Analytical
Strategy 2007

department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

Contents

Foreword

We are committed to raising the aspirations of learners and to help them develop the confidence, skills and knowledge they need to realise their full potential. To this end we shall base our policies to reshape the systems for delivering education, training and children's services on the best available evidence.

The DfES's analytical activity encompasses four main disciplines: economics, social research, statistics and operational research. By using these in combination, we are able to analyse and assess options for new policies, evaluate the impact of our current policies, programmes and services and direct their future focus. This enables us to provide Government, schools, colleges and other institutions with the information they need so they can build on their successes and continue to implement the best practice possible.

This document gives an overview of the work we have undertaken in 2006-07 and that which we plan to undertake to meet our priorities for 2007-08 and beyond.

David Bell
Permanent Secretary

Alan Johnson
Secretary of State for
Education and Skills

Introduction

As a critical part of our ambition to deliver excellent public services to users and citizens, the DfES remains committed to evidence-informed policy-making. It is through collection and appropriate use of evidence that we can gauge whether policies are having the impact on outcomes intended; whether they are reaching and affecting the intended beneficiaries of policies, and if not, why not; and indeed appraise how or why central Government should be intervening in people's lives.

Key stages in the policy-making process where analysis is used extensively include the monitoring of the progress of individual polices, as well as the more aggregated reporting on progress against Departmental objectives and *Public Service Agreement (PSA) targets*[1]. At this time of a *Comprehensive Spending Review*[2], much of the analysis helps assess the relative effectiveness and future size and affordability of different policies. And finally, shaped by previous evaluation and research evidence, analysis informs the development of new policies and programmes.

This 2007 Analytical Strategy is a refresh of the strategy we published last year. It is modelled around the Department's Strategic Objectives (DSOs). The box below shows how the DSOs, written in **bold**, and the supporting Strategic Analytical Themes, in italics, map together.

The DSOs describe policy intent and the Themes provide an analytical interpretation of them, often supporting more than one DSO (for example, the concept of a good transition relates not only to the immediate post-compulsory phase).

> **DSO 1 – Close the gap in educational attainment between children from lower income and disadvantaged backgrounds and their peers**
>
> **DSO 2 – Increase the number of young people on a path to success in adult life**
> 1. Social mobility and cohesion
> 2. Parenting
>
> **DSO 3 – Continue to raise standards for all across the education system**
> 3. Standards
> 4. Curriculum and teaching
>
> **DSO 4 – Increase post-16 participation and attainment**
> 5. Transitions and progression
>
> **DSO 5 – Close the skills gap at all levels to keep pace with the challenge of globalisation**
> 6. Skills
>
> **DSO 6 – Safeguard the young and vulnerable**
>
> **DSO 7 – Increase the health and well-being of children and young people**
> 7. Safeguarding and risk for children and young people
>
> In addition we shall continue overarching work on the Treasury long-term challenges of demography (8) and globalisation (9) and, because of its importance in the context of our system reform and customer insight work, our work on the topic of users, incentives and behaviours (10).

The 2007 Strategic Analytical Themes represent an evolution of the previous ones, and many similarities between the two sets of themes are evident. This Strategy also contains an account of what progress has been made over the last year in addressing the 2006 themes.

Turning now to the themes themselves. The tackling of under-performance and the waste of individual potential is an enduring policy theme. Continuing cross-Government aspirations to better provide social justice clearly mesh with our Analytical Themes on **social mobility** and on **parenting**. Our analytical interests here cover the complete age spectrum of childhood.

This includes continuing to research efforts to combat disadvantage in early years and measuring the effectiveness of childcare and SureStart, through to understanding more about how we can combat the unacceptably high levels of young people not in education or employment. Within compulsory schooling we plan more work tackling underperforming groups at school, including some minority ethnic groups, and the particularly chronic issues with low family income, White boys. Adequately understanding the socio-demographic drivers in these situations is covered within our **demography** theme.

A key focus is to do more to support those less able to succeed. Much of the analytical work here is captured within the **safeguarding and risk** theme. This includes greatly enhancing our evidence base around 'looked-after children' and analysing the institutional response to other groups of young people at significant risk of poor outcomes. An essential part of helping those at risk is delivering polices that enable young people to re-engage with education and learning, which is a typical focus of the **users, incentives and behaviours** theme.

Ensuring young people grow up with the attributes and abilities that equip them for adult life is obviously a pervasive role of the DfES. Our **transitions and progression** theme has an emphasis on building greater understanding of development across the life course and how momentum can be maintained despite young people moving between different institutions. Much of our recent evidence has illustrated the importance of social and psychological development both in propelling good adult outcomes and in building a harmonious and cohesive society, and the **curriculum and teaching** theme will include areas of work here in addition the more traditional aspects of cognitive development.

Finally, **skills** remain a major focus within our analytical strategy. This includes the critical dimension of **globalisation** and ensuring the UK economy will remain competitive in increasingly global and flexible markets. An important precursor for policy intervention to be able to act to drive up skills is that qualifications remain genuine metrics of skill acquisition. Our theme of **standards** will examine how skills can better be imparted and some aspects of their accreditation.

Review of work undertaken in 2006-07

Analytical work makes an impact on policy through highlighting an issue that needs resolving; providing the evidence that allows us to appraise how well new ideas will resolve a policy issue; and identifying how delivery can be improved (often through evaluation). In general, evidence informed policy most often results from the "stalactite" effect – the development of a cumulative body of research, evaluation and analysis rather than a "eureka" moment of scientific discovery.

What follows is a review of the analytical work we have undertaken during 2006-07. Not all of our work is featured; rather we have focused on key pieces to illustrate the progress that we have made in addressing the issues in our *2006 Analytical Strategy*[3]. In addition, the individual research projects that are currently underway are listed in Annex A and more details about the work that has been undertaken by the six research centres we fund are in Annex D.

Demography

The *Centre for the Wider Benefits of Learning*[4] reviewed the evidence of the impact of nutrition on learning, mainly of children. Although not funded by the DfES, this work was published in a *DfES Research Brief*[5] in June 2006. The work contributed to a Treasury convened *seminar*[6] on nutrition.

Globalisation

The *Leitch review of skills*[7] was an exemplar in showcasing the department's research and analysis as part of its evidence base in identifying the UK's optimal skills mix in 2020 to maximise economic growth, productivity and social justice, and considering the policy implications of achieving the level of change required. Covering the range of issues it did, it drew on a very wide range of evidence, new and old. The *Skills for Life survey*[8] and work to identify the economic and wider returns to qualifications were key elements in assessing how to maximise economic growth and productivity by 2020; and what the different trajectories of skill levels might be. Our programme of work on returns to qualifications was very influential, reflected in the recommendation that the focus should be on more economically valuable skills and qualifications. To do this we need to continue our current programme of work to specifically identify the economic value of qualifications. We have some work underway with the *Centre for the Economics of Education*[9] to nail down the wage and wider benefits of specification qualifications attained at different ages, and we are proposing a study to ascertain the employer perspective on what is economically valuable.

We are closely involved with international work on indicators of the social outcomes of learning. This has found a consistent direct effect between higher levels of education and improved health outcomes, and is now focusing on the policy-relevant fields of smoking and obesity. Findings are at: www.oecd.org/edu/socialoutcomes/symposium

Our work on the indicators for the EU's Education and Training 2010 process led to a progress report in 2006 showing that many EU countries, including the UK, will struggle to meet some of the *"Lisbon" targets*[10], including those on *tackling school dropout and low educational attainment*[11]. This work informed the announcement in May 2006 that the Government wants a system by 2012 in which students apply for university places after receiving their exam results.

Technology

We produced and published a *research report*[12] on the supply and demand of, and demand for, Science, Technology, Engineering and Mathematics skills in the UK economy. The report set out an analysis of the trends in the current and prospective supply and demand of Science, Technology, Engineering and Mathematics (STEM), building on an earlier report by the DTI (*Science, Engineering and Technology Skills in the UK*[13]). It included some new analysis, including the latest data on entrants to STEM at Higher Education (HE), progression from STEM 'A' levels to HE, the quality of STEM skills and the current supply and demand balance of STEM. The report concluded that, overall, the UK has a large stock of STEM skills and with a largely steady flow into the labour market is well-placed to take advantage of a likely growing demand in these areas. However, falls in Maths and Science 'A' levels are a cause for concern and suggest that, if current trends continue, we may see further falls in the number of UK students taking these subjects. In addition, it is not yet clear whether the supply of graduates will respond to the high and increasing wage premiums in particular subjects. The results are core input to the Government's Science and Innovation Investment Framework 2004-2014, which sets out its approach to achieving a step change in the level of science skills in the UK economy.

Social Mobility

The Department has undertaken a great deal of analysis of social mobility to date, summarised in the *slide pack*[14] published alongside Ruth Kelly's speech to the Institute for P*ublic Policy Research*[15] on 26 April 2006.

The longitudinal *Effective Provision of Pre-school Education*[16] (EPPE) has demonstrated that high quality early years provision can have a significant positive impact on the social and cognitive development of children, compensating to some degree for home disadvantage and poverty. EPPE is also exploring whether the investment in early years in the UK is having very long range effects on improving outcomes or whether the positive gains for children from poorer backgrounds have washed out by the time they leave primary education.

We have undertaken *work*[17] to analyse risk factors at different ages from birth through to early adulthood using longitudinal birth cohort data. An important message from this analysis is that, because children tend to flow in and out of high risk categories over the course of their childhood and adolescence, we need to spread and resource interventions across the age groups rather than focusing solely on intervening at a particular age.

We are taking forward (with the Cabinet Office and Department of Health as part of the new 'Reaching Out' social exclusion strategy) evaluation of the new *Health Visitor-led pilots*[18] for first time mothers and their child which aim to provide intensive, preventative support to young mothers and babies at greatest risk of adverse outcomes.

There is a need to bring together the emerging lessons from research on effective early prevention for young people at high risk of low achievement and/or offending and anti-social behaviour. Results of the evaluations of the *On Track*[19] initiative are helping us here, as will results from the *Evaluation of the Youth Inclusion Support Panels*[20]. We are using evidence from the evaluation of preventative initiatives undertaken as part of the Children's Fund, new evaluations are underway on the *Targeted Youth Support Pathfinders*[21] and work is planned on young offender education.

June 2006 saw the publication of the T*rends in Attainment Gaps 2005*[22] statistical bulletin. It is through analyses such as these that we have enhanced our knowledge of how different interventions can help narrow the attainment gap.

The longitudinal *Effective Provision of Pre-school Education*[23] (EPPE) study has published analyses which have enhanced our understanding of the balance of school, pre-school, family background and home environment factors on achievement and social and behavioural outcomes at age 10, including how this varies between social groups.

Tracking young people, their participation in education and their attainment as they pass from the compulsory to post-compulsory phase of education has highlighted how different social and demographic groups have unequal outcomes. A review of evidence undertaken to support 14-19 policy in reaching the 90% participation target was influential in helping us understand why different groups have a differing propensity to be neither in education or training, and thus how they could be influenced to participate. One of the more recent pieces of research, to try and discern what factors were influential in young people's decision-making, *Understanding Young People In Jobs Without Training*[24], was used to inform the design of the *Learning Agreement pilots*[25]. These pilots (there are 8, with a budget of £80m over 2 years) have been introduced to motivate young people in employment without any training to participate in education and training.

We have analysed *Higher Education Statistics Agency (HESA)*[26] data to identify performance of different groups of students at degree level. One of the key findings was that students from minority ethnic backgrounds performed less well than would have been expected after other key variables, such as prior qualification, had been taken into account. This was as a particularly important finding and coincided with results of the 2006 National Students Survey, which identified that Asian students had a uniformly less positive view of their experiences of Higher Education (HE) in the UK. The *report*[27] of our work attracted considerable press attention. The Department has commissioned further work, to be lead by *Higher Education Academy*[28], to investigate further the reasons for this underperformance.

Focusing on Users

A research project on how schools use *personalised learning approaches*[29] will report in 2007. This should give us a clearer picture of the strategies schools have developed in this area, in particular, how the five key components of personalised learning are assisting schools to drive up standards and what specific actions are having the greatest impact on particular groups of pupils.

We have been building our knowledge base on different parenting styles, on the needs of parents facing challenging circumstances or living in poor areas, the needs of parents of children with particular special educational needs and children with behavioural problems as well as foster and adoptive parents. We have research underway on the *needs of ethnic minority parents*[30] and the parents of teenagers, on how parenting support can best be delivered through or by schools through parental advisers, on family literacy and numeracy programmes and on the impact of more intensive interventions with parents and children to improve behavioural problems, including multi-dimensional treatment foster care for those looked after children who have the most complex and demanding needs.

This year we completed the major evaluation of the *Increased Flexibility Programme*[31], which was introduced in 2002. This showed that participation can be increased for students from poorer backgrounds or below average achievement.

The *2004/05 Student Income and Expenditure Survey*[32] (SIES) was published in March 2006. This remains the only reliable source of data on students' financial circumstances by socio-economic group and broad ethnic origin. The results have been used to inform the calculation of maintenance loan rates for students living at home or away from home. Some initial clustering work has been undertaken to identify different groups of students' attitudes to financial issues.

The Role of Demand in Shaping Services

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Research[35] analysing the city region aspect of HE and employer engagement has been completed. The research has provided a potentially helpful typology of employers and the types of engagement which they have with local, and other, HEIs. The report found that there still remain considerable problems for companies, particularly smaller ones, engaging with HEIs; contacts tend to be personal and fortuitous rather than the result of systematic or comprehensive efforts on the part of HEIs. However, the report has also highlighted the importance of local HEIs in terms of attracting students from the broad local region to study and also a first destination for jobs. The case study element of the work also provided an excellent statement of why companies employ graduates and what benefits they feel that they bring.

System Reform

Working jointly with the Prime Minister's Strategy Unit (PMSU) we reviewed the international experience of school reform *(www.strategy.gov.uk)*[36], which found that more choice generally leads to positive but small effects on school performance, and that impacts on equity are varied and highly country-specific.

