaches identified in terms of the curriculum content delivered, the impact of young people's motivation to re-engage in learning or training, and the provision's impact on their attainment, aspirations and attitudes.

*Research contact* Ms K Kinder

*Contact address* NFER  
(Northern Office)  
Genesis 4  
York Science Park  
University Road  
Heslington  
York YO10 5DG  
Tel: 01904 433435

*Duration* February 2000 – March 2001

**For information about the above project and the forthcoming report, please contact John Tibbitt at ELLD.**

ii. Learning and Employability in Young Adults:  
Increasing the Take-up of Work-based Learning  
for Young Adults (Completed)

This project involved:

- a review of current literature in this area
- a qualitative analysis involving employer and employee focus groups
- discussions with ‘key intermediaries’ (e.g. LECs, training providers)
- a quantitative survey of employers
- interviews with employees.

*Research contact* Professor A McGregor

*Contact address* Training and Employment Research  
Unit  
University of Glasgow  
Adam Smith Building  
Bute Gardens  
Glasgow G12 8RS  
Tel: 0141 339 8855

*Duration* March 2000 – March 2001

**For information about the above project and the forthcoming report, please contact Zoe Ferguson at ELLD.**

## Transitions from Education to the Labour Market

### i. Scottish School Leavers Survey — Main Survey (Ongoing)

The Scottish School Leavers Survey (SSLS) collects information about the education, training and employment activities of young people in Scotland. This is combined with data on qualifications supplied by the Scottish Qualifications Authority. A random sample of 10 per cent of young people is surveyed at age 16/17, 18/19 and 22/23. A new cohort is established every two years.

*Research contact* Ms K Hinds

*Contact address* Chisholm House  
High School Yards  
Edinburgh EH1 1LZ  
Tel: 0131 557 5494

*Duration* October 1996 – March 2002

**For information on the project and the forthcoming report, please contact John Tibbitt at ELLD.**

### ii. Youth Transitions: Patterns of Vulnerability and Processes of Social Inclusion (Ongoing)

This is a contribution to a study analysing the West of Scotland 20-07 longitudinal youth cohort. This research will investigate the transitional experiences of young people and explore the relationship between vulnerability and marginalisation.

*Research contact* Professor A Furlong

*Contact address* Department of Sociology  
University of Glasgow  
Adam Smith Building  
Glasgow G12 8RS  
Tel: 0141 339 8855

*Duration* January 2000 – June 2002

**For information on the project and the forthcoming report, please contact John Tibbitt at ELLD.**

### iii. Scottish School Leavers Survey of 22/23 Year Olds in 1999 (Completed)

This survey followed up the re-constructed cohort of young people last surveyed in 1995, who have now reached the age of 22/23 and are completing the transition from education to the labour market.

*Research contact* Ms K Hinds

*Contact address* Chisholm House  
High School Yards  
Edinburgh EH1 1LZ  
Tel: 0131 557 5494

*Duration* December 1998 – December 1999

**For information on the project and the forthcoming report, please contact John Tibbitt at ELLD.**

### iv. Scottish School Leavers Survey Special Studies (Completed)

The project provided detailed analyses of data collected in the Scottish School Leavers Survey on particular sub-groups of the survey population of particular interest. These are:

- low achieving males
- high achieving females
- entrants to higher education
- participants in government training schemes
- early entrants to employment.

*Research contact* Dr L Croxford

*Contact address* Centre for Educational Sociology  
University of Edinburgh  
St John's Land  
Holyrood Road  
Edinburgh EH8 8AQ  
Tel: 0131 651 6283

*Duration* January 1998 – July 2000

**For information on the projects, *Scottish School Leavers Survey Special Report No. 1 – Entrants to Higher Education, Special Report No. 2 – Low Achieving Males, No. 3 – High Attaining Females*, please contact John Tibbitt at ELLD.**

**These reports can also be accessed on the EDRU web site.**

## Widening Access to Further and Higher Education

### i. New Entrants to Further Education (Completed)

The project provided a qualitative study of selected samples of participants and non-participants in FE to explore those aspects of their life histories, perceptions of education and training, and factors which affect their decisions to participate or not. This was underpinned by an analysis of national data on the characteristics of participants in different types of FE programmes that are of particular relevance to new entrants.

