

DIGEST OF RESEARCH SUPPORTED OR CONDUCTED BY NATIONAL BODIES

The following are the national bodies which have a core function which involves conducting or supporting research on education or education-related issues and which are covered by this digest:

- Department of Education and Science (DES), including research projects supported through the Department's Research & Development Committee and Gender Equality Management Committee and research conducted or commissioned by units within the Department, including:
 - the National Educational Psychological Service
 - the Evaluation Support and Research Unit (ESRU) of the Inspectorate
 - the Qualifications Curriculum & Assessment Policy Unit
 - the Social Inclusion UnitEtc.
- An Chomhairle um Oideachais Gaeltachta agus Gaelscolaíochta (COGG)
- Centre for Early Childhood Development and Education (CECDE)
- Combat Poverty Agency
- Economic and Social Research Institute (ESRI)
- Educational Research Centre (ERC)
- Higher Education Authority (HEA)
- Irish Research Council for the Humanities and Social Sciences (IRCHSS)
- National Adult Literacy Agency (NALA)
- National Centre for Guidance in Education (NCGE)
- National Centre for Technology in Education (NCTE)
- National Council for Curriculum and Assessment (NCCA)
- National Council for Special Education (NCSE)
- National Educational Welfare Board (NEWB)
- Office of the Minister for Children and Youth Affairs (OMC)

Education-related research supported or conducted by other Departments or national bodies (e.g. Forfás) and by statutory or other committees/councils (e.g. Educational Disadvantage Committee, Institutes of Technology Ireland) is also included in this digest.

For each body a list of ongoing research being supported or conducted by the body is included, along with a list of education-related research which has been supported or conducted by the body since 2000.

This digest is aimed at ensuring that information on education related research can be sourced in a central location by all interested parties, however, we recognise that all education-related research projects are not included in the digest and also that there may have been further developments in relation to the progress of the projects since their inclusion in the digest. Please contact the body in question for the most up-to-date information in relation to a particular research project. If your query relates to the digest itself please contact Annette Leonard, Research and Development Committee, Department of Education and Science (E-mail: annette_leonard@education.gov.ie Tel:01 8896439)

It is intended that this digest will be updated on a periodic basis. The inclusion of research conducted or supported by representative or voluntary bodies will be considered as part of the process of further developing this resource in the future.

Please note that the views expressed in the research reports included in the digest are those of the researcher(s) and do not necessarily reflect the views or policy of the Department of Education and Science.

September 2008

CONTENTS

| | Page |
|---|-------------|
| Department of Education and Science | 4 |
| <i>Research and Development Committee</i> | 5 |
| <i>Gender Equality Management Committee</i> | 43 |
| <i>National Educational Psychological Service</i> | 52 |
| <i>Other DES sections</i> | 71 |
| An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta | 101 |
| Centre for Early Childhood Development and Education | 110 |
| Combat Poverty Agency | 116 |
| Economic and Social Research Institute | 125 |
| Educational Disadvantage Committee | 145 |
| Educational Research Centre | 149 |
| Higher Education Authority | 186 |
| Irish Research Council for the Humanities and Social Sciences | 197 |
| National Adult Literacy Agency | 207 |
| National Centre for Guidance in Education | 210 |
| National Centre for Technology in Education | 213 |
| National Council for Curriculum and Assessment | 215 |
| National Council for Special Education | 230 |
| National Educational Welfare Board | 238 |
| Office of the Minister for Children | 243 |

DEPARTMENT OF EDUCATION AND SCIENCE (DES)

The Department's Research and Development Committee provides funding support to research institutes and individual researchers for specific educational research projects. The list of ongoing research projects which are being supported by the Research and Development Committee is included at Table 1. Table 2 consists of the list of research projects which were supported by the Committee since 2000.

The Department's Gender Equality Management Committee (GEMC) is also involved in this area. Table 3 sets out the ongoing research projects being supported by the Committee, while Table 4 includes the projects which have been supported by this Committee and completed since 2000.

Research which is being supported and/or conducted by the National Educational Psychological Service (NEPS) is included in Table 5, with research supported by NEPS since 2000 listed in Table 6. The Evaluation Support and Research Unit (ESRU) of the Department's Inspectorate is also involved in conducting research and such projects will be included in the digest shortly.

Other sections of the Department, such as the Qualifications Curriculum & Assessment Policy Unit and the Social Inclusion Unit, are involved in supporting research and these projects are listed in Tables 7 and 8.