New research by the *Centre for the Wider Benefits of Learning*[37] (WBL Centre) is examining the importance for secondary school pupils of their social networks and relationships with education and wider state support, in an ethnographic study in one London borough (from Autumn 06 – Spring 07). This will provide insights into the relationships between school, family and wider agency involvement in the self-belief and achievement of pupils. In addition, the WBL Centre has used a variety of national datasets to plot the pathways by which adults gain Level 2 qualifications and the personal factors associated with achieving qualifications and they have analysed how approaches to parenting vary with the level and rate of their child's development, with implications for how to provide support and information for parents.

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)[38] undertook systematic reviews that helped us identify successful educational initiatives that could be used to resolve conflict among pupils and to develop their capacity for peer mediation, as well as the characteristics of successful strategies for raising motivation in Key Stage 4 Mathematics for pupils of average and below average ability.

We have contributed to *ONS' public consultation*[39] on how to measure the quality of education output for National Accounting purposes. Work in this area will continue over the next year to extend and improve our understanding and measurement of education output and productivity, and the high-level implications for education policy. As leaders in the field, we showcased our development work on better quality measures at the OECD 3-day workshop on the measurement of public sector output, which will inform OECD's thinking on the international implications of improving output measurement.

The *14-19 Pathfinders Evaluation*[40] had an impact on shaping the policy direction. It highlighted what worked in different areas and drew out which key lessons could be transferred to other areas to share and develop good practice. The findings were used to develop how the proposals in the *14-19 Education and Skills Implementation Plan*[41] should work on the ground, particularly models of delivery and collaborative working.

We have also recently completed a programme of work on the post-16 teacher workforce. Information on the FE workforce used to be based on little more than hearsay and studies conducted by organisations with a vested interest. Over the past 4 years we have increasingly built up our understanding of the FE teacher workforce through surveys and case studies. We now hold reliable information on the qualifications, motivations, satisfaction with and barriers to working in the sector, levels of training and development and much more. We also hold information from the colleges about turnover,

vacancies and hard-to-fill vacancies. This was vital in establishing policy to focus incentives for recruitment to particular sectors. In addition to increasing our knowledge and feeding into workforce polices (including the work of *Lifelong Learning UK*[42]), the work has fed directly into a recruitment campaign for teachers in construction. We are also using the information to ensure that FE colleges are in a position to meet the demand from Specialised Diplomas.

Horizon Scanning

In 2006 we extended our consultative work with key players in the research community by holding our first Analytical Advisory Forum event to share and discuss our strategic priorities. The Forum was chaired by the DfES's Chief Economist and facilitated by *The Tomorrow Project*[43]. This event helped to inform our analytical planning for 2007-08 and identified common priorities for possible collaborative working in the future.

We have drawn together key internal and external officials and organisations to ensure that a comprehensive evidence base is available for the *2009 independent review of student support arrangements*[44]. The group involves *HEFCE*[45] and the *Office for Fair Access*[46] (OFFA). We have identified key existing sources which will be available and also major gaps in the evidence base. We are working with OFFA and HEFCE to commission new work to address these gaps, and have consulted more widely with the sector to ensure that the evidence base is complete.

Value for Money

We have a *review*[47] underway of the costs and benefits of different types of interventions with parents and children to assess their overall effectiveness and value for money.

We have developed and rolled-out across the Department an improved value for money framework to help policy-makers appraise and evaluate policies in a comprehensive and consistent way, to *Treasury Green Book*[48] standards.

The *evaluation of the learndirect telephone guidance*[49] trial found that additional demand for guidance from the target groups had been generated and met with good quality provision which was at least as cost-effective as face-to-face guidance (and with signs that it would become more so as upfront costs declined). This has led to a recommendation that the trial funding be extended and that telephone guidance will be an important component in delivering the new *Learner Accounts*[50].

We have undertaken a study examining the costs of delivering activities under the Aimhigher programme, enabling and assessment to be made of the value for money of the different activities, and to enable Aimhigher partnerships to be better able to consider the cost implications when deciding on delivery option. This work resulted in both a *final report*[51] and a practical guidance document.

Metrics

We investigated the feasibility of linking our workforce *PSA targets*[52] with the impact they have on productivity. The data constraints were significant and the decision was taken to monitor returns to particular qualifications using internal management information, to help ensure that the qualifications that are being delivered the ones which have most value in terms of productivity.

We checked the reliability and validity of England data in the Programme for International Student Assessment (PISA) study, an important international study of pupil attainment, by matching PISA and Key Stage data. This matching also added value by enabling the application of PISA background data to Key Stage data – giving a more detailed socio-economic profile than free school meal entitlement. The outputs were published in the *DfES Research Report 771*[53].

We have developed a *new statistical neighbours benchmarking tool*[54] in order to assess the relative performance of children's services in different local authority areas. By taking into account the social and demographic conditions of each area the model allows us to make objective comparisons of the relative performance of services in different local areas. The new model is being adopted by OfSTED for its Annual Performance Assessments.

Public Service Agreements (PSA) Targets have been in existence since 1998 and are agreed by the Department as part of the Spending Review process. The National Audit Office (NAO) reviewed and validated the data systems underpinning the SR2002 targets in 2004 and the SR2004 target systems in late 2005 and early 2006. As part of the Department's input to both validations, and to gather information to help in the development of its data systems, we commissioned a review the data systems underpinning each of the Department's PSA targets. *The review's report*[55] forms the basis of the DfES's component of the *National Audit Office's (NAO)*[56] Third Validation Compendium Report expected to be published shortly. Each PSA target was given a traffic light rating in terms of its compliance with the NAO criteria for judging the adequacy of the data systems.

Also, part of the Department's Equality and Diversity agenda, we commissioned an *assessment*[57] of the Department's ability to track progress against the 2004 Spending Review DfES's PSA targets with respect to equality and diversity issues.

The *National Statistics Annual Report 2005/06*[58] reports on the work of the National Statistics Education and Training Theme Working Group, which involves producers of official statistics from across the UK. Section 18 of this report sets out the progress against plans set out in 2005/06 for some key areas of activity relevant to this Strategy. These areas of activity are: the Longitudinal Study of Young People; the New Measures of Success Programme; Managing Information Across Partners; the data strand of the New Relationship with Schools Programme; and the linking data of data on children looked after with the National Pupil Database using the Unique Pupil Number.

In 2006-07, the DfES and the *Learning and Skills Council (LSC)*[59] made significant progress in establishing a single gatekeeper for Further Education data collection and reporting standards – the Information Authority. Setting up the Information Authority meets the FE reform White Paper commitment to better balance the burden of learning providers supplying data against the need for that data. The Information Authority Board is a small cross FE system group of stakeholders designed to take key decisions about what FE data should be collected and how it should be reported. The Board met twice in 2006-07, taking decisions on data collections for subsequent years. The DfES are in the process of recruiting an independent Chair for the Board and are finalising a protocol. The second part of the reforms is to establish an operational Data Service to collect and report on the data to the agreed standards. This will be a key priority in 2007-08, when a pilot of the Data Service will be established.

Departmental Strategic Objectives and Strategic Analytical Themes for 2007-08

Our analytical mission is:

- **To understand the challenges** in terms of understanding the policy context, interpreting the analytical issues simply and clearly, harnessing and synthesising existing evidence, and assessing analytical impact and value for money.

- **To ensure our analytical response is well targeted** through robust processes for identifying, designing and approving new analytical work, including consultation within the Department and with external partners and stakeholders, by procuring and undertaking research and analysis of high quality and relevance, and by evaluating analysis from external sources to identify the implications for policy.

- **To ensure our findings are clearly communicated** across Government, to our partners and practitioners the general public, in a language and format that influences policy developments and engages and informs our wider audience.

We have reviewed the strategic analytical themes that underpinned our work in 2006 and updated them so that they are more closely aligned with the refreshed Departmental Strategic Objectives (DSOs). The box below shows the mapping between our DSOs, written in **bold**, and the supporting ten Strategic Analytical Themes shown beneath them in italics.

The DSOs describe policy intent and the Themes provide an analytical interpretation of them, often supporting more than one DSO (for example, the concept of a good transition relates not only to the immediate post-compulsory phase). Nevertheless, the list below illustrates how the Themes reflect and support the full breadth of our DSOs.

DSO 1 – Close the gap in educational attainment between children from lower income and disadvantaged backgrounds and their peers

DSO 2 – Increase the number of young people on a path to success in adult life
1. Social mobility and cohesion
2. Parenting

DSO 3 – Continue to raise standards for all across the education system
3. Standards
4. Curriculum and teaching

DSO 4 – Increase post-16 participation and attainment
5. Transitions and progression

DSO 5 – Close the skills gap at all levels to keep pace with the challenge of globalisation
6. Skills

DSO 6 – Safeguard the young and vulnerable

DSO 7 – Increase the health and well-being of children and young people
7. Safeguarding and risk for children and young people

In addition we shall continue overarching work on the Treasury long-term challenges of demography (8) and globalisation (9) and, because of its importance in the context of our system reform and customer insight work, our work on the topic of users, incentives and behaviours (10).

Close the gap in educational attainment between children from lower income and disadvantaged backgrounds and their peers.

Increase the number of young people on a path to success in adult life.
Strategic Analytical Theme 1: Social Mobility and Cohesion

The Department has put a large amount of effort in understanding the detailed landscape lying behind the headline result that social mobility has declined in the UK. This effort is summarised in the slide pack underpinning Ruth Kelly's *Institute for Public Policy Research*[60] speech in May 2006. The analytical work now needs to move on and focus on:

- The way in which interventions are helping to close gaps. Existing work on the impact of children's centres and extended schools will be important here. It will be supplemented by proposed HE research on the implementation of the Schwartz recommendations and the longer term impact of aim higher and internal work improving our understanding of participation including institutional choices of poorer students and further improving measures of under-representation using newly available data, for example on parental income and from linking HE and Schools data-sets.

- Unpicking the relationship between non-cognitive skills and later outcomes (we now know that non-cognitive skills are becoming more important in their own right for labour market outcomes, but less about precisely how this happens). Contributions to this strand will come from the evaluations of the *social and emotional aspects of learning (SEAL) programme*[61] and the impact of the UK resiliency programme. Both programmes support early intervention to prevent the onset of damaging mental health and behavioural problems in the young. This work is complemented by *Centre of Economics of Education (CEE)*[62] studies of the economic returns to non-cognitive skills, and their impact on schooling outcomes, literacy and numeracy, health and other outcomes, and by *Wider Benefits of Learning (WBL) Research Centre*[63] work on the relationship between pupil mental health and well-being and school and pupil characteristics. An *EPPI-centre*[64] systematic review will in addition consider what develops young people's self-efficacy during their secondary school years.

- Understanding better the causal processes that underpin the correlations we observe in existing data, vital to the construction of effective policy. What are the respective roles of race, aspirations and income? Related to this, how should we translate what we know now about the possibilities of the early identification of risk groups into policy interventions?

Strategic Analytical Theme 2: Parenting
Parenting is central to the policy agenda. We need better evidence on the parent-child relationship, e.g. what are the key dimensions to child success? And we need more knowledge on how our interventions can encourage and mediate 'better' parenting among those we most want to reach. We already know how important parenting is to child development, and that the most important thing is simply being a good parent, providing the emotional warmth and stability that allows a child to flourish. We know less about the precise relative importance of parenting as opposed to interventions with the child in the classroom, or about the extent to which the child stimulates the child as opposed to the child the parent.

These are questions we can address using longitudinal survey data (such as the Avon longitudinal study) and the skills developed in the *Wider Benefits of Learning (WBL) Research Centre*[65]. The WBL will examine the way in which the family, peers and the neighbourhood interact and affect Key Stage 2 attainment this year, they will also examine the impact of learning by parents when adults on child achievement.

At the same time there is scope for our knowledge of the relationship of parents to child development to be increased through particular research studies:

• A proposed survey of parental involvement in schools will repeat a survey last conducted in 2003/04 and provide a measure of parental involvement with schools and the extent to which this can be influenced.

• An attempt to understand better the role of the voluntary sector in supporting parents and families which is, perhaps surprisingly, not well understood at present.

• Research into the best ways to encourage parents of children at risk to support their child's education, a direct attempt to lever better outcomes for children at risk through the most significant influence upon them and a broadening of this agenda to explore how far fathers are recognised and supported by the DfES's policy interventions.

• *The Thomas Coram Research Unit (TCRU)*[66] is planning to examine the high pregnancy rate among some groups of unaccompanied asylum-seeking young women, and also the nature of the parent-child relationship across different family types.

Continue to raise standards for all across the education system
Strategic Analytical Theme 3: Standards
Continuing to raise standards across the educational system is central to the Department's priorities. Where indicators of improving standards are currently failing to rise or show signs of falling (for example, in relation to children with special educational needs and under-achieving boys), we need to conduct a detailed assessment of what lessons could be learnt and innovative policies adopted from previous successes in raising standards.

The key issues we intend to address under this theme include:

- Understanding how we can most efficiently raise standards within the education system for all, and whether there is a tension between a focus on academic excellence and well being, and if so, understanding how it can be avoided.

- Investigating how are the energies and skills of the workforce are best harnessed to raise standards and how we get better data on the workforce.

- Improving our understanding of how far family support, Children's Centres, Extended Schools and Positive Activities for Young People contribute to improving the attainment of disadvantaged children in the Key Stage assessments and at GCSE, which types of additional support and help for children and parents have the greatest impact on standards, at which ages and for which groups of children, and how improvements in educational standards can help us to attain other *Every Child Matters*[67] goals such as halting the increase in childhood obesity and reducing the teenage pregnancy rate.

- Following the recommendations of the *Education Select Committee's inquiry into Special Educational Needs (SEN) provision*[68], new analytical work will be undertaken to explore the reasons for the current post-code lottery in provision for SEN children in different local authority areas.

- How we raise standards in Further Education (FE), including how we measure success and the evaluation of the impact of FE reforms on outcomes (increased participation, attainment, tackling inequality).

- Research on the relationship between teaching quality and student outcomes for different types of students in Higher Education (HE), the skills that graduates are developing and how these equip them for later life.

Strategic Analytical Theme 4: Curriculum and Teaching

The very process of learning is a critical transmission through which our interventions affect the lives and futures of learners. We need to use the best evidence available to ensure that what is being taught meets the learning needs of individuals and society. But it is not enough to simply ensure that the subject areas have the right focus, we need to also use the leading evidence and insight into how to best support learning. Our efforts on teaching include activity both to better characterise the motivation and understanding of learners and to capitalise on this in the practices employed by teachers, both in the classroom and beyond.