*Research contact*

Professor J Gallacher

*Contact address*

Centre for Research and Lifelong Learning  
Glasgow Caledonian University  
St Andrew's House  
141 West Nile Street  
Glasgow G1 2RN  
Tel: 0141 331 3000

*Duration*

January 1999 – January 2000

**For information on the project, please contact John Tibbitt at ELLD.**

**To obtain a copy of the report published as '*Education for All? Further Education, Social Inclusion and Widening Access*' by Gallacher J, Crossan B, Leahy J, Merrill B and Field J, contact the Centre for Lifelong Learning, Glasgow Caledonian University.**

ii. Widening Access to Higher Education(HE) and Further Education(FE) (Completed)

The project identified the strengths and weaknesses of broad types of strategic intervention to promote participation in FE and HE by hitherto under-represented social groups in Scotland, elsewhere in the UK and in other comparable countries; identify those obstacles to participation which still have to be addressed; and identify ‘policy levers’, which need to be developed if a holistic strategy for tackling under-representation is to be achieved. The study involved a literature search, secondary analysis of available statistics, an international panel, and case studies of relevant initiatives in the UK and elsewhere.

*Research contact* Professor M Osborne

*Contact address* Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467600

*Duration* February 2000 – March 2001

**For information on the project and the forthcoming report, please contact John Tibbitt at ELLD.**

iii. Mature Students in Higher Education(HE) (Completed)

This study explored current trends in Scotland and elsewhere in the UK in the participation of mature students in HE, and the factors which are influencing participation.

*Research contact* Professor M Osborne

*Contact address* Institute of Education  
University of Stirling  
Stirling FK9 4LA  
Tel: 01786 467600

*Duration* April 2000 – October 2001

**For information on the project and the forthcoming report, please contact John Tibbitt at ELLD.**

## Useful Addresses

Listed below is a selection of addresses, including some Government departments and research organisations, which you may find helpful. The EDRU web site contains a list of links to a range of organisations' web sites. Please visit our web site at:  
<http://www.scotland.gov.uk/edru/>

### **Department for Education and Skill**

Public Enquiry Unit  
 PO Box 12  
 Runcorn  
 Cheshire WA7 2GJ  
 Tel: 0870 000 2288

### **Department of Education Northern Ireland (DENI)**

Rathgael House  
 Balloo Road  
 Bangor BT19 7PR  
 Tel: 028 9127 9279

### **Scottish Executive Education Department**

Education Department Research Unit  
 1-B Dockside  
 Victoria Quay  
 Edinburgh EH6 6QQ  
 Tel: 0131 244 0167

### **Scottish Executive Enterprise and Lifelong Learning Department**

Europa Building  
 450 Argyle Street  
 Glasgow G2 8LG  
 Tel: 0141 242 0264

### **Scottish Executive Central Research Unit**

Saughton House  
 Broomhouse Drive  
 Edinburgh EH11 3XA  
 Tel: 0131 244 2111

### **Scottish Executive Education Statistics**

1-A Victoria Quay  
 Edinburgh EH6 6QQ  
 Tel: 0131 244 0313 (Qualifications and Leavers)  
 0131 244 0309 (School Census)  
 0131 244 0307 (Ad Hoc Analyses)  
 0131 244 0331 (Children and Local Authority)  
 0131 244 0442 (Central Statistics)

### **Scottish Executive Social Work Statistics**

Health Department  
 Room 52  
 James Craig Walk  
 Edinburgh EH1 3BA  
 Tel: 0131 244 3777

### **British Educational Research Association**

Commercial House  
 King Street  
 Southwell  
 Nottinghamshire NG25 0EH  
 Tel: 01636 819090