If further information is required on a particular project, please refer to the Department website (www.education.ie) in the first instance. If further assistance is required please contact Annette Leonard.

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Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|--|---|---|----------------------------------|
| R&D Committee | Digital Literacy: New Approaches to Participation and Inquiry Learning to Foster Literacy Skills Among Primary School Children | Leo Casey (National College of Ireland) | This project will test approaches to digital literacy and examine how best it can be developed in primary schools, examining eight classes across four primary schools in The Digital Hub, where a task-based learning approach to teaching specific strands within the curriculum will be taken. | 2008 |
| R&D Committee | Evaluation of Foreign Languages at Upper Secondary School Level Project (EFLUSL) | Margaret Condon (Under auspices of European Network of Policy Makers for the Evaluation of Educational Systems) | The Evaluation of Foreign Languages in Upper Secondary Level Project (EFLUSL) is an international cooperative project concerning the design, piloting and refinement of an agreed set of quality indicators to be used in the evaluation of the teaching and learning processes in foreign languages at upper secondary school level. The project will also involve the drafting of a set of agreed | 2008 |

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| | | | evaluation procedures to be implemented in a range of schools in participating countries. | |
| R&D Committee | Section 29 Appeals | Dr. Anne Lodge (NUI Maynooth) | This research will provide an in-dept analysis of the first five years of the Appeals process established under Section 29 of the Education Act 1998. | 2008 |
| R&D Committee | Arrangements for the Accreditation of In-Career Education & Training for Teachers | Dr. Conor Galvin (Education Department, UCD) | This research will identify and document existing practice in the formal modular certification of teacher in-service programmes at primary and post-primary level in Ireland; identify and document practice in this area in two leading European centres of teacher education; and provide indications of best practice in the area. | 2008 |
| R&D Committee | Investigating Irish Teachers Knowledge of Mathematics for Teaching | Seán Delaney (Coláiste Mhuire, Marino Institute of Education) | This research will address the issues of the level of mathematics knowledge needed in order to teach the five strands and | 2008 |

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| | | | accompanying skills effectively in primary school; how such knowledge can be assessed; and what knowledge of mathematics emerging and practising primary school teachers possess. | |
| R&D Committee | Cúrsaí Gaeltachta na gColáistí Oideachais | Caoimhe Máirtín | The project will examine the provision of, impact and associated costs of, students of the Colleges of Education attending Gaeltacht courses as part of their studies. | 2008 |
| R&D Committee | Designing Primary Schools for the Future (also included in ESRI section) | ESRI | The key objective of this project is to assess the implications for primary school building design of current and anticipated future developments in teaching and learning methods, tools and technologies. The project will involve a systematic review of international experience regarding these issues and interviews with key educational stakeholders and will result in the development | 2008 |

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| | | | of a brief for a model “school of the future”; this will not be a set of technical architectural plans but rather a document incorporating an educational needs analysis which will inform the Department’s Design Guidelines for Primary Schools. | |
| R&D Committee | Managing Diversity in Schools: integration of newcomer students in first- and second-level schools (also included in ESRI section) | ESRI | This study will explore the issues facing primary and second-level schools in catering for the educational needs of diverse groups of pupils. The study will encompass a postal survey of school principals combined with detailed case studies of individual schools. | 2008 |
| R&D Committee | Review of Experiences of Primary Teachers | Colleges of Education Research Consortium | This project will involve the creation of a longitudinal database on a large sample of primary teachers, | 2008 |

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| | | Dr. Mark Morgan (Education Research Centre), David Carey (Froebel College), Jim Deegan (Mary Immaculate College), Ruby Morrow (Church of Ireland College), Cora O'Farrell (Marino Institute of Education) | representative in terms of experience, gender and school types. Among the issues which will be examined are the experience of teachers in different types of schools; their perception of their professional development; the job satisfaction and morale of teachers; and their adjustment to changes which have occurred in the last 15 years. | |
| R&D Committee (and D/EHLG) | Waterford Youth Services Pilot Initiative Scheme | Waterford City Council | This project involves an assessment of youth services provision in Waterford City and County from the perspective of young people and identification of gaps in this area. | 2008 |
| R&D Committee | Identifying Teacher Professional Development Needs for Teaching the 'Data Analysis' Component of | Dr. Aisling Leavy (Mary Immaculate College, Limerick) | This study of approximately 400 pre-service teachers proposes to identify their professional development needs in relation to statistical understandings, through a mixed-method design. | 2009 |