Our analytical priorities include:

- Improving our understanding of the learning that should we be delivering both now and for the future, e.g. how we can best impart non-traditional, non-cognitive skills that are required in a globally competitive service-sector dominated economy, and how can we best to engage learners of different ability.

- The ways in which inference and deduction skills may be taught. As inference and deduction skills are believed to be important for reading comprehension, a fuller understanding of what they are, how they may best be taught and their effect on standards of attainment is important to aid effective progression. A second study is planned to review evidence on effective ways of teaching punctuation skills, which account for up to 30% of the marks available for Key Stage 3 English, of which about one half are routinely dropped.

- Schools-focused initiatives, including investigating which curriculum and assessment measures are most effective in accelerating |the progress of pupils in core subjects and investigating which methods of curriculum organisation work best for lower-attaining pupils.

- Investigating the impact of personalisation and better Information, Advice and Guidance (IAG) on learner achievement, identifying the key points in the learner journey that affect attainment and understanding which qualifications yield the best value to the individual and why.

- *The Higher Education Academy*[69] are taking forward research into ethnic minority students achievement and, separately, we're improving our understanding of part-time students' motivations and experiences with a collaborative longitudinal study with the *Higher Education Careers Services Unit*[70].

- Considering the options for evaluating the impact of school-based programmes designed to improve young people's emotional resilience.

- An *EPPI-centre*[71] systematic research review will focus on the relationship between pupil-pupil and pupil-teacher interaction and mathematical understanding, and a second will review evidence on the best way to foster achievement amongst gifted and talented young people.

Increase post-16 participation and attainment

Strategic Analytical Theme 5: Transitions and Progression

Central to our goal of reducing the number of young people on a path to failure in adult life is the need to assess policy options for encouraging progression through both the voluntary and compulsory education system. In particular, where transitions between different parts of the system currently form an obstacle to progression, we need to define a set of policies that will help people of all ages to manage these transitions.

One of the most important transitions in the education life course occurs at age 16. We already know a lot about the trends in transition to post-compulsory education, what influences the propensity to continue participating, and our relative international standing. We are currently mapping out the characteristics of those not in education, employment or training (the NEET group), to see if segmentation can help sharpen policy intervention. We need to complement this work in three main ways:

- We require an external assessment of the challenges and incentives to raising post-16 participation in learning and building on internal work through detailed case studies of particular groups of young people, especially those in the NEET group.

- More investigation is required of the drivers of post-compulsory participation because existing models, although used successfully in the past to predict participation outturns in the absence of policy intervention, cannot disentangle the simultaneous impact of the structural changes which have impacted on participation in recent years – notably the *Education Maintenance Allowance*[72] (EMA), the *National Minimum Wage*[73] for young people, and migration.

- We must thoroughly evaluate the specialised diplomas programme, because the quality of those qualifications will be hugely important in laying down a suitable incentive for continued participation which will be the dominant factor in determining the success of the programme.

In addition, our work will include:

- An investigation into access to suitable transport facilities for 14-19s can affect their ability to participate in learning. A good grasp of the barriers to learning will be important for the success of the policy to raise the learning leaving age.

- Extending our understanding about the interventions and approaches that work best for groups of pupils who persistently under-perform, including the need to be clearer about the contribution that out-of-school, leisure or voluntary activities can make to successful integration and progression for young people.

- The individual evaluations of HE admissions tests, functional skills, the Activity and Learning Agreements pilot, Apprenticeships and the impact of the 'black economy' on the effectiveness of EMA.

- Working with the Nuffield Foundation inquiry into trends in adolescent mental health and also with the Department of Health to commission further research on the prevalence and persistence of mental health problems amongst young people.

Close the skills gap at all levels to keep pace with the challenge of globalisation
Strategic Analytical Theme 6: Skills

The Department is committed to closing the skills gap at all levels to keep pace with the challenge of globalisation. The Leitch review and work on the threats and opportunities of globalisation has left us in no doubt that we must continue to improve the skills our workforce, especially at the higher skill levels. The emphasis of the analytical effort under this heading is therefore very much on filling gaps in our knowledge base to support policy development.

Linked to the *Lord Leitch's*[74] recommendations and the Department's forthcoming response to these, we need more evidence to support how we can close the skills gap in the adult workforce, how best to train an ageing workforce and how best to reach and engage learners and employers. Similarly, the importance of graduate output is well-evidenced, but the distribution of post-graduate study across disciplines, their modes of study, and their financial circumstances and support are less well-understood. We need better evidence to help us decide if a more comprehensive policy stance towards the post-graduate population is justified.

Other key issues here include:

- Understanding how to best improve skills within local authorities – skills in planning for and procuring specialist services cost-effectively and enabling those involved in social care, who have traditionally relied more on people-skills, to feel confident in making full use of the new IT systems such as the IS Index.

- Research on how best to deal with high vacancy and turnover levels in children's social care, understanding what the future shape of the children's workforce might be and the kinds of evidence and studies we need to assess the impact of workforce reform and re-skilling are having.

- Evaluation of Train to Gain, Skills Academies, post voluntary options, and Skills for Life impact and progression.

- Surveys of Learning and Training at Work, Adult Learning and Employer Skills.

- Research on employer and university engagement in the use and development of graduate level skills, including research on how to tackle the gap in management skills and the role of non-cognitive skills in learning.

- *Work by the Centre for the Economics of Education (CEE)*[75] will shed more light on the economic returns to literacy and numeracy, and the reasons why returns to some National Vocational Qualifications are sometimes very low. At the same time the *Wider Benefits of Learning (WBL) Research*[76] will report on malleability in adult cognitive ability and its relationship to mental well-being in later life.

Safeguard the young and vulnerable

Increase the health and well-being of children and young people
Strategic Analytical Theme 7: Safeguarding and Risk for Children and Young People

The emerging debate on childhood being promoted by the Children's Society and others raises interesting questions about the right balance between safety and risk for children and young people. A significant minority of children are still exposed to unacceptable levels of risk of physical, sexual and emotional abuse, primarily from parents, step-parents, carers and other family members rather than strangers. Some types of abuse, such as emotional harm and neglect, are poorly understood and under-recorded. Although there is no evidence that these risks to children are increasing, awareness of them is and as a consequence public concern is very high. Some of our key priorities here are:

- Devising a metric for safeguarding and improving our identification of the risk factors affecting children and young people.

- Improving our understanding of the role of protective factors and resilience, to help social services develop a more focused and appropriate approach to early intervention, including learning from international studies into self-destructive behaviours such as excessive drinking, smoking and drug abuse.

- The development of a successor to the *Children in Need Survey*[77] which has been the main data source to date on the characteristics of and services received by children and young people with additional needs.

- Establishing a baseline for measuring the impact of the vetting and barring scheme for the children's workforce which will be fully implemented from 2008, and examining the effects of the scheme on employer practices and the future composition of the workforce.

- Identifying and costing the benefits of early intervention with targeted 'at risk' groups and continuing the research we have underway on how best to identify and respond to neglect.

- The *Wider Benefits of Learning (WBL) Research Centre*[78] will continue work on early identification and risk by examining how raised educational attainment in childhood affects risk outcomes in later life. The *Centre for Child and Family Research (CCfR)*[79] will begin a study of service response to babies in need or at risk of significant harm, examine the costs of child welfare interventions and their consequences, and conclude a study on the characteristics and behaviours of children in care. The *Thomas Coram Research Unit (TCRU)*[80] will also drive work forward on the over- or under-representation of ethnic minority children in care.

Long-term challenges and customer insight

Strategic Analytical Theme 8: Demography

Recent decades have witnessed major socio-demographic trends including rapid changes in family structure, changes in the age composition, rising international migration, inter- and intra-regional movements and the impact of technological advances. It is likely that significant change will also characterise the years ahead. We need to plan to anticipate what changes are coming, what their effects are likely to be on our policy areas and, finally, when and how Government should intervene. Our analytical priorities continue to include:

- Working through the implications and nature of changes in the structure of the population in order to find ways to ensure efficiency across the education system.

- Helping our institutions respond to social change, such as the increase in lone parenthood and female employment, and the implications of more flexible working patterns.

- Looking at the role education has in building societal well-being, building attributes like cohesion, tolerance and respect, and understanding more about the impact of geographical mobility of young people on how we tailor our interventions, and the impact of cohort size on returns to qualifications.

- Working through the implications for the education sector of increased longevity.

- Understanding the implications of migration which has been running at historically high levels. On immigration in particular, there have been major changes in origin countries and where in the UK people are settling. This has implications for the support we provide and adds to the population change. As the majority of immigrants are working age, we will look at the implications for labour force skills and how we can best help the children of immigrants.

Strategic Analytical Theme 9: Globalisation

Globalisation presents a number of challenges for education and skills policy and analysis. We need to find the best ways to equip the workforce with the right skills profile for the changing global society. We need to capitalise on the opportunities that our world class Higher Education (HE) system offers in terms of research, education exports and contribution to sustainable development. We need to enable Children's Social Services and education systems to support the children of migrants and asylum seekers. We will continue to focus on:

- Supporting the implementation of the Treasury *Review of Skills*[81] being led by Lord Leitch, understanding how best to maximise the impact of adult skill development on economic performance, including productivity, how to maximise progression in learning, how we can accelerate the increase in basic skills among adults (for both literacy and numeracy), and how can we gain the intended benefits in employment and life chances from better basic skills.

- Developing the strands of the *14–19 Education and Skills – Implementation Plan*[82], on specialised diplomas, local entitlement and collaboration, functional skills in GCSEs and diplomas, and greater stretch for the more able students. We will be focusing on assessing which programmes and qualifications would work best to improve attainment, especially of the low-skilled.

- Investigating the mobility and application patterns of EU students, analysing the patterns and trends in the international mobility of academic staff and investigating the implications for the supply of academics to UK HE institutions in the future.

- Examining how we can best secure an environment which maximises the potential of university research, and along with partners we are making efforts to gather data and understand offshore provision of HE.

- International work to measure how the UK education system is performing against other countries, in order to better understand the differences and reveal transferable lessons, for example about how best to deliver social care for children and youth services.

Strategic Analytical Theme 10: Users, Incentives and Behaviours

The *DfES's Capability Review*[83] noted that we need to do more to understand and engage with our key customers. We need to capture the range of attitudes and behaviours, and providing evidence to articulate the interface between deliverers and end-users. Our priorities here include:

- Schools-focused research, including investigating what forms of personalisation are most effective in enhancing pupils' chances of success, the most productive and effective ways of mobilising the 'pupil voice', what measures improve practitioners' access and uptake of research evidence as a vehicle for improving teaching in learning, and what in-school practices support staying on and training after school.

- A major new 'segmentation study' of parents and young to provide an understanding of the different clusters of attitudes and motivations found amongst parents and young people to help us better identify the key incentives or motivators for their behaviour and how to influence these.

- A new regular tracking survey of children's, young people's and parent's attitudes to services and emerging needs, to complement the segmentation survey by offering regular feedback on whether and how 'users' are perceiving improvements in the performance of the services they use and their aspirations for further service improvement.

- Improving our understanding of the interventions, including financial support, that are most effective at securing the sustained engagement of learners, especially non-traditional HE students and those in receipt of benefits.

- Investigating the relative importance of central policy prescription versus local delivery factors in the effectiveness of interventions, and the impact of employer engagement in FE/HE.

- Getting to grips with the international evidence on different student support systems.

Evidence Collection

Allied to the ten themes describing what we will cover are six cross-cutting themes articulating important aspects of how we go about our evidence collection – the principles of evidence collection we want to encourage:

- **Appraisal, Value for Money and Cost Benefit Analysis** – recognises the need to build a more quantified assessment of the impact and cost effectiveness of our interventions.

- **What works?** – recognises the potential for progress in better measuring the effectiveness and impact of policy by earlier and more integrated design of evaluation in policy design and implementation.

- **Improved data sources and monitoring** – reflects the drive within the DfES to have better real-time monitoring information of policy delivery.

- **Customer insight** – recognises the need to turn information to insight. As a customer truth it is real, it resonates and is relevant. If an insight doesn't make us think 'I know what to do differently now' then it isn't an insight.

- **Leading and co-ordinating partners** – reflects our role in working with NDPBs, LAs and schools to provide and use evidence and data in their delivery roles.

- **Horizon scanning** – is about our evidence being more robust and future-proof and having explicit regard to the medium-term trends.

Partnerships

Much of the DfES's analytical work depends on data collected by partner organisations, for example the *Learning and Skills Council*[84] (LSC), the *Higher Education Statistics Agency*[85] (HESA), the *Universities & Colleges Admission Service*[86] (UCAS), the *Higher Education Funding Council for England*[87] (HEFCE), the *HE Academy*[88] the *HE Policy Institute*[89] and the *Higher Education Statistics Agency*[90] (HESA). Our links with our counterparts in these and other organisations help us develop relevant analytical priorities, reduce duplication of effort and improve our shared knowledge through more regular and consistent dissemination of analysis.

We fund dedicated research centres to push forward our knowledge and understanding on key areas of policy which cut across Departmental boundaries.

The Centre for the Economics of Education (CEE) is based at the Centre for Economic Performance in partnership with the Institute for Fiscal Studies and the Institute of Education. The aim of the Centre is to build our knowledge base on the cost-effectiveness of various forms of educational interventions and investments. More details are available on their website: **http://cee.lse.ac.uk** and in Annex D.

The Centre for Research on the Wider Benefits of Learning (WBL) was established by the Department for Education and Skills in 1999 to investigate the benefits gained from learning across the lifecourse and examine the impact of these benefits in the context of broader social policy. More details are available on their website: **http://www.learningbenefits.net** and in Annex D.

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) is part of the Social Science Research Unit (SSRU) at the Institute of Education, University of London. Established in 1993, the focus of the EPPI-Centre's work is on promoting systematic reviews of research evidence, developing methodologies for systematic appraisal of different kinds of research studies, facilitating user involvement throughout the review and dissemination process, and collating the results of public policy research in a format useful to policy-makers, practitioners, academics and other research users. More details are available on their website: **http://eppi.ioe.ac.uk** and in Annex D.