**Charities Aid Foundation**

Kingshill  
West Malling  
Kent ME19 4TA  
Tel: 01732 520000

**Convention of Scottish Local Authorities**

**(CoSLA)**  
Rosebery House  
9 Haymarket Terrace  
Edinburgh EH12 5XY  
Tel: 0131 474 9200

**Economic and Social Research Council (ESRC)****Research Grants Division**

Polaris House  
North Star Avenue  
Swindon SN2 1UJ  
Tel: 01793 413000

**Learning and Teaching in Scotland/Scottish Consultative Council on the Curriculum**

Gardyne Road  
Broughty Ferry  
Dundee DD5 1NY  
Tel: 01382 455053

**Learning and Teaching in Scotland/(Scottish Council for Education and Training)**

74 Victoria Crescent Road  
Glasgow G12 9JN  
Tel: 0141 337 5000

**National Foundation for Educational Research**

**(NFER)**  
The Mere  
Upton Park  
Slough SL1 2DQ  
Tel: 01753 574123

**National Institute for Social Work (NISW)**

Mary Ward House  
5 Tavistock Place  
London WC1H 9SN  
Tel: 0207 387 9681

**Scottish Arts Council (SAC)**

12 Manor Place  
Edinburgh EH3 7DD  
Tel: 0131 226 6051

**Scottish Educational Research Association**

C/o Lesley Morrison  
Professional Development Unit  
Faculty of Education  
University of Strathclyde  
76 Southbrae Drive  
Glasgow  
Tel: 0141 950 3719

**Scottish Council for Research in Education**

15 St John Street  
Edinburgh EH8 8JR  
Tel: 0131 557 2944

**The Stationery Office Ltd**

Mail Order Department  
71 Lothian Road  
Edinburgh EH3 9AZ  
Tel: 0870 606 5566/  
Fax: 0870 606 5581

**REFUND web site:**

<http://www.refund.ncl.ac.uk/>

## Other Publications

### Publications Available from the EDRU

All EDRU publications can be accessed electronically at:  
<http://www.scotland.gov.uk/edru/>

Hard copies of the following publications may be requested by contacting:

The Dissemination Officer  
Education Department Research Unit  
1B-17 Victoria Quay  
Edinburgh EH6 6QQ  
Tel: 0131 244 0167  
Fax: 0131 244 5581  
E-mail: [dissemination@scotland.gov.uk](mailto:dissemination@scotland.gov.uk)

Please let us know if you would like to be placed on our mailing list.

### Interchange Series

1. Homework Policy and Practice
2. School to Higher Education: Bridging the Gap
3. Teaching, Learning and Assessment in the National Certificate
4. Developing School Managers
5. Transition from School to Adulthood of Young People with Special Educational Needs
6. Discipline in Scottish Schools
7. Training the Trainers Programmes: Effective Management and Monitoring
8. Introduction of the New Further Education College Council System
9. Young People's Experiences of National Certificate Modules
10. Costs and Benefits of Adult Basic Education
11. Performance Indicators and Examination Results
12. An Evaluation of the Advanced Courses Development Programme
13. Staying the Course [factors affecting the non-completion rates in Scottish universities/guidelines for promoting effective learning in higher education]
14. A Study of Probationer Teachers

15. Making School Boards Work
16. Professional Development through Research
17. Students' Views on the Scottish Wider Access Programme (SWAP)
18. Specific Learning Difficulties: Policy, Practice and Provision
19. Foreign Languages in Primary Schools: the National Pilot Programmes in Scotland
20. Towards More School-based Training?
21. Patterns of Attainment in Standard Grade Mathematics 3-6
22. Patterns of Attainment in Standard Grade English 3-6
23. Implementing 5-14: a Progress Report
24. Education-Business Links: Patterns for Partnership
25. Foreign Languages for Vocational Purposes in Further and Higher Education
26. School for Skills [an Evaluation of TVEI]
27. Effective Support for Learning: Themes from the RAISE Project
28. Marketing Means Business
29. Adult Education: Participation, Guidance and Progression
30. Studies of Differentiation Practices in Primary and Secondary Schools
31. Health Education: What Do Young People Want to Know
32. Social and Educational Services for Children under Five
33. Issues in Teacher's Continuing Professional Development
34. Primary Teachers' Understanding of Concepts in Science and Technology
35. Putting 5-14 in Place: an Overview of Methods and Findings of the Evaluation 1991-95
36. Implementing 5-14 in Primary Schools
37. Implementing 5-14 in Secondary Schools
38. Provision for Special Educational Needs
39. Methods of Teaching Reading
40. Criteria for Opening a Record of Needs
41. Guidance in Secondary Schools
42. Higher Grade Examination Performance (1987-1994)
43. Pupils with Special Educational Needs: the Role of Speech and Language Therapists
44. Evaluation of the National Record of Achievement in Scotland
45. Part-time Higher Education in Scotland
46. Education for Children with Autism in Scotland
47. Exclusions and In-school Alternatives