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| | Primary Level Mathematics | | | |
| R&D Committee | Learning to Teach in Post-primary Schools : Opportunities to develop curricular and cross-curricular competences in initial teacher education | Dr.Paul Conway (UCC) | This project will examine how best core competences of teachers in relation to inclusive, intercultural and cross curricular learning can be developed, focussing particularly on mathematics and reading literacy, and how best teachers can be supported in this process. | 2009 |
| R&D Committee | From Policy to Practice: Oral Language Development in Designated Disadvantaged Schools in Ireland | Dr. Aine Cregan (Mary Immaculate College, Limerick) | This study will explore the practice of oral language teaching and learning in designated disadvantaged schools in Ireland. | 2009 |

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| R&D Committee | Field testing of International System for Teacher Observation and Feedback classroom observation protocol. | Dr. Dympna Devine (Education Department, UCD) | This project will involve the field testing of a classroom observation protocol (International System for Teacher Observation and Feedback protocol) in a sample of Irish schools at primary and post-primary level. It aims to develop a professional monitoring system for evaluating Teacher effectiveness in Ireland, that has both national and international validity. | 2009 |
| R&D Committee | An Examination of Compositional Writing in Irish Primary Schools | Patrick Wall, Carmel O'Sullivan, Karen Willoughby (School of Education, Trinity College Dublin) | This aim of this project is to conduct an in-depth examination of compositional writing instruction in Irish primary schools. The study will provide an up-to-date picture of approaches to compositional writing in primary schools and identify factors which potentially facilitate and inhibit the | 2009 |

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| | | | successful implementation of proposed revisions for compositional writing instruction. | |
| R&D Committee | The Development of Junior Certificate Science Investigations by Guided Inquiry | Dr. Paul VanKampen (DCU) | This action research project will focus on the methodologies and approaches which underpin best practice in the development of scientific investigative skills and project work, at Junior Certificate science level. It will involve a three-week summer school for 16 teachers where science topics are studied by guided inquiry. These teachers will also develop and test similar educational materials in the classroom. | 2010 |
| R&D Committee | Building Bridges of Understanding : Theory and Actual Classroom Practices in Multiple Comprehension | Dr. Martin Gleeson (Mary Immaculate College, Limerick) | The project will consist of a qualitative study involving a small number of teachers, examining their process of learning to teach explicit comprehension strategies and how it impacts on their classroom practices and | 2010 |

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| | Strategy Instruction | | student learning. | |
| R&D Committee | Addressing the Challenges of Inclusion in Irish Schools | Joseph Travers (St. Patrick's College, Drumcondra) | The project will focus on how schools address the diverse needs of pupils with special educational needs, newcomers and pupils who experience educational disadvantage. | 2010 |

Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|--|---|------------------------|
| R&D Committee | Development of Science in 10 Kerry Schools and other Selected Schools | Paula Kilfeather Sinéad O'Reilly (St. Patrick's College, Drumcondra) | This project focussed on the teaching and learning of science, with particular reference to the physical sciences, in 15 primary schools in South Kerry over 3 years. | 2007 |
| R&D Committee | It's Part of What We Are : Some Irish contributors to the development of the Chemical and Physical Sciences | Dr. R. Charles Mollan (Samton Ltd) | The project gives an account of the scientific achievements of selected scientists with Irish connections, the majority of which were born between the early seventeenth century and 1916, who contributed to the chemical and physical sciences. | 2007 |

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| R&D Committee | Attitudes to the Transition Year Programme | Gerry Jeffers (Education Department, NUI Maynooth) | This project involved investigating the attitudes to the Transition Year Programme among pupils, teachers, school management, parents and the wider community. The research adopted a case study approach focussing on the TY programme in six schools. | 2007 |
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| R&D Committee | The Effects of Calculator Use in Schools and in the Certificate Examinations - Phase I | Dr. Seán Close, Dr. Gerry Shiel, Elizabeth Oldham, Deirdre Hackett, Thérèse Dooley, Michael O'Leary Paul Surgenor (Education | The study examines the effects of introducing calculators into the Revised Junior Cycle Mathematics syllabus launched in the 2000/01 school year. Students sitting the Junior Certificate Examination in mathematics in 2003 formed | 2004 |