The work of the **Centre for Child and Family Research** (CCFR) includes a long-standing research programme on outcomes for children, especially those at risk. The Director, Professor Harriet Ward, has led an internationally recognised programme on looked-after children. Their work is of direct relevance to the Department's PSA targets for improving the stability of care and outcomes for looked after children. The Centre also has a high international reputation for its expertise in assessing the costs and effectiveness of social care. More details are available on their website: **http://www.lboro.ac.uk/research/ccfr/** and in Annex D.

The National Research and Development Centre for Adult Literacy and Numeracy (NRDC) was established in 2002 as part of the Skills for Life Strategy in response to Lord Moser's report 'A Fresh Start'. The aim of the Centre is to develop our knowledge base on how to improve adult literacy and numeracy and the impact of this on individuals and the economy. The report highlighted both the scale of adult basic skill need (compared to other countries) and lack of reliable evidence around 'what works' for teaching these learners. The Centre has brought together researchers and teachers to develop a robust evidence base of effective practice, and is working closely with practitioners to raise the quality of teaching and learning. More details are available on their website: **www.nrdc.org.uk** and in Annex D.

The Thomas Coram Research Unit (TCRU) is a multidisciplinary research unit within the Institute of Education and a designated research unit of the Department of Health. The Unit was founded in 1973 by Professor Jack Tizard and has over fifty staff. Its principal function is to carry out policy-relevant research within a changing world, its focus being on children and young people both within and outside their families. This includes care, education, health and social service settings. The Unit's funders include the Department of Health, the Department for Education and Skills, the Economic and Social Research Council, the Health Development Agency, the European Union, the World Health Organisation, health and local authorities, charitable foundations and voluntary organisations. More details are available on the Unit's website **http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=470** and in Annex D.

Sponsored by the National Foundation for Educational Research, the Department for Education and Skills and with support from the EPPI-Centre, CERUK aims to provide a complete record of ongoing educational research. Commissioning organisations, funders and researchers can use CERUK as a means of finding out what research is underway before commissioning or conducting new work – thus reducing unhelpful duplication. Equally, CERUK can provide information that encourages potential collaborations as well as current research priorities. Website: **http://www.ceruk.ac.uk/ceruk/**

The British Educational Communications and Technology Agency, *Becta*[91], is the Government's lead partner in the strategic development and delivery of its e-strategy for the schools and the learning and skills sectors. It guides and coordinates changes in policy and practice, and brokers effective partnerships to establish and exploit reliable and sustainable educational technology. It develops and disseminates robust evidence of emerging technology, of ICT's impact on education and of what works in the application of ICT to learning and teaching. Becta's current research strategy and wide-ranging information about ICT research are available from their website: **http://www.becta.org.uk/research**

The Department has close relations with the *Economic and Social Research Council (ESRC)*[92]. There has been a formal Concordat agreement for several years; regular review meetings are held between the ESRC's Chief Executive and the DfES's Chief Economist and Chief Research Officer. In addition, the DfES's Chief Research Officer is a member of the ESRC's Training and Development Board, its Strategic Forum on the Social Sciences and the Data Forum.

We have actively participated in the *Teaching and Learning Research Programme*[93], the recent *Youth, Citizenship and Social Change*[94] and *Future of Work*[95] programmes, the ESRC's new initiative on secondary analysis, the *SKOPE*[96] research centre, and the *Centre for Micro-social Change*[97]. Departmental officials also regularly contribute to training and development events and conferences organised for academic researchers by ESRC.

There are several jointly funded research initiatives between the Department, ESRC and other funders; two major examples being the ten-year-long Teaching and Learning Research Programme (TLRP) and the Millennium Cohort Study (MCS). The evidence from these research initiatives is feeding into policy thinking through regular seminars and briefings. The DfES also commissions research from the ESRC-funded research centres, and puts the data it collects on to the *ESRC Data Archive*[98] so that academic researchers can re-analyse it.

We maintain close links with other Government Departments on scientific issues through representation on the Office of Science and Innovation Chief Scientific Advisers Committee (CSAC). CSAC is chaired by the Government's Chief Scientific Adviser and Head of the *Office of Science and Innovation*[99], Sir David King, and provides a senior level forum for consideration of science and technology issues relevant to the Government and the devolved administrations, including co-ordination of issues for Ministerial consideration.

The Department has a good working relationship with the *Central and Local Government Information Partnership*[100] (CLIP) Education Statistics sub-group, which exists to support improvements in education standards and the efficient management of schools through information management. The group reviews existing and proposed exercises to collect data from schools and local authorities to ensure they are effective and high quality; provides a forum for promoting the harmonisation of all information collected from schools and local authorities; and ensures that central government, local government and schools are aware of each other's needs, as both data providers and users.

Longitudinal Work

We are continually developing the strategic evidence base for education and skills by investing more resources in collecting and using longitudinal data.

The longitudinal studies that we fund are providing key data to help us understand how learners engage in learning throughout the system and develop strategies and policies to keep them involved and progressing. They provide a powerful set of tools for understanding the factors affecting achievement and opportunity, as well as assessing the long-term impact of policy interventions. Some key examples of these studies are outlined below.

Next Steps: Young People's Lives Today[101]

This major new study is collecting robust information on educational aspirations and experiences in early teens and the extent to which they affect later aspirations, choices and outcomes. Amongst other things, it will help us to understand the role of the family at critical pre- and post-16 stages, particularly the effects of the changes in family structure in the last 20 years. It will enable us to monitor the level of disadvantage experienced by different groups of young people and to what extent this leads to social exclusion. It will also allow us to develop new typologies better reflecting the growing diversity of training and learning paths, thereby allowing deeper analysis of key issues such as access, participation and progress among different groups.

Youth Cohort Study (YCS)[102]

The Youth Cohort Study has been one of the Department's main sources of data for some 20 years, providing a wealth of data not available elsewhere – such as socio-economic backgrounds and parental qualifications. Data are regularly used to add insight into policy areas and to help to assess progress against targets.

Effective Provision of Pre-school Education (EPPE) at Key Stage 2[103]

This project is helping to unpack the impact that pre-school education has on children's learning when they reach Key Stage 2. The results of the EPPE study have already had a significant impact on policy development in early years, especially through clearly demonstrating the vital influence of the quality of provision on successful outcomes. Continuation of the cohort will enable us to understand the lasting impact of early years experience and the factors which either enhance or negate this.

Citizenship Education Survey[104]

This project is examining the short- and long-term effects of the introduction of Citizenship Education as a National Curriculum subject in secondary schools.

The Avon Longitudinal Survey of Parents and Children (ALSPAC)[105]

ALSPAC, also known as 'Children of the 90s', is aimed at identifying ways in which to optimise the health and development of children. The main goal of the survey is to understand the ways in which the physical and social environments interact with genetic inheritance over time, to affect the child's health, behaviour and development.

The Millennium Cohort Study (MCS)[106]

The Millennium Cohort Study is a comprehensive longitudinal study of 18,000 children born in the UK in 2000/1. It is jointly funded by the ESRC and a consortium of government departments. It will make a major contribution to the data available on children growing up in the 21st Century.

Programme for International Student Assessment (PISA)[107]

This is a major international collaborative study among the member countries of the Organisation for Economic Cooperation and Development (OECD). Rather than examining pupil performance in particular school curricula, PISA aims to assess the extent to which young people use the wider knowledge and skills acquired at school to meet the challenges they are likely to encounter in adult life.

Progress in International Reading Literacy Study (PIRLS)[108]

This study measures trends in reading literacy amongst 9-10-year-old pupils around the world and looks at the factors influencing reading performance.

The Trends in International Mathematics and Science Study (TIMSS)[109]

TIMSS analyses trends in mathematics and science achievement in Years 5 and 9 every four years. It collects extensive background information about the quantity, quality, and content of teaching that can be used to make comparisons between participating countries.

Knowledge Sharing

The DfES thrives on knowledge, without it we simply wouldn't be able to deliver any of our policies effectively. We have well developed mechanisms for sharing the evidence we collect, both internally and externally, to help us understand the lessons we have learnt from our analytical activity.

Customer Insight

The role of the DfES's Customer Insight Unit (CIU) is to bring customer intelligence in all its forms (internal, external, data, perception and 'soft' research) together, make sense of it and generate insight that meets specific strategic and business objectives, and to ensure that this insight is understood and embedded in departmental policies and processes. The CIU has three key work strands:

- Championing the role and value of customer insight:
  - advocating customer focus at a strategic and operational level;
  - ensuring the voice of the customer is integrated into the development of business and communication plans; and
  - providing a central advice and challenge service for colleagues to ensure that proposals for customer research fit into the wider CIU framework.

- Generating holistic knowledge of our key customers which the Department can draw upon in its day to day work through:
  - regular, proactive and timely reporting of customer insight;
  - central mapping of and signposting to customer data and information; and
  - central collation and analysis of customer information.

- Delivering value-added insight on identified policy priorities via analysis and strategic interpretation of information from a wide range of sources:
  - it is a centre of expertise for ongoing support to Directorates on customer insight issues;
  - supporting colleagues on specific projects where they wish to generate a deeper understanding of their customer group joined up work planning with key internal customer groups (including the analytical community and corporate stakeholder colleagues) to avoid duplication and minimise overlaps; and
  - commissioning and managing strategic Departmental customer research (e.g. perception tracking and customer segmentation projects) where there are identified gaps in our corporate knowledge.

Peer Review

We have been investigating how best to make peer review a part of our research project quality assurance mechanisms. We have looked at a number of existing systems across other government departments and partner agencies with the intention of mounting a peer review pilot in 2007-08.

Post Project Impact Reviews

We are currently piloting Post Project Impact Reviews, the aim being to develop a method for reviewing the impact that the research we have commissioned has had on policy and practice to:

- establish to what extent the aims and success criteria of individual research projects are met;

- better understand how evidence gathered by research projects funded by the DfES has influenced policy development; and

- help improve research impact and reach different research users more effectively.

The pilots will inform a planned introduction of Post Project Impact Reviews during 2007-08, so becoming an integral part of the research management process for all research commissioned by the DfES.

Research Publications

All of the DfES's research publications and planned and current research projects are available to the public on the *DfES Research*[110] internet site. This includes a web-based facility for research contractors to view new research which the DfES intends to commission, and register expressions of interest to competitively tender for work in delivering these projects.

We have a single monthly publication date on the final Thursday of each month for all our research and evaluation findings, making it easier for the media, the public and the research community to access new findings, with the aim of encouraging greater awareness, better coverage and wider usage (Annex C contains our Research Publications Scheme).

Recent guidance from the *Office of Science and Innovation (OSI)*[111] recommends that Government Departments have Peer Review processes in place to quality assure their analytical work prior to publication. We are currently investigating how best to respond to this recommendation.

Our annual *Research Conference*[112] enables us to get together with our partners, other research organisations and leading academics to share new findings.

Statistical Publications

The Department produces three types of statistical publications: Statistical First Releases (SFRs), Bulletins and Volumes. All are published on pre-announced dates.

- SFRs publish early estimates of key statistical series. Statistical Bulletins and Volumes are the means of publishing more detailed statistics.

- All the DfES's SFRs, Bulletins and Volumes are *National Statistic*[113] publications.

- All DfES's SFRs, Bulletins and Volumes are available on the *DfES internet site*[114]. Most are also available in hard copy.

All SFRs, Bulletins and Volumes are published according to the principles laid down in the National Statistics Code of Practice, in particular the *National Statistics Code of Practice and Release Practices Protocol*[115].

Evidence in Practice

Through our Analytical Strategy we are continuing to invest in making teaching a research-based profession. Just as the medical profession uses the latest evidence to guide what works most effectively or is best practice, so we have the same aspiration for the teaching profession. We want teachers to be better able to access the body of research evidence and to use it in shaping their activities. We are progressing this through the *Evidence for Policy and Practice Information and Co-ordinating Centre*[116] (EPPI-Centre), as well as through *The Research Informed Practice Site*[117] (TRIPS) and the *National Teacher Research Panel*[118] both of which are supported by the DfES's Innovation Unit.

- The **EPPI-Centre** was established in 1993 to address the need for a systematic approach to the organisation and review of evidence-based work on social interventions. The work and publications of the Centre engage health and education policy-makers, practitioners and service users in discussions about how researchers can make their work more relevant and how to use research findings.

- **The Research Informed Practice Site** offers easy access to essential research findings for teachers, governors, parents and all those who support them in the education of school-age students. The aim of the site is to help make sure that practice and policy in schools, and at a regional and national level, are informed by good and up-to-date evidence.

- **The National Teacher Research Panel** is a group of practising teachers and heads which work with the Department to improve teacher access to and engagement with research.

Other dissemination initiatives include:

- Undertaking a programme of nine regional workshops to disseminate the findings of the major research programme on the costs and outcomes of children's social care to local authority staff involved in the commissioning of care services (i.e. fostering, care homes and adoption services). Discussions of the implications of the findings have also allowed local authority staff to exchange information about the progress they are making in improving the cost effectiveness of their own commissioning practices.

- We are launching a new project with the *Research in Practice*[119] organisation (which is sponsored by the Association of Directors of Children's Services) to find effective ways for bringing the lessons of research to the attention of practitioners. This pilot project is focusing on what research can tell practitioners about how to re-engage disaffected young people in learning. A series of workshops will be held to bring together researchers and practitioners in both education and children's services.

- Conducting three regional workshops with Local Authority Children's Service staff to plan the next *Children in Need survey*[120], which will be a regular annual survey of children receiving additional support form local authorities (disabled children, looked after children, children with Special Educational Needs). Development work for the survey is one of the new projects in our 2007-08 research programme. Early involvement of local authority staff will ensure the survey will meet their own information needs as well as those of the DfES.

- The new *Statistical Neighbours Model*[121] for local authorities, developed under the 2006-07 research programme, has been launched through the *Every Child Matters*[122] web site. Four regional workshops are also being held with local authority staff to explain how they can use the model to benchmark the performance of their authority against statistically comparable authorities. The new model is also being adopted by OfSTED for the 2007-08 *Annual Performance Assessment*[123] process.