48. Devolve School Management
49. Implementing 5-14 in Primary and Secondary Schools: Steady Development
50. Early Intervention: Key Issues from Research
51. Youth Work with Valuable Young People
52. Evaluation of the Technical and Vocational Education (TVEI) Extension
53. Cost of Pre-school Provision
54. Managing Change in Small Primary Schools
55. Baseline Assessment Literature Review and Pre-school Record Keeping in Scotland
56. Schools and Community Education for the Learning Age
57. Accelerating Reading Attainment: the Effectiveness of Synthetic Phonics
58. Teachers ICT Skills and Knowledge Needs
59. Foreign Languages in the Upper Secondary School: a Study of the Causes of Decline
60. Practices and Interactions in the Primary Classroom
61. Providing Drug Education to Meet Young People's Needs
62. The Attainments of Pupils Receiving Gaelic-medium Primary Education in Scotland/Coileanadh Sgoileran a tha' Faighinn Foghlaim Meadhan-Gàidhlig aig ìre Bunsgoil an Albainn
63. The Impact of Information and Communications Technology (ICT) Initiatives
64. Parents' Demand for Childcare in Scotland
68. All Day Provision for 3 and 4 Year Olds
69. Pre-school Educational Provision in Rural Areas

### Third International Mathematics and Science Survey

- Achievements of Primary 4 and Primary 5 Pupils in Mathematics and Science
- Achievements of Secondary 1 and Secondary 2 Pupils in Mathematics and Science

## Pre-school Education

- Pre-school Educational Research: Linking Policy with Practice – a collection of summary reports of recent pre-school educational research.

## Information About Children and Young People Presenting Social, Emotional and Behavioural Difficulties

- Schooling with Care?
- Sharing Good Practice
- Policy, Planning and Strategic Development for Young People Presenting Social, Emotional and Behavioural Difficulties

## Forthcoming Titles

- Raising Attainment of Pupils with Special Educational Needs
- Developments in Inclusive Schooling
- Gender and Pupil Performance
- Uptake and Perceptions of Early-years' Qualifications
- Early Intervention in Literacy and Numeracy
- Early Education and Childcare Workforce Survey
- Fostering and Secure Care as an Alternative to Secure Accommodation
- The Use and Operation of Safeguarders
- Learning Gains from Education for Work
- Survey of Local Authority Provision for Arts and Culture
- The Impact of ICT Initiatives on Pupil Attainment (final report)
- Survey of Programme for International Student Attainment

## Publications Available from The Stationery Office

Below is a list of relevant publications available from The Stationery Office which are not mentioned elsewhere in this register. Please contact the following address to buy copies;

The Stationery Office Ltd  
Mail Order Department  
71 Lothian Road  
Edinburgh EH3 9AZ  
Tel: 0870 606 5566  
Fax: 0870 606 5588

*Social Work Practice Placements in Scottish Local Authorities:*

Fiona M Fraser; 1995; £6.00;  
ISBN 0 7480 128 77

*Residential Care in the Integration of Child Care Services:*

Andrew Kendrick; 1995; £5.00;  
ISBN 0 7480 128 34

*Readiness to Practice. The Training of Social Workers in Scotland and*

*Their First Year in Work;* John Triseliotis & Peter Marsh; 1996; £5.00;  
ISBN 0 7480 567 85