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| | <p>The Effects of Calculator Use in Schools and in the Certificate Examinations – Phase II</p> <p>(also included under ERC section)</p> | <p>Department, St Patrick’s College, ERC, and School of Education, Trinity College Dublin)</p> | <p>the first cohort that were allowed to use calculators in the examination, and were taught how to use them as part of their course.</p> <p>The project is divided into two phases. The second phase, which was implemented in a representative sample of post-primary schools in November 2004, involved examining the mathematics achievement of a cohort of third-year students who had been instructed in the use of calculators and expected to use a calculator in the Junior Certificate Examination.</p> <p>The summary report on phase II ‘Pressing the Right Buttons’ was published in 2007.</p> | <p>2007</p> |
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| R&D Committee | Hands On Science : Science Assessment in Irish Primary Schools | Paula Kilfeather, Michael O'Leary Janet Varley (St. Patrick's College, Drumcondra) | The research examined the extent to which materials and methodologies used in countries with a longer history of science assessment at Primary level (Australia, Canada, New Zealand, UK, US) could be used to support and enhance the work of Irish teachers. | 2006 |
| R&D Committee | Review of Guidance Provision in Post-Primary Schools (also included in NCGE and ESRI section) | Eileen Fitzpatrick, (National Centre for Guidance in Education) Dr. Deirdre O'Neill (TCD) ESRI | This consisted of a review of post-primary guidance provision. The report is based on the findings from the 4 strands of a review of guidance in post-primary schools. The 4 strands were : <ul style="list-style-type: none"> • Quantitative and qualitative survey of the use of the resources provided by DES for guidance in all 738 post-primary schools (NCGE) • A more in-depth survey in 260 of the 738 schools (ESRI) • In-depth case studies in 15 schools selected from those surveyed in strand 2 (ESRI) | 2006 |

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| | | | <ul style="list-style-type: none"> • Focus group interviews with a range of stakeholders (TCD and NCGE). | |
| R&D Committee | A Whole-school Approach to the Development of Inclusive Intercultural Policy and Practice | Dr. Mary Gannon Dr Mairin Kenny (CDVEC Curriculum Development Unit) | This research investigated the effectiveness of the whole school approach in developing inclusive intercultural policy and practice in post-primary schools and identified best practice in responding to cultural diversity. | 2006 |
| R&D Committee | Artists-Schools Guidelines : Towards Best Practice in Ireland | Lorraine Comer (Arts Council) | This project involved bringing representatives from the formal education and arts sectors together to identify the principles and guidelines for good practice relating to the interaction between schools and the arts sector. The work resulted in the production of a set of | 2006 |

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| | | | principles and guidelines to enable teachers, schools and the arts community to work better together in schools and in arts venues. | |
| R&D Committee | <p>Fetal Alcohol Spectrum Disorders : Students and School (booklet)</p> <p>‘On the Spectrum: Similarities and differences between students with Fetal Alcohol Spectrum Disorders and Autism Spectrum Disorders in Ireland’ (Journal of International Special Needs</p> | <p>Susan Ryan (National Institute for the Study of Learning Difficulties, TCD and University of Alaska Anchorage)</p> <p>Michele Ní Chionnaith (Fetal Alcohol Support Ireland)</p> | <p>This project focussed on the educational and life experiences outcomes of students who experience Fetal Alcohol Spectrum Disorder (FASD) and Autism Spectrum Disorder (ASD). The study examined the similarities and differences between the educational and support needs of these two groups of students.</p> <p>A booklet for teachers was produced to provide information on FASD and how teachers and schools</p> | 2006 |

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| | Education, June 2005) | | can help students with FASD. | |
| R&D Committee | Live Music in the Classroom : An Analysis of the Primary Curriculum Support Programme of the Vogler Quartet in Sligo Residency | Dr. John O'Flynn (Mary Immaculate College, Limerick) on behalf of the Vogler Partner Steering Group comprising Sligo Local Authorities, The Arts Council, Music Network and Mary Immaculate College, Limerick) | This action research project focused on developing a transferable model of arts curriculum support based on programmed interactions between artists, learners and educators with specific reference to the music education strand of the Vogler String Quartet Residency, Sligo 1999-2004. | 2005 |