Resources

Finance

2006-07

In 2006-07 we spent a total of £27.2m on research, of which £12.6m was from our central Research Budget and £14.6m[1] from other budgets.

2007-08

For 2007-08, we have £3.6m to spend on new externally commissioned analytical work from a total Research Budget of £15m. Following an assessment of priorities in February 2007 by our Research Approvals Committee (RAC), we have kept 15% back for as yet unidentified needs and allocated the rest across the Department as follows:

Cross cutting issues	£0.8m
Schools issues	£0.8m
Children, young people and families issues	£0.8m
Lifelong learning and skills issues	£0.5m
Higher education issues	£0.5m

Our current total research funding commitment for 2007-08 is £27.8m, of which £16.3m is from our central Research Budget and £11.5m from other budgets. Our total research funding commitment from 1 April 2007 onwards, including later years, is £45.3m, of which £29.4m is from our central Research Budget and £15.9m from other budgets[2].

In the last Budget, under the heading of the *Small Business Research Initiative (SBRI)*[124] a requirement was identified for Government Departments to procure at least 2.5% of their research and development from Small and Medium-Sized Enterprises (SMEs). In 2006-07, we procured 52% of our research from SMEs, totalling £12m.

The total funding committed to our research centres[3] is as follows:

Centre for Economics of Education	£2.600m
Wider Benefits of Learning	£2.970m
Evidence Informed Policy and Practice Initiative (EPPI-Centre)	£3.775m
Thomas Coram Research Unit	£1.986m
Centre for Child & Family Research Programme	£1.186m
National Research and Development Centre for Adult Literacy and Numeracy	£8.429m

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[1]Estimate based on contracted costs only.

[2]These figures are likely to increase during the year as further research needs are identified.

[3]Costs shown for Thomas Coram Research Unit and the Centre for Child and Family Research Programme only cover period since transfer of responsibility for these centres to the DfES from the Department of Health in April 2004.

Research Approvals Committee

The Research Approvals Committee (RAC) scrutinises all new research and evaluation proposals[4] to be funded by the Department that will be carried out under a contract with an external organisation. The RAC is chaired by the DfES's Chief Economist and comprises senior analysts and policy-makers from across the Department. The aims of the RAC are to:

• quality assure the new proposals and help avoid duplication of research and evaluation effort across the Department;

• help make links between otherwise disparate research and evaluation projects;

• ensure that our research and evaluation is undertaken in the most cost-effective way; and

• ensure that Ministers are aware of the totality of research and evaluation commissioned by the Department.

Data

The Department has a Data Services Group (DSG), which is the focal point for the collection of key data series. The DSG was created with the purpose of focussing on the data requirements of the Department (and others in the sector). For instance, the DSG concentrates on getting data in, making it more useful and more relevant to end-users and improving the dissemination of results. This frees up time for analysts in other areas of the Department's analytical community, who can focus on using the data to answer policy and strategic questions, without diluting the effort put into collecting the right high-quality data.

The Department's analytical work, whether undertaken externally or internally, is crucially reliant on the timeliness, quality and relevance of the data collected. A large amount of the DfES's analytical effort is concentrated on data collection, management and improving access and usability. We have put in place a number of strategies in this area – for example, developing common definitions to harmonise data collections and data sharing, to make collections more efficient through the use of better technology, and to make more effective use of administrative data.

Underpinning this work are several key principles and methods:

• minimising collection burden;

• collecting data once, using it many times;

• bringing data together in a more coherent way;

• matching data across sources – e.g. to better measure participation by removing duplicates where learners are studying a number of different things); and

• matching data across time – e.g. measures of progression through the system, distance travelled and value added.

One of the key areas for action in the *DfES's Capability Review*[125] is the need to improve how we use management information and administrative data and that we need to be able to base decisions about delivery performance on concrete and regular information from the front line, as well as sharper information from parents and learners. We intend to drive this forward in 2007-08.

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[4]With the exception of marketing research and campaign evaluations for programmes and initiatives delivered by the DfES which are subject to a separate approvals process.

Human Resources

The analytical community in the DfES comprises statisticians[126], economists[127], and social[128] and operational researchers[129]. The structure of our analytical community underwent a major reorganisation in 2004. Along with the creation of the Data Services Group (DSG), a new central unit, Strategic Analysis, was established to provide overarching analytical direction for the DfES. It aims to join up and communicate analytical information in a more effective and coherent way, assess impact of analytical evidence on policy and identify key strategic messages, take the lead in liaising with other Government Departments, international research, and the communication of analytical information to the public.

Most analysts in the DfES are now embedded in our four policy directorates. This means that each policy directorate now has its own dedicated analytical division located within it. The managers of those divisions meet regularly with the Department's Chief Scientific Adviser to share knowledge and discuss common issues and to help ensure that we maintain a cohesive analytical community.

A substantial amount of analytical work is undertaken by analysts within the DfES, for example on statistical modelling, economic analyses of evidence, producing summaries of evidence, and presenting evidence to inform policy. This activity is crucial to the Department's work. It is the process through which the full range of evidence generated by our externally commissioned analytical work is brought together and analysed to identify broader trends and conclusions. The outcomes of this work provide the evidence base upon which all our Spending Review work is developed and justified.

Further information

Further information about research, evaluation and statistics can be accessed through the DfES Research and Statistics Gateway[5], on the DfES website[6].

We would be happy to receive feedback about anything in this document. To give your feedback or if you have any queries about our Analytical Strategy, please e-mail us at info@dfes.gsi.gov.uk or call us on 0870 000 2288.

[5]http://www.dfes.gov.uk/rsgateway
[6]http://www.dfes.gov.uk

Annex A: Research Projects Currently Underway

Correct at time of going to press. The start and end dates listed here are subject to change. Further information about the projects listed here can be found on our web site: **www.dfes.gov.uk/research** or contact us at info@dfes.gsi.gov.uk, tel. 0870 000 2288.

Cross Cutting	Start	End
Avon Longitudinal Study of Parents and Children (ALSPAC) – Y13 project	01/04/2008	31/03/2011
ALSPAC (2006-2009)	06/11/2006	31/03/2009
British Social Attitudes Survey 2003- 2008	14/02/2002	01/01/2009
Current Educational Research in the UK (CERUK)	01/10/2001	31/03/2008
Data Enhancement for the Longitudinal Study of Young People In England	03/03/2007	31/03/2009
DfES contribution to The Tomorrow Project	26/09/2006	31/03/2009
DfES School Stakeholder Tracking Study	31/03/2006	31/12/2009
Economics of Education Research Centre (CEE).	01/10/1999	31/12/2009
Effective Provision of Pre-school Education (EPPE) at Key Stage 2: Secondary School – Transitions	01/09/2006	30/09/2007
Evidence Informed Policy and Practice Initiative (EPPI CENTRE)	01/02/2000	31/03/2008
Extension of the Effective Pre School and Primary Education (EPPE) Project to end of Key Stage 3 (KS3)	01/02/2007	31/08/2011
Hosting the June 2007 meeting of the OECD's technical group for indicators of education systems	01/04/2007	31/07/2007
NEXT STEPS: Young People's Lives Today – Longitudinal Study of Young People in England (LSYPE)	01/09/2003	31/03/2009
Research Conference	11/12/2001	31/03/2008
Teaching and Learning Initiative	01/04/1999	01/03/2008
The continuation of the EPPE study to Key Stage Two	01/04/2003	31/08/2008
The Wider Benefits of Learning Research Centre	01/10/1999	31/10/2007
Youth Cohort Study, Cohort 12, Sweep 4	25/09/2006	31/12/2007
Youth Cohort Study, Cohort 13 sweep 1 at age 16	10/10/2006	31/12/2007

Children, Young People and Families	Start	End
Action research to evaluate SEN disagreement resolution services	01/04/2007	31/12/2007
Adoption Initiative: Pathways to Permanence for Children of Black, Asian and Mixed Parentage: Dilemmas, Decision Making and Outcomes	01/10/2004	30/09/2007
Adoption Initiative: Supporting the birth relatives of adopted children and supporting post-adoption contact in complex cases	01/01/2005	30/09/2008
Adoption Initiative: The characteristics, outcomes and meanings of three types of permanent placement	01/10/2004	30/09/2007
Adoption research initiative: Special guardianship	01/04/2007	31/05/2008
Barriers to service use – Black and Minority Ethnic Parents	31/03/2007	30/06/2007
Baseline for evaluation of Bichard vetting and barring scheme	01/02/2007	01/01/2008
Biennial analysis of serious case reviews	12/06/2006	31/05/2007
Case Management and outcomes for neglected children: A five year follow-up study of neglected children who have been looked after and reunified	01/11/2006	30/09/2009
Case Studentship – Institute of Education EPPE team	01/10/2005	30/09/2009
Centre for Children and Family Research Programme (2006-2008)	01/01/2006	31/12/2008
Child Protection: Co-ordinator costs	01/12/2004	30/11/2007
Childcare and Early Years Provision: Survey of Parent's Use, Views and Experiences (2006-8)	01/11/2006	31/10/2009
Conflicts of interest for GPs in Safeguarding Children	01/05/2006	31/08/2008
Connexions Direct Mystery Shopping Survey 2006	31/08/2006	31/05/2007
Co-ordination of Quality Protects and Adoption Programmes	01/10/2001	30/09/2007
Cost benefit analysis of interventions with parents	29/01/2007	29/06/2007
Delivering services where community and workforce diversity don't match: Understanding and overcoming the barriers to access and progression	27/11/2006	14/12/2007
Disability data collection for children's services (including Schools' Pilot)	29/01/2007	28/02/2008
Does training in a systematic approach to emotional abuse improve the quality of children's services?	01/06/2006	30/09/2009

Children, Young People and Families	Start	End
Early Years and Childcare Providers Survey 2006-2008	27/02/2006	31/12/2008
Engaging and re-engaging young people in learning: Using research in practice	01/12/2006	31/10/2008
Enhancing Placement Stability: A randomised controlled trial of routine services compared with two specific interventions with adoptive placements	01/11/2002	30/09/2007
ESRC Longitudinal Studies Centre "Millennium Cohort"	01/03/2000	31/03/2009
Evaluating Budget-Holding in lead professionals within Multi-Agency Children's Services in England	01/09/2006	31/03/2008
Evaluating inter-professional training for safeguarding children	01/08/2006	30/11/2008
Evaluation of Early Learning	01/11/2006	31/03/2008
Evaluation of Full Service Extended Schools (Stage 2)	01/02/2005	30/06/2007
Evaluation of Integrated Targeted Support Pathfinders	16/10/2006	31/03/2008
Evaluation of the Childcare Affordability Programme	13/02/2006	31/03/2009
Evaluation of the 2 Year Old Pilots	01/09/2006	30/04/2009
Evaluation of the Connexions Direct website	15/03/2007	31/07/2007
Evaluation of the Early Learning Partnerships	28/02/2007	31/03/2008
Evaluation of the Extended Flexible Entitlement for 3 and 4 Year Old Pathfinders	01/03/2007	01/10/2008
Evaluation of the first phase of health-led parent support demonstration sites	15/02/2007	31/03/2008
Evaluation of the impact of the transition information sessions demonstration project	28/06/2006	31/01/2008
Evaluation of the Youth Opportunity Card & the Youth Opportunity & Capital Fund	05/09/2006	30/04/2008
Evaluation of transformation fund	01/03/2007	31/03/2009
Formalised Peer Mentoring Pilot	01/07/2006	31/03/2008
How can schools help parents to develop skills to enhance their children's educational outcomes	29/01/2007	31/03/2008

Children, Young People and Families	Start	End
Improving Skills for teachers in working with parents	01/09/2006	30/09/2007
Linking and Matching in Adoption	04/01/2006	31/10/2008
Literature Review: child neglect	01/10/2006	30/09/2007
Local Safeguarding Children Boards Programme	01/04/2007	31/03/2010
Multidimensional Treatment foster Care (MTFC): Extending the Evaluation	01/05/2008	30/04/2009
National Evaluation of Children's Trusts	01/05/2004	31/05/2007
Neglected adolescents: a review of the research and the preparation of guidance for multi-disciplinary teams and a guide for young people	01/09/2006	31/05/2008
Outcomes for looked-after children placed for reasons of abuse or neglect: the consequences of staying in care or returning home	01/06/2006	31/05/2008
Overarching Evaluation of the Parenting Fund	15/09/2004	30/06/2007
Predicting Adult Life Outcomes from earlier signals: Modelling Pathways through childhood	17/03/2007	31/03/2007
Preventing future child deaths	23/10/2006	21/12/2007
Review and scoping study on earlier intervention and intervention with children at risk	02/04/2007	30/09/2007
Review of the national adoption register for England and Wales and the independent review mechanism in England	30/03/2007	30/04/2008
Support for DoH children's mental health survey 2-4: 3 year follow-up	31/03/2007	01/06/2009
Sure Start National Evaluation	01/01/2001	01/05/2008
Systematic review of the effectiveness of interventions in reducing emotional abuse	01/09/2006	30/09/2007
Systematic reviews of interventions following physical abuse: Helping practitioners and expert witnesses improve the outcomes of child abuse	01/12/2006	28/02/2008
Thomas Coram Research Unit Programme	04/01/2006	31/03/2009
Towards a survey of children and young people's views and attitudes of their support services	01/12/2006	31/08/2007
Towards a survey of children and young people's views and attitudes of their support services – Phase 2	01/04/2007	31/03/2008

Children, Young People and Families	Start	End
Tracking EPPE pupils from KS2 to KS3	01/09/2005	31/03/2008
Understanding our customers better	01/01/2007	31/10/2007
Understanding Parents information needs when abuse is suspected	05/06/2006	31/05/2008