*A Chance to Change: Any Intervention With Young People Who Have*

*Sexually Abused Others;* Maureen Buist & Roger Fuller; 1997; £5.00;  
ISBN 0 7480 59 687

*A Workforce in Transition:* Dorothy Buglass, Susan Balloch, Toby

Andrew, Barbara Davey, Linda Dolan, Mike Fisher, Jay Ginn, John McLean, Jan Pahl; 1998; £6.00; ISBN 0 7480 752 59

*Measuring Competence in Physical Restraint Skills:*

L Bell and C Stark; 1998; £5.00; ISBN 0 7480 733 29

*The Evaluation of Children's Hearings in Scotland – Volume 1 –*

*Deciding in Children's Interests;* Christine Hallett & Cathy Murray with Janet Jamieson and Billy Veitch; 1998; £6.00; ISBN 0 7480 77235

*Fostering Good Relations: A Study of Foster Carers in Scotland: Interim Report*; John Triseliotis, Moira Borland & Malcolm Hill; 1998; £6.00; ISBN 0 7480 7498 8

*Transfer of Learning*; Vivien E Cree, Cathlin Macaulay & Helen Loney; 1998; £6.00; ISBN 0 7480 6956 9

## Publications Available in the CRU Series

A full list of all CRU publications can be accessed electronically on the CRU web site at:

<http://www.scotland.gov.uk/cru>

Copies of the full reports are available from:

The Stationery Office Bookshop

Mail Order Department

71 Lothian Road

Edinburgh EH3 9AZ

Tel: 0870 606 5566

Fax: 0870 606 5581

Copies of any CRU Research Findings or research programmes are usually available free of charge by contacting;

Scottish Executive Central Research Unit

Saughton House

Broomhouse Drive

Edinburgh EH11 3XA

Tel: 0131 244 2111

Email: [cru.admin@scotland.gov.uk](mailto:cru.admin@scotland.gov.uk)

Please find listed below some publications in the Research Findings series which you may find of interest which are not listed elsewhere in this register:

Social Work Research Findings No. 4: Social Work Placements in Scottish Local Authorities

Social Work Research Findings No. 5: Residential Care in the Integration of Child Care

Social Work Research Findings No. 9: Readiness to Practice. The Training of Social Workers in Scotland and Their First Year in Work

Social Work Research Findings No 10: A Chance to Change: An Intervention With Young People Who Have Sexually Abused Others

Social Work Research Findings No. 20: Transfer of Learning

Social Work Research Findings No. 21: Measuring Competence in Physical Restraint Skills

Social Work Research Findings No. 22: Fostering Good Relations (Interim Report)

Social Work Research Findings No. 25: The Evaluation of Children's Hearings in Scotland – Volume 1 – Deciding in Children's Interests

## Publications Available from the Education and Life-long Learning Department

Listed below are a selection of publications available free of charge by SEELLD which are not mentioned elsewhere in this register. For more information about these, please contact:

John Tibbitt  
Europa Building  
450 Argyle Street  
Glasgow  
Tel: 0141 242 0260  
E-mail: [john.tibbitt@scotland.gsi.gov.uk](mailto:john.tibbitt@scotland.gsi.gov.uk)

The 1992 Leavers

The 1993 Leavers

The 1994 Leavers

Scotland's Young People in '95

17 in '97 (This publication can be accessed on the ED RU web site at <http://www.scotland.gov.uk/edru/>)

## Index

AAP Modern Languages	34
Acting Posts: An Opportunity for Professional Development	38
All-day Provision for Three and Four Year Olds	14
Arts, Culture and Sport	53
Baseline Survey of Parents' Demand for Childcare	11
Children (Scotland) Act 1995	40
Children and Young People	40
Children in Focus	43
Children's Hearings Programme	43
Contribution of Foreign Languages to the Economic Development of Scotland	7
Critical Success Factors for School Students	21
Curriculum and Teaching	17
Delivery of the Curriculum to Disaffected Young People	54
Disputes in Four to Seven Year Old Children	18
Early Education and Childcare Workforce Survey	36
Early Reading Strategies: Synthetic Phonics	21
Education and Care – A Review of Policy and Practice	47
Education and Its Social Impact	7
Education for Citizenship?	9
Effect of CAS on Teaching and Learning in Mathematics	25
Effectiveness of Careers Services	35
Evaluation Of Children's Hearings in Scotland – Volume 4	44
Evaluation of Drug Education in Scottish Schools	28
Evaluation of Dundee Families Project	50
Evaluation of Gaelic Medium Units	30