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| R&D Committee | Bogs in the Classroom : A Web-based Educational Resource Focussing on Bog Field Studies | Dr. Catherine O'Connell (Bog of Allen Project, Irish Peatland Conservation Council) | The objective of the research was to provide a web-based (www.ipcc.ie) educational resource focussing on bog field studies to meet the habitat study requirements of the primary science curriculum and the requirements of the Junior Certificate Science syllabus and the Leaving Certificate Biology syllabus. | 2005 |
| R&D Committee | Towards a More Formal Mentoring System for Post-primary Training | Fionnbarra Ó Murchú Prof Áine Hyland & Declan Kennedy (UCC) | The aim of the pilot project was to devise, implement and evaluate a formal school-based mentoring programme in five post-primary schools in the Cork region. The central feature of the project aimed to determine the benefits to the quality of teaching and learning that can accrue from a formal school-based mentoring programme with particular reference to the student teachers, the teaching practice schools and | 2005 |

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| | | | the teacher education institutions. | |
| R&D Committee | Survey of Amalgamated Schools with a view to Establishing Views on the Process/Experience of Amalgamation | Dr. Marie Flynn, Helen O'Brien (St. Helen's Education Office) | The research examined the views and experiences of principals and teachers in second-level schools that amalgamated in recent years and focused, in particular, on consultation; preparation; changes in school ethos; school policy; staff relations; student/staff relations; subjects on offer; changes in workload and job satisfaction. | 2004 |
| R&D Committee | Addressing the Needs of Under 15s : A Study of Alternative Educational Provision in Selected Countries | Scott Boldt (Coláiste Mhuire Marino, Griffith Avenue, Dublin 9) | This consisted of a study of practice in other countries in meeting the needs of under 15s who cannot be catered for in school. | 2004 |
| R&D Committee | Comparative Study of Factors Influencing Retention in Second-level | ESRI Rose Malone (NUI Maynooth) | This study examined central school level processes influencing pupil retention rates, particularly in disadvantaged areas. | 2004 |

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| | Disadvantaged Schools (also included in ESRI section) | | | |
| R&D Committee | Primary Education : Ending Disadvantage | Dr. Anne Louise Gilligan (C/O Educational Disadvantage Centre, St. Patrick's College, Drumcondra) | The overall aim of the research project was to develop a conceptual framework of educational equality that would provide the foundations for a cohesive and systematic approach to educational practice, strategies and policies to end disadvantage at primary level. | 2003 |

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| National Suicide Review Group/ former Northern Area Health Board / TCD / Department of Health and Children / R&D Committee | A Resource Manual for Mental Health Promotion and Suicide Prevention in Third Level Institutions | Amanda Kracen Deirdre Flynn Teresa Mason (Mental Health Initiative, Trinity College Dublin) | As part of their work in researching issues of mental health promotion and suicide awareness in higher education, the TCD Mental Health Initiative drafted a resource manual to share their experience with staff at all third level institutions. This manual examined issues of student mental wellness, suggested best practice, | 2003 |

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| | | | documented findings and provided training materials. It was co-funded by the National Suicide Review Group, the former Northern Area Health Board and TCD. The Department of Health and Children and the Department of Education and Science Research and Development Committee provided funding to cover the dissemination costs of making the manual available to all Irish third level institutions. | |
| R&D Committee / NCCA | Review of the Junior Certificate School Programme (also included in NCCA section) | Nexus Research Co-operative | This consisted of a review of the Junior Certificate School Programme (JCSP). The JCSP provides a curriculum framework that assists schools and teachers in making the Junior Certificate more accessible to those young people in danger of | 2003 |

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| | | | leaving the school system early with no formal qualification. The project provided data on the effectiveness of the structure, format and content of the JCSP. | |
| R&D Committee | Making the Move : Study of the Transfer Process from First to Second Level Schooling | Maeve O'Brien (St. Patrick's College, Drumcondra) | Drawing on focus groups and interviews conducted over an eighteen-month period, the research focused on students', teachers' and parents' perceptions of the transfer from primary to second-level schooling. | 2002 |
| R&D Committee | Design for Technologies | Project leader : Dr. William Gaughran (University of Limerick) | This project aimed at improving and extending both the provision of technology at Leaving Certificate and other more recent Senior Cycle initiatives in the technologies. | 2002 |

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| | <p>Volume 1 ; Training Strategies and Benchmark Achievement Standards for CAD</p> | <p>Tony Rynne</p> | <p>Three post-primary schools participated in scientific research as part of the project on CAD. The research looked at the training strategies and achievements in relation to CAD.</p> | |
| | <p>Volume 2 : Health and Safety in Technologies Education</p> | <p>Trevor Hickey</p> | <p>The second project considered existing health and safety legislation; the role of the Health and Safety Authority; teacher training in health and safety; and safety culture.</p> | |
| | <p>Volume 3 : Design for Inclusivity