Lifelong Learning and Skills	Start	End
Analysis of impact of employer training pilots on take-up of level 2 qualifications by employees using labour force survey data	31/07/2006	04/05/2007
Education and social mobility: A review of Longitudinal Data	31/05/2007	31/07/2007
ESRC CASE Studentship	04/10/2004	31/10/2007
Estimating the impact of raising private contributions to FE fees on participation and funding	01/04/2007	01/03/2009
Evaluation of Activity and Learning Agreement Pilots	01/06/2006	01/04/2009
Evaluation of the 14-19 Funding and Organisational Pilots	05/06/2006	31/03/2008
Impact of the Basic Skills programme: longitudinal survey wave 4	31/01/2006	23/06/2007
Incentives and provider behaviour	31/03/2007	31/07/2007
Measuring learner progress	31/03/2007	30/11/2007
Measuring the Impact of Human Capital Development on Learner Outcomes	01/04/2007	31/03/2009
OECD Thematic review of school to work transition	28/02/2007	30/09/2007
Post 16 Citizenship Development Project	28/02/2007	31/03/2007
Reducing Re-offending through Skills and Employment: Next Steps	20/04/2007	31/08/2008
Research on changing training markets	01/03/2007	31/12/2008
Scoping Study for a matched employer – Employee Dataset	28/02/2007	31/08/2007
Survey of Apprenticeship Pay 2006	28/02/2007	31/05/2007
Third Skills Survey	01/09/2005	31/10/2007
Understanding disengagement / underachievement Pre-16	26/04/2007	31/10/2007

Schools	Start	End
A review of existing evidence around the benefits or raising the participation age to 18	01/04/2007	31/03/2008
Background Noise in Classrooms and Teachers' Voice Levels	01/02/2007	31/12/2007
Becoming A Teacher: The Nature and Impact of Teachers Experiences of Initial Teacher Training, Induction and Early Professional Development	01/11/2003	31/03/2009
Behavioural Impact of Changes in the Teachers Pension Scheme	01/02/2007	31/12/2007
Citizenship Education – Longitudinal Study	14/01/2002	30/11/2009
Co-ordination of England's Participation In The Progress In International Reading Literacy Study (PIRLS)	20/01/2005	31/12/2007
Developing Extensions To DEA Techniques	17/06/2005	30/09/2008
Developing New techniques For DEA	01/01/2004	31/12/2007
Developing New Techniques For DEA (part 2)	01/10/2005	30/09/2008
Early Intervention Pathfinders in Local Authorities	01/09/2006	31/03/2008
Effectiveness of the Use of Education-Related Parenting Contracts by Schools and Local Authorities To Improving School Attendance and Behaviour	05/03/2007	31/12/2007
Effective Teaching and Learning for Pupils In Low Ability Groups	01/03/2006	25/05/2007
Estimating the Relationship between school resources and attainment at Key Stage 2	07/01/2007	07/07/2007
Evaluation of Academies Programme	13/01/2003	30/09/2007
Evaluation of choice Advisors	01/07/2007	01/07/2008
Evaluation of Key Stage Four Engagement Programme	03/01/2007	30/09/2007
Evaluation of national academy for gifted and talented youth (NAGTY)	14/09/2006	30/09/2008
Evaluation Of Pathfinder Project: Boarding School Provision For Vulnerable Children	11/12/2006	31/10/2008
Evaluation of Pilot Drug Testing In Schools	01/03/2007	31/12/2007
Evaluation of the Black Children's Achievement Pilot (BCAP)	31/01/2007	30/07/2009

Schools	Start	End
Evaluation of 'Taking the Chair' (National development programme for Chairs of Governing Bodies and Head Teachers)	01/01/2007	30/04/2007
Evaluation Of The New Relationship With Schools	10/04/2006	31/03/2008
Evaluation Of The Parent Support Advisor (PSA) Pilot	01/10/2006	20/12/2008
Evaluation Of The Pilot National Programme For Specialist Leaders Of Behaviour And Attendance	31/07/2006	31/03/2007
Evaluation Of The Pilot: Raising The Achievement Of Bilingual Learners In Primary Schools	10/05/2004	31/05/2007
Evaluation of the Primary Social and Emotional Aspects of Learning (SEAL) Work	31/03/2007	31/03/2009
Girls and Physics: A review of research, statistics and innovative practice	01/09/2007	28/02/2008
Harnessing Parental Voice	01/05/2006	31/07/2007
Independent Evaluation Of The Science Learning Centre Project	15/05/2006	01/03/2008
International Civic & Citizenship Education Study	01/02/2007	31/03/2010
Language learning At Key Stage 3: The Impact Of Curriculum Changes On Provision And Practice	01/09/2006	31/12/2008
Minority Ethnic Pupils In The Longitudinal Study Of Young People In Education	01/08/2006	30/04/2007
OECD Programme for International Student Assessment (PISA 2006) National Centre For England, Northern Ireland and Wales	01/10/2004	31/12/2008
OME Teachers workload diary survey	31/01/2007	31/07/2007
Primary Modern Foreign Languages: Survey Of National Implementation Of Full Entitlement To Language Learning At Key Stage 2	17/07/2006	31/03/2009
Primary Modern Languages: Language Learning At Key Stage 2: A Longitudinal Study	01/09/2006	30/09/2009
Profiling Public Law Cases	30/11/2006	31/10/2008
Programme for International Student Assessment: National Project Management for PISA 2009	01/04/2007	31/03/2011

Schools	Start	End
Research into the impact of school leadership on pupil outcomes	09/01/2006	27/01/2009
Secondary School Admissions	07/08/2006	31/08/2007
Survey of Local Authority Music Services 2007	04/04/2007	30/08/2007
The deployment and impact of support staff in schools	01/01/2004	31/12/2008
The Evaluation of the High Performing Specialist Schools Programme and Specialist Special Schools	27/04/2007	31/03/2008
The Primary Behaviour And Attendance Pilot & Assessing The Impact Of Secondary Social, Emotional and Behavioural Skills (SEBS)	01/11/2005	31/05/2007
The School Sport Partnership Evaluation 2006-2007	30/11/2006	12/10/2007
The Secondary School Curriculum and Staffing Survey	06/10/2006	31/07/2007
To Evaluate the Effect of Dynamic Lighting on Pupil Behaviour at Green End Community Primary School	09/11/2006	31/10/2007
Trends in International Mathematics and Science Study (TIMSS) 2007	16/12/2005	31/03/2009
Variations in Aspects of Writing in 16+ English Examinations	06/10/2006	31/10/2008
What Happens To Pupils Excluded From Pupil Referral Units Or Special Schools For Pupils With Behavioural, Emotional & Social Difficulties	01/10/2006	31/03/2009

Higher Education	Start	End
Alternative Routes To HE Qualifications: A Study Of Routes Into And Through HE Other Than Direct Entry, A-Level And Full Time Study	27/11/2006	31/10/2007
European Union Students Studying In English HE: Identifying Mobility Patterns, Anticipated Destinations And Attitudes To Student Loan Repayment	28/02/2007	31/08/2007
Feasibility study for ToR for HE students in receipt of means-tested benefits from DWP to DfES	09/03/2007	31/05/2007
Higher Education Empirical Research 2006-2007 and 2007-2008 (Previously Rolling Research Brief)	13/11/2006	14/03/2008
International Civic and Citizenship Education Study	01/03/2007	31/03/2010
International Synthesis	26/02/2007	31/03/2008
Linking Higher Education Statistics Agency (HESA) Data Into the NPD and ILR	08/01/2007	31/03/2009
Potential HE Entrants: Plans, Awareness, Expectations, Anticipated Benefits – Survey Research	05/10/2006	30/07/2008
Student Income and Expenditure Survey 2007/8	26/02/2007	01/12/2008
Transnational Activity of Higher Education	07/02/2007	14/12/2007
Validity Study of the Use of an Aptitude Test in University Entrance	13/09/2005	30/06/2010

Annex B: Research Programme 2007-08

Further information about the projects listed here can be found on our website **www.dfes.gov.uk/research** and on those of our research centres, or you can contact us at info@dfes.gsi.gov.uk, tel. 0870 000 2288. This programme is subject to change.

Key: 1 = Social mobility & Cohesion; 2 = Parenting; 3 = Standards; 4 = Curriculum & Teaching; 5 = Transitions & progression; 6 = Skills; 7 = Safeguarding & risk; 8 = Demography; 9 = Globalisation; 10 = Users, Incentives & Behaviours.

Cross Cutting	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Family and Children's Survey (FaCS) Waves 9 and 10	x		x	x	x		x	x		
Longitudinal Study of Young People in England (LSYPE)	x	x	x	x	x	x	x	x		x

Children, Young People and Families	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Anti-Bullying Alliance: Grant for Research and Monitoring Activity							x			
Disability and SEN: Understanding Local Variations in Service Provision and Support	x		x				x			x
Evaluating the Impact of the UK Resilience Programme	x		x				x			
International evidence on Parenting Support	x	x					x			x
Learning from Serious Case Reviews							x			x
Safeguarding and Promoting Child Welfare – How Have Public Organisations Responded?		x					x			
Scoping Study to Explore the Development of a Key Indicator for the ECM Outcomes Framework					x					x
Towards the new Children in Need Census	x				x		x	x		

Higher Education	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Employer Engagement with Higher Education: Characteristics of Potential Learners						x				x
Going into Higher Education: Interaction of Elements of Financial Support and Other Factors	x									x
Postgraduate Study: Support, Motivations and Trends										x
Raising Young People's Aspiration towards HE: Teacher's Attitudes	x				x					
Review of the Implementation of the Schwartz Recommendations	x									
Segmentation of Young People Considering Higher Education										x
Studying Abroad: Motivations and Experiences of UK Students									x	x
The Longer Term Impact of Aimhigher: Tracking Individuals	x				x					

Lifelong Learning and Skills	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Analysis of Market Failures in Post-19 Skill Formation						x				x
Evaluation of Specialised Diplomas			x		x	x				x
Evaluation of the Enhanced Key Skills Support Programme	x			x	x	x				
Evaluation of the Family Literacy Programme	x			x		x				
Evaluation Support to the Re-Ach Project					x		x			
Factors Affecting the Youth Learning and Labour Market	x				x			x	x	x

Lifelong Learning and Skills	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
Reviewing Diploma Development: An Evaluation of the Design of the Diploma Qualifications			x	x	x	x				x
Research to Explore how Transport Barriers to 14-19 Participation can be Overcome					x	x				
Research to Explore the Challenges and Incentives to Encouraging Post-16 Participation in Education	x		x		x	x				
Survey of Management and Leadership in England						x			x	x

Schools	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
An Evaluation of how Fathers are Recognised and Supported through DfES Policy	x		x			x	x	x		x
An Evaluation of the Impact of the Secondary SEAL Programme	x			x						
Effective Teaching of Inference and Deduction Skills			x	x						
Evaluation of the London Student Pledge	x		x							x
Evaluation of the National Centre for Excellence in the Teaching of Mathematics			x	x	x					
Improving the Outcomes for Gypsy, Roma and Traveller Children	x		x	x						
Independent Learning: A Systematic Review			x	x	x					
Local Authority Commissioning Pathfinders			x							x
Parental Involvement in Schools Survey 2007/08		x	x	x						x
Parenting Support for the 'At Risk': Best Practice Research	x	x								

Schools	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Researching the Impact of Schools with a Foundation			x							x
Research into the Effects on School Standards of Workforce Remodelling			x	x						
Research into the Views of Pupils on the 2012 Olympic and Paralympic Games				x		x			x	
Review of Evidence on Effective Ways of Teaching Punctuation to Secondary School Pupils			x	x						
The Role of the Voluntary Sector in Supporting Parents and Families		x	x				x			

Thomas Coram Research Unit	Strategic Analytical Theme									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Working Together: inter-professional working in multipurpose children's settings			x	x		x				
Supporting families of young people entering public care: European models						x	x			
The high rate of pregnancy among some groups of unaccompanied asylum-seeking young women	x						x			
The nature and quality of parent/child relationships in different family types		x								
Why some children from different minority ethnic groups are under- or over- represented in the national statistics for children in need and among the care population	x	x	x			x				x

Centre for Child and Family Research	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
Protecting and Promoting the Well Being of Very Young Children: a prospective study of babies in need or at risk of significant harm			x				x			
Costs and Consequences of Child Welfare Interventions	x		x				x			
Looking After Children: Cohort Studies	x						x			
Transitions to adulthood of vulnerable young people					x					
Comparative costs of treatment foster care	x									

Centre for the Economics of Education	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
School admissions and parental labour supply	x	x			x					
When should August born children start school?	x	x			x					
What admissions policies are best for Summer born Children?	x									
What do parents want from a school? Evidence from house prices	x		x							x
Stratification and Peer Effects of Minority Students on Pupil Performance.	x		x							x
The Incidence and Impact of Computer Use: Evidence from WERS 2004						x			x	
Use IT or lose IT? The impact of computers on earnings					x				x	
Pupil mobility and school disruption					x					
Searching for schools and pupil mobility in England and France					x					
Strategies to improve literacy and Numeracy			x			x				

Centre for the Economics of Education	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
The impact of basic skills on employment in the UK labour market		x				x				
Parental income and HE funding policies	x								x	
Globalisation and Higher Education: Do Foreign Students Crowd Out Domestic Students in UK Universities?				x		x			x	
Impact of Non-Cognitive Skills on Employment				x		x				
Social/non-cognitive skills				x		x				
Estimating the value of NVQ2 using British Cohort Study data				x		x				
Gender differentials in Europe				x		x				
The returns to qualifications using data from the Labour Force Survey				x		x				
Education Policy in the UK (Revisited)					x					

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
Evidence for the value of dialogue and interaction as a classroom strategy to increase mathematical understanding and attainment across Key Stages 2-4			x	x						
What is the best way of improving the educational achievement of children identified as gifted & talented?				x						
What develops young people's self efficacy during their secondary school years, both within and beyond school settings		x		x	x					

The Centre for Research on the Wider Benefits of Learning	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
Predicting the wider returns to improved school achievement: modelling pathways through childhood and the effects on social disadvantage.	x						x			
Interactions between contexts during primary school.	x		x							
The influence of adult learning by parents upon child achievement and development.	x									x
School and community effects on primary pupil pro-social behaviour, mental health and well-being.							x			
Malleability in adult cognitive capability.						x		x		
Social capital and achievement among secondary age pupils.	x		x		x					x

National Research and Development Centre for Adult Literacy and Numeracy	Strategic Analytical Theme									
	1	2	3	4	5	6	7	8	9	10
Data analysis and modelling	x		x	x	x	x				x
Skills for life priority groups	x		x	x	x	x				x
Personalisation, transition and progression	x		x	x	x	x				x
Employability	x			x	x	x		x		x
Survey of ESOL	x							x		
Improving the quality of teaching and learning			x	x	x	x				x
Embedding Skills for Life	x		x	x	x	x				x
Workforce development			x	x	x	x				x
Maths4Life	x		x	x	x	x				x

Annex C: Research Publication Scheme

The DfES publishes findings from the research it commissions in line with the requirements of the Freedom of Information Act. The Department endeavours to publish within 12 weeks of the final project completion date as stated on our website.