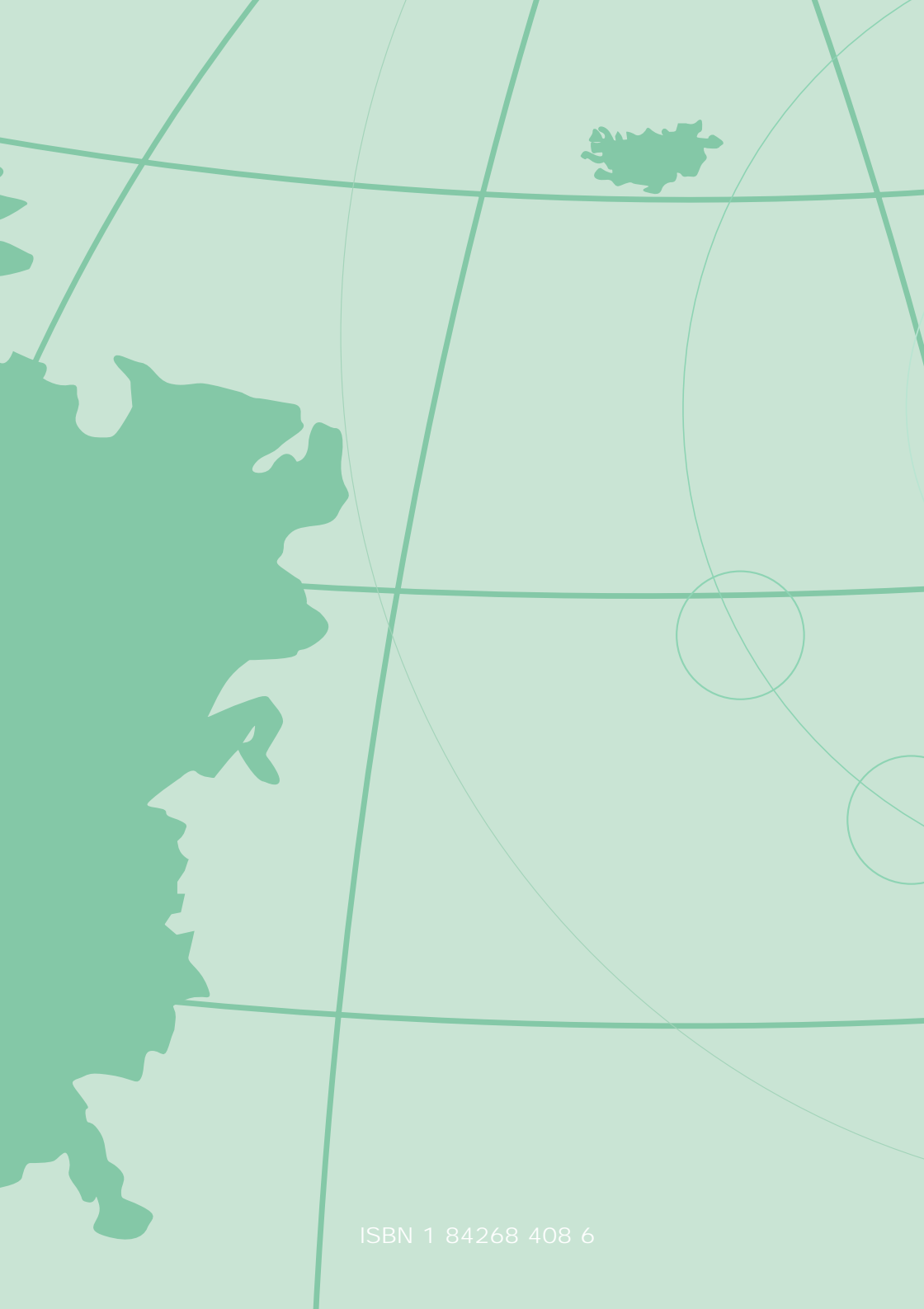
Evaluation of New Community Schools	9
Evaluation of Sure Start Scotland Initiative: Phase 1 Data Mapping Study	16
Evaluation of the Classroom Assistants Initiative	37
Evaluation of the CREATIS Project	26
Evaluation of the Early Intervention Programme	19
Evidence Based Practice in the School Science Department	38
Foster Care as an Alternative to Secure Accommodation	50
Fostering Good Relations: A Study of Foster Care and Foster Carers in Scotland	49
Gender and Pupil Performance	31
Good Practice in the Care of Very Young Children	11
Health and Attainment	28
Health	28
Higher Still Evaluation – Cohort Studies	24
Higher Still Evaluation – Survey of Higher Education Staff	22
Higher Still Evaluation – Survey of School and Further Education Staff	23
Home Supervision	42
Impact of Higher Still on Core Skills	22
Impact of Information and Communications (ICT) Initiatives on Pupil Attainment	26
Improving Social Competence in Primary School Projects	20
Information and Communications Technology (ICT)	25
Introduction of Looking After Children in Scotland	47
Invest to Save: Matrix Project	46
Learning and Employability in Young Adults	55
Learning and Employability	54