The main vehicle for publication is the Department's Research Report series. Findings are published on the last Thursday of each month as full research reports and accompanying research briefs, which provide an overview of each project. Reports and briefs are available in paper format from the DfES's Publications Centre, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ (tel: 0845 6022260; fax: 0845 6033360; e-mail: dfes@prolog.uk.com). Reports are priced £4.95. Briefs are free of charge. Electronic copies of both can be downloaded free from the DfES's research website at **www.dfes.gov.uk/research.**

From 1 April 2004, where findings are not published in the Research Report series they are made available to download from the website.

All publications are retained on the website for five years from the publication date, after which they are archived and available on request from the address above.

Publications from the Department's research centres are published on their individual websites, executive summaries and Research Briefs of those reports are then placed on the DfES's website.

Annex D: The Work of Our Research Centres

Thomas Coram Research Unit (TCRU)
Progress with the current programme

Working Together: inter-professional working in multipurpose children's settings

Main researchers: Professor Pat Petrie, Professor Peter Moss, Dr. Claire Cameron

This major ongoing study aims to increase understanding of inter-professional working in multipurpose single-site children's settings. It is examining both children's centres and extended schools, and focusing on six selected occupational groups involved in these settings: (i) teachers, (ii) learning support workers, (iii) school-age childcare workers; (iv) non-teacher early years workers, (v) social workers and (vi) nurses. The study will also examine the development and practice of inter-professional working in schools in Sweden and Scotland.

The study began in 2006 and has completed its first stage: secondary statistical analysis and a review of literature relevant to professionals working together in extended schools and children's centres. Progress is well underway on the second stage: analysis of documents and interviews with key national experts in social work, health visiting and school nursing, nursery work and teaching. Planning for the third stage, case studies of practice in England and Sweden, is currently in progress. The study is due to be completed at the end of December 2007.

The research links to the following DfES's analytical theme(s): Standards (the potential tension between education and welfare concerns); Skills (skills needed by those working with young children); Curriculum and teaching (nature and purpose of early years work).

Supporting families of young people entering public care: European models

Main researchers: Dr. Janet Boddy, Professor Pat Petrie, Dr. June Statham

This study builds on findings from research in the previous DfES's programme on a social pedagogical approach to work with vulnerable children. It is examining and comparing policy, professional skills and practice relating to support for families of 10-15 year olds who are entering, or approaching entry into public care, in England, Denmark, France and Germany.

The study began in 2006 and partnerships have been established with a relevant expert in each country, national review reports produced and statistical data collected for each country. The team is planning a detailed secondary analysis of the English national statistics on looked after children. Plans are underway for fieldwork visits to each country in spring 2007 and the study is due to be completed at the end of the year.

The research links to the following DfES's analytical theme(s): Safeguarding and risk for children and young people; Skills (relevance of social pedagogical approach to work with vulnerable young people and their families).

The following three studies have been completed and the outputs published on the DfES's website:

- Models of good practice in joined-up assessment: working for children with significant and complex needs.

- The tasks and roles of social workers: a focused overview of research evidence.

- The views of children and young people with learning disabilities about the support they receive from social services: A review of consultations and methods.

TCRU's future work programme
The Thomas Coram Research Unit (TCRU) conducts policy-relevant research to support the education, care and development of children, young people and families. The focus of the Unit's current DfES-funded programme remains child and family welfare, and relevant aspects of children's social care. The programme gives special priority to research to advance the *Change for Children* agenda including studies of:

- the children's workforce and inter-professional working in the children- and young-people's sector;

- children and young people with complex needs and in difficult circumstances;

- teenage pregnancy;

- exploitation and trafficking; and

- existing datasets, involving secondary analysis of data.

Major studies
The two major studies noted above will continue throughout 2007. Discussions are being planned between the DfES and the Unit about the major work that will follow in 2008. Proposals for work on the following topics are likely to be included in these discussions:

- the high rate of pregnancy among some groups of unaccompanied asylum-seeking young women. The high rate of pregnancy is an emerging finding from a study on the mental health of unaccompanied asylum-seeking children and young people funded under the Unit's current Department of Health-funded programme. The underlying reasons have remained unclear. **Research on this issue would link to the Department's analytical themes of safeguarding and risk for children and young people, and social mobility and social cohesion;** and

• the nature and quality of parent/child relationships in different family types. This could involve the secondary analysis of existing datasets from the Unit's previous studies of parenting. **Research on this issue would link to the Department's key analytical theme of parenting.**

Responsive studies

DfES's' research and policy advisors are currently in discussion with TCRU about research on black and minority ethnic children in need and in care. The Department is keen to explore why some children from different minority ethnic groups are under- or over- represented in the national statistics for children in need and among the care population. **This new work will link to the Department's analytical theme of social mobility and cohesion.**

Dissemination of research funded under previous research programme.

The Unit will continue in 2007 its major programme of dissemination conferences entitled At the leading edge: practice, policy and research with children, young people and families. This series of conferences publicises findings from the Unit's previous DfES-funded programme. The Unit will also be publishing several new books which draw on its earlier DfES-funded Unit-programme studies. In addition, it will continue to submit substantive responses to the DfES's consultation documents such as the recently published *Care Matters Green Paper*[7].

Centre for Child and Family Research (CCFR)
Progress of current work

Protecting and Promoting the Well Being of Very Young Children: a prospective study of babies in need or at risk of significant harm

This prospective study is tracing the decision-making process influencing the life pathways of very young children at high risk of significant harm. Recruitment of authorities has been complicated by a variety of factors, now largely been overcome. The first round of data collection is due for completion in 2007, as is the first report of the findings.

The research links primarily to the following DfES's analytical theme(s): safeguarding and risk for children and young people (how to identify and respond to risk factors); standards (how to raise standards in the care of young children at very high risk.

Costs and Consequences of Child Welfare Interventions

The overall aim of this study is to develop a methodology that allows agencies to calculate and compare the full cost to the public purse incurred by children with different levels of need, and to relate these to outcomes.

A methodology for calculating the costs incurred to social services for children in care has been developed and used as a basis for constructing a computer application piloted and made available for use in local authorities. Approval has been received to extend the programme to explore costs of providing family support services; to identify variations in the costs of adoption and to identify relationships between costs to education and social services.

The research links to the following DfES's analytical theme(s): safeguarding and risk to children (how best to intervene effectively and respond to risk factors); parenting: (the extent to which family support services provide adequate support to parents); standards: (how to raise the standards of the child welfare system as a whole) and social mobility and cohesion (the cost effectiveness of services to children at risk of social exclusion.)

Looking After Children: Cohort Studies
The study is designed to help local authorities explore how data gathered in the course of social work interactions with individual children can be aggregated and used at a more strategic level.

This study is due for completion in 2007. The database collected on the needs, experiences and outcomes of 242 children looked after by six local authorities over four years has been frequently mined in response to policymakers' questions. Final papers are now being written up.

The research links primarily to the following DfES's analytical theme(s): social mobility and cohesion (better understanding of children in the looked after system and improved understanding of the consequences of interventions; safeguarding and risk to children (many looked after children, including about 50% of the sample entered care following neglect or abuse).

Transitions to adulthood of vulnerable young people
The purpose of the study is to compare policy and practice in different societies that promote or inhibit the successful transition to adulthood of vulnerable populations, with a specific focus on those who are leaving care.

An international working party, with members representing fourteen countries, has been established to share evidence and information about comparative policies and practices.

The research links to the following DfES's analytical theme(s): transitions and progressions (actions to develop the most vulnerable individuals over their life course).

Responsive studies
- A review of the literature on placement stability: completed 2006, report available.

- Analysis of the evidence of effective interventions and cost differentials for the Green Paper team: completed 2006.

- A study of the comparative costs of treatment foster care.

CCfR's future work programme
The Centre for Child and Family Research (CCFR) aims to develop and deliver programmes of policy and practice relevant research on children, families, and their communities. The current programme includes the following studies:

Major studies

Protecting and Promoting the Well Being of Very Young Children: a prospective study of babies in need or at risk of significant harm. This study is currently due for completion in April 2009. Forthcoming outputs of relevance to the key analytical themes of **safeguarding and risk for children and young people** will be:

- *Report One:* (due 2007) on differences in levels of need of children identified as at risk of significant harm, and reasons for different service responses to children with similar needs, and

- *Report Two:* (due 2009): Reasons for key decisions made by professionals and their consequences for very young children at risk of significant harm, also of relevance to the theme of **standards**.

These reports will also include discussion on evidence of attachment in children at risk, contributing to the analytical theme of **parenting**, and the evidence base on which lead professionals make decisions, contributing to the theme of **skills**. Over forty parents of children at risk are being interviewed, and their views of services will provide data relevant to the **users, incentives and behaviours** theme. An additional report on the viability of the Assessment and Progress Records as tools for measuring children's progress will contribute.

Costs and Consequences of Child Welfare Interventions

Expected date of completion December 2009. Forthcoming outputs of relevance to the theme of **parenting** include reports on the availability and capacity of family support services (due 2007); and on the costs and effectiveness of services provided to children formally cared for by family and friends compared with those supported under Section 17 of the Children Act 1989 (due 2009), this latter will also be relevant to the theme of **standards**; a report on variations in the costs of adoption (due 2008) will be of relevance to the theme of **safeguarding and risk**; a report on variations in costs incurred to social services and education by looked after children and their relationship to outcomes (due 2008) will contribute to the theme of **social mobility and cohesion**. A report on 'Costs and consequences of child welfare placements' is due to be published in 2007 and will be of relevance to the themes of **safeguarding, parenting and social mobility and cohesion**.

Looking After Children: cohort studies

Due for completion in 2007. Forthcoming outputs of relevance to the theme of social mobility and cohesion will be: papers on the offending behaviour of children and young people at entry to care, emotional and behavioural difficulties of young people at entry to care, placement stability for looked after children (available 2007).

Transitions to adulthood of vulnerable young people

Due for completion in 2008. An expert seminar on key messages from the study is due in 2007; the final report on 'young people's transitions from care to adulthood: international research and practice' is due for completion in 2007 and will be launched as a book at an international conference to be held in Oxford in 2008. Transitions to adulthood from care will be a key theme of the conference. All outputs from this study will inform the theme of **transitions and progression.**

Responsive studies

The report on the comparative costs of treatment foster care (planned for 2007) will inform the themes of **social mobility and cohesion** and **skills**.

Centre for the Economics of Education (CEE)

Progress of current work

The Department has funded the CEE since 1999. The current CEE work programme began in January 2005 and ends in December 2007. The work programme consists of nine projects plus one smaller study.

A brief description of each of the projects that started in January 2005 is given below, along with a summary of outputs in 2006.

Early Years: to consider the benefits, both short and long term, that can accrue in early years and associations with early years environment, childcare and education.

The research links to the following DfES's analytical theme: social mobility and cohesion, especially with regard to the efficacy of early intervention.

Publications:

- "At what age should children start school? Exploiting LEA variation in admissions policies to identify age and length of schooling effects on academic achievement at Key Stage 1 and 2", June, IFS Mimeo.

Stratification and School Performance: examines the extent of stratification across and within schools, how this has changed over time and how this relates to choice, competition and ultimately attainment.

The research links to the following DfES's analytical theme: social mobility and cohesion. It seeks to see how standards can be increased for all pupils.

Publications:

• "Choice, Competition and Pupil Achievement"
  http://cee.lse.ac.uk/cee%20dps/ceedp56.pdf

• "What Should an Index of School
  Segregation Measure?"
  http://cee.lse.ac.uk/cee%20dps/ceedp60.pdf

• "Peer Effects and Pupil Attainment: Evidence
  From Secondary School Transition"
  http://cee.lse.ac.uk/cee%20dps/ceedp63.pdf

• "Faith Primary Schools: Better Schools
  or Better Pupils?"
  http://cee.lse.ac.uk/cee%20dps/ceedp72.pdf

• "Are Schools Pulling Apart? Intake Stratification
  in English Secondary Schools"
  http://cee.lse.ac.uk/cee%20dps/ceedp64.pdf

Pupil Mobility: studies pupil mobility during educational stages and the impact of the decision to move on the education performance of pupils and schools as a whole. The work links to the DfES's analytical theme of transitions and progression; it examines continuity, tailoring to individual needs, and the very real problems of managing the transitions across pre-school and primary; primary and secondary.

Publications:

• "The Mobility of English School Children"
  http://cee.lse.ac.uk/cee%20dps/ceedp67.pdf

Higher Education Funding and Reforms: explores the implications of the HE reforms on participation (particularly for individuals from poorer family backgrounds) and earnings returns to HE. This work links to the DfES's analytical theme of social mobility and cohesion through its emphasis on looking at the effect of reforms on poorer students, but is also important in terms of the analytical themes of globalisation given the contribution that HE makes to our economic competitiveness.

Publications:

• "The effects of Higher Education funding
  reforms on the lifetime incomes of graduates"
  mimeo, Institute of Fiscal Studies, July 2006
  http://www.nek.lu.se/ryde/25symp06/Papers/ka
  plan.pdf

• "Estimating Lifetime Earnings Distributions
  using Copulas", IFS, July 2006
  http://www.tinbergen.nl/cost/essen/fitzsimons.pdf

Labour Market Outcomes and Education: studies non-cognitive skills and their impact on education and labour market outcomes, the impact of qualification attainment on employment and gender differences in education and labour market outcomes. This work links to the DfES's analytical theme of curriculum & teaching through its emphasis on non-cognitive skills, but is also important for the analytical theme of skills as it focuses on labour market outcomes.

Publications:

• "Gender and Student Achievement
  in English Schools"
  http://cee.lse.ac.uk/cee%20dps/ceedp58.pdf

Human Capital Investment over the Life-Cycle: development of framework for evaluating scope of education policy to impact at different stages of the life-cycle. This work links to the DfES's analytical theme of transitions and progression through its emphasis on examining how different education policies impact on individuals over the life course.