Learning Gains from Education for Work	32
Making a Difference: Two	7
Mature Students in HE	59
Media Education 5-14	17
Millennium Cohort Study	51
Minerva Project	27
Minority Ethnic Pupils' Experiences of School in Scotland	10
Moving From All-Day Provision to Primary School	15
Multi-Disciplinary Team Working: Beyond the Barriers	35
New Entrants to Further Education	58
OECD Programme for International Student Assessment (PISA) 2003	34
OECD Programme for International Student Assessment	31
OECD Survey of Upper Secondary Schools	33
Other Publications	62
Persistent Young Offenders: Barnardo's Freagarrach Evaluation	45
Pre-school Educational Provision in Rural Areas	11
Pre-school	11
Professionals in Education	35
Progress in International Reading Literacy Study (PIRLS)	19
Raising Attainment of Pupils in Special Schools	24
Related Research in Other Departments	54
Reports and Information to Children and Parents	43
Research Programme	2
Review of Developments in Inclusive Schooling	8
Review of Developments in Pre-school Education	16
Satisfying and Effective Teacher-Class Communication	17

School Effectiveness and Monitoring of Attainment	30
School Improvement in Deprived Areas	33
Scottish School Leavers Survey – Main Survey	56
Scottish School Leavers Survey of 22/23 Year Olds in 1999	57
Scottish School Leavers' Survey Special Studies	57
Special Educational Needs	24
Specialist versus Generalist Initial Teacher Training	36
Standard Grade and Higher Still	21
Supporting Parenting in Scotland: A Mapping Exercise	48
Survey of Local Authority Provision for Arts and Culture	53
Teaching of Foreign Languages to Pre-school Children	13
Throughcare and Aftercare of Looked-After Young People	42
Transitions and the Life Course	51
Transitions from Education to the Labour Market	56
Transitions in the Lives of Children & Young People : Resilience Factors	52
Understanding Offending Among Young People	44
Uptake and Perceptions of Early Years' Qualifications	37
Use and Operation of Safeguarders under the Children (Scotland) Act 1995	41
Useful Addresses	60
Widening Access to Further and Higher Education	58
Widening Access to HE and FE	59
Young People and Offending	44
Youth Transitions: Patterns of Vulnerability and Processes of Social Inclusion	56

EDRU Web Site:

[www.scotland.gov.uk/edru/](http://www.scotland.gov.uk/edru/)



ISBN 1 84268 408 6