Publications:

- "Education Policy in the UK"
  http://cee.lse.ac.uk/cee%20dps/ceedp57.pdf

- "Which Skills Matter?"
  http://cee.lse.ac.uk/cee%20dps/ceedp59.pdf

CEE's future work programme
The following papers are expected to be published by the CEE in 2007 and will build on the work completed in 2006.

Early Years
Focus: considers the benefits, both short and long term that can accrue in early years and associations with early years environment, childcare and education. **This work links into the DfES's analytical theme of social mobility and cohesion,** especially with regard to the efficacy of early intervention. There are also links with parenting, and transitions and progression.

Publications anticipated for 2007:

- "School admissions and parental labour supply"

- "When should August born children start school?"

- "What admissions policies are best for Summer born Children?"

Stratification and School Performance
Focus: examines the extent of stratification across and within schools, how this has changed over time and how this relates to choice, competition and ultimately attainment. **This strand falls under the analytical themes of both standards, and social mobility and cohesion.** It seeks to see how standards can be increased for all pupils. It also covers work that tries to understand "What do parents want from a school?" which helps us to have a greater understanding of users, incentives and behaviours, as highlighted in the *DfES's' Capability Review*[130].

Publications anticipated for 2007:

- "What do parents want from a school? Evidence from house prices"

- "Stratification and Peer Effects of Minority Students on Pupil Performance"

ICT and Education
Focus: examines the relationship between ICT investment in schools and pupil performance and the connections between ICT and adult labour market and educational outcomes. **This links to the analytical themes of both skills and globalisation.** This is important in terms of both the impact that ICT has on earnings but also in terms of the wider context of globalisation and economic competitiveness.

Publications anticipated for 2007:

- "The Incidence and Impact of Computer Use: Evidence from WERS 2004"

- "Use IT or lose IT? The impact of computers on earnings"

Pupil Mobility
Focus: the study of pupil mobility during educational stages and the impact of the decision to move on the education performance of pupils and schools as a whole. **This links heavily to the analytical theme of transitions and progression** which examines continuity, tailoring to individual needs, and the very real problems of managing the transitions across pre-school and primary; primary and secondary.

Publications anticipated for 2007:

- "Pupil mobility and school disruption"

- "Searching for schools and pupil mobility in England and France"

Literacy and Numeracy Skills:
Focus: work on the relationship between basic skills and adult economic and social outcomes, and on evaluating literacy and numeracy hour effects for school children. The CEE is also undertaking work on the employment effects of basic skills. On the latter, longer run effects than the earlier 'Literacy Hour' work studied are being explored. **This links into the analytical themes of standards and skills.**

Publications anticipated for 2007:

• "Strategies to improve literacy and Numeracy"

• "The impact of basic skills on employment in the UK labour market"

Higher Education Funding and Reforms

Focus: explores the implications of the HE reforms on participation (particularly for individuals from poorer family backgrounds) and earnings returns to HE. **This strand links into the analytical theme of social mobility and cohesion** through its emphasis on looking at the effect of reforms on poorer students, but is also important in terms of the analytical theme of **globalisation** given the contribution that HE makes to our economic competitiveness.

Publications anticipated for 2007:

• "Parental income and HE funding policies"

Globalisation and Higher Education
Focus: this examines the links between globalisation and HE and as such falls mainly under the **globalisation analytical theme** through its focus on the impact that globalisation has on HE and how we should respond to this to ensure competitiveness in a globalised economy.

Publications anticipated for 2007:

• "Globalisation and Higher Education: Do Foreign Students Crowd Out Domestic Students in UK Universities?"

Education, Skills and Labour Market Returns
Focus: the study of non-cognitive skills and their impact on education and labour market outcomes, the impact of qualification attainment on employment and gender differences in education and labour market outcomes. **This links in with the analytical theme of curriculum and teaching** through its emphasis on non-cognitive skills but is also important for the analytical theme of **skills** as it focuses on labour market outcomes and the returns to qualifications in the labour market.

Publications anticipated for 2007:

• "Impact of non-cognitive skills on employment"

• "Social/non-cognitive skills"

• "Estimating the value of NVQ2 using British Cohort Study data"

• "Gender differentials in Europe"

• "The returns to qualifications using data from the Labour Force Survey"

Human Capital over the Lifecycle
Focus: development of framework for evaluating scope of education policy to impact at different stages of the life-cycle. **This links in with the analytical theme of transitions and progression** through its emphasis on examining how different education policies impact on individuals over the life course. This work will update previous analysis in this area and help in the overall assessment of the impact of policy changes.

Publications anticipated for 2007:

• "Education Policy in the UK (Revisited)"

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)

Progress of current work

Reported

Learning skills and the development of learning: identifying effective teaching & learning approaches to develop pupils' learning capabilities. This supports personalised learning by identifying school strategies which (i) actively engage learners, (ii) develop the ability to focus on their learning skills, and (c) increase pupil ownership of their own progress. The research links to the following DfES's analytical theme(s): Standards; Curriculum and teaching.

In Progress

The impact on students of self- and peer-assessment: assesses the evidence for the impact of formative assessment – both self- and peer-assessment – on learners understanding of work and personal goals, of the criteria to be applied to them, and to planning what further needs to be done to develop themselves and achieve their potential. This work supports both personalisation and development of non-cognitive skills. The research links to the following DfES's analytical theme(s): standards; curriculum and teaching; transition and progression.

The impact of employer engagement in course development on employers and students. Primarily focuses on HE, but initially considers FE v HE differences. The ultimate outcome of interest is graduates' work-related skills. Subsidiary foci are the nature of employer engagement in course development and whether this has been increased by Foundation Degrees. The research links to the following DfES's analytical theme(s): skills; curriculum and Teaching; users, incentives and behaviours.

The factors that drive high post-16 participation of many minority ethnic groups, and what strategies are effective in encouraging participation? Involves a systematic literature search on both elements, then two separately focused assessments: international coverage of the effectiveness of interventions to raise post-compulsory MEG participation (Review 1); and a UK-grounded synthesis of the values, aspirations and causes of higher participation by many UK MEGs (Review 2). The research links to the following DfES's analytical theme(s): standards; social Mobility and cohesion; users, incentives and behaviours.

The influence of practitioner attitudes and engagement in the local implementation of national post 16 education policy. Aims to identify the relative importance of front-line conditions in shaping the success or otherwise of national post-16 initiatives, as evidenced in studies of practitioner experience and engagement. The research links to the following DfES's analytical theme(s): standards; users, incentives and behaviours.

EPPI-Centre's future work programme

Three reviews are planned, or about to start.

What characterises effective teacher-initiated teacher-pupil dialogue to promote conceptual understanding in mathematics lessons in England in Key Stages 2 to 4. This will look to confirm or challenge a general view of recent inspection and academic reports that greater interaction and dialogue (teacher-pupil; pupil-pupil) is needed to increase understanding and future post-16 maths participation. The research links to the following DfES's analytical theme(s): standards; curriculum & teaching.

What is the best way of improving the educational achievement of children identified as gifted & talented? The research links to the following DfES's analytical theme(s): curriculum and teaching.

What develops young people's self efficacy/motivation during their secondary school years, both within and beyond school settings. The research links to the following DfES's analytical theme(s): curriculum and teaching; transitions and progression; parenting.

The Centre for Research on the Wider Benefits of Learning (WBL)
Progress of current work

Published
Effects of mothers' post-16 education on their parenting styles and the development of their children. Wider Benefits of Learning Research Report No.19 (June 2006).

The wider benefits of learning: a synthesis of findings from the Centre for Research on the Wider Benefits of Learning 1999-2006. DfES Research Brief (October 2006).

Development in the early years: its importance for school performance and adult outcomes. Wider Benefits of Learning Research Report No.20 (November 2006).

Determinants and pathways of progression to Level 2 qualifications as an adult. Examines background and contemporaneous factors associated with achievement of Level 2 at different life stages and plots progression routes during 1990s to Level 2, especially the extent of 'stepping stone' qualifications (February 07).

Projects to report by end March 2007
Parenting behaviours and children's development from infancy to early childhood: examines how parent's behaviours are influenced by educational and SES background, the effect of behaviours upon different aspects of children's development, and the 'reverse' effect of developmental change on parenting behaviour.

WBL future work programme
What role for the 3Rs? Developmental trajectories and SES influence upon Key Stage 2 achievement: examines the importance of subject-specific development in literacy and numeracy upon KS2 results, and how this varies by gender and SES.

The effects of education on crime: correlates LEA educational inequalities and LEA youth conviction rates, both static and change patterns.

Predicting the wider returns to improved school achievement: modelling pathways through childhood and the effects on social disadvantage: builds on the Centre's work for Prime Ministers Strategy Unit and HMT during 2006 to identify the returns expected from raised educational achievement at different stages during childhood. Social mobility and cohesion; Safeguarding and risk for children & young people.

Interactions between contexts during primary school: examines a full range of individual, family, developmental, peer and neighbourhood effects on achievement at Key Stage 2. Social mobility and cohesion; Standards.

The influence of adult learning by parents upon child achievement and development: uses ALSPAC dataset, which was supplemented in 2004/5 by a separately funded module on adult learning experience. Social mobility and cohesion; Users, incentives and behaviours.

School and community effects on primary pupil pro-social behaviour, mental health and well-being: two projects now being tackled jointly, using similar model and dataset (ALSPAC). Maps patterns of mental health and well-being between and within schools, and examines their relationship with school and pupil variables. Safeguarding and risk for children & young people.

Malleability in adult cognitive capability: joint work with other organisations on the 1946 Cohort, investigating change in adult cognitive capability between 26 and 53, and the association of adult education and mental capability and well-being in later life. Demography; Skills.

Social capital and achievement among secondary age pupils: an ethnographic study grounded in two schools in one London borough, bringing together issues of cohesion, peer effects, schooling, social networks and agency interaction. Aims to inform and link to many of the quantitative projects within the WBL programme. Social mobility and cohesion; Standards; Transitions & progression; Users, incentives and behaviours.

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)

Progress with the current programme
NRDC, based within the Institute of Education, was commissioned in 2002 with a remit to provide the Skills for Life strategy with both the underpinning evidence and the practical framework necessary to improve the literacy, language and numeracy of the millions of adults identified by the Moser report as having poor basic skills. NRDC's research and development programme has made an important contribution to the evidence base for policy development in the Skills for Life Strategy over the last four years. Key areas of work have included:

- **Embedding:** producing new evidence on how embedding literacy and numeracy – integrating the development of vocational and literacy /language/numeracy (LLN) skills – can boost motivation and achievement in both skill sets.

- **Effective practice:** five studies on characteristics of effective practice in reading, writing, numeracy, English for Speakers of Other Languages (ESOL) and ICT.

- **Teacher Education:** a report on innovative approaches to initial teacher education, highlighting the importance of subject-specific pedagogy, mentoring and placements.

- **Offender Learning:** research into the impact of employment on reducing re-offending and a rapid evidence review in the area of offender learning to inform the 2005 Green Paper, Reducing Re-Offending through Skills and Employment.

- **Skills for Life and employment:** a review of provision for the unemployed and job-seekers, which found that compulsory provision can be counter-productive, and evidence on the link between LLN skills, earnings and job prospects.

- **Numeracy:** review of the specific importance of numeracy skills and evidence of the significant impact a lack of these skills has on different cohorts.

A number of other research projects have also looked at other aspects of the Skills for Life agenda around engagement, motivation and social inclusion for learners, engaging 'hard to reach' learners, learning in the workplace, participation, progression and achievement for specific cohorts and levels, evidence on self-study and learner persistence and international comparisons.

NRDC's future work programme
NRDC's proposed plan of work for 07-08 is organised under four strands, linking to the Department's Key Analytical Themes of: Social mobility and cohesion; Standards; Skills; Curriculum and Teaching; Transitions and progression; and Users, incentives and behaviours.

1. Data Analysis and Modelling
Based on NRDC's longitudinal research resources and national datasets, the first strand comprises modelling exercises and data analysis, a fast-response service for Parliamentary Questions and Ministerial briefings, reviews and syntheses of research, and policy advice to produce focused responses to critical policy questions.

2. Primary Research
Investment in a small number of projects with a 'development' dimension, including:

- **Skills for Life priority groups:** the impact of Skills for Life on priority groups, including Black and ethnic minorities, offenders, homeless people, the unemployed and low paid; exploration of 'what works'.

- **Personalisation, transition and progression,** which are central themes to recent White Papers.

- **Employability:** developing young adults' employability through speaking and listening; numeracy and employability; numeracy and writing in the workplace; comparisons between US and UK on basic skills, ICT and employability.

- **Survey of English for Speakers of Other Languages:** focus to be confirmed.

3. Development
Increasing the volume and impact of development work to focus on:

- **Improving the quality of teaching and learning.** Linked projects on reading and writing: developing reading fluency for adult literacy learners; systematic phonics in adult literacy teaching.

- **Embedding Skills for Life** across vocational programmes, workplace learning and whole organisations; LLN practices of vocational teachers.

- **Workforce development.** Teacher education reform and professional development of the wider Skills for Life workforce will be priorities.

- **Maths4Life:** NRDC will work in partnership with the National Centre for Excellence in the Teaching of Maths to create materials and methods for teaching using formative assessment strategies with adult learners need to be devised and evaluated while being implemented, building on previous work in Maths4Life projects.

4. Communications and Impact
NRDC will promote and embed NRDC research and development by means of:

- a variety of publications including practitioner guides; Reflect magazine; and papers on key policy topics

- the mainstream and specialist press and Skills for Life email networks

- practitioner networks and fora to promote the embedding of research outcomes in developing practice

- interactive websites (including the NRDC and Maths4Life sites)

- conferences, practitioner seminars and policy seminars

NRDC will also continue to prioritise supporting practitioners' engagement in research, development and reflective practice to enhance professional development and quality improvement in practice. They will also work to encourage and support post-graduate study of issues and themes related to adult LLN, including sponsorship of two PhD Skills for Life studentships and the convening of a summer school and follow-up workshop.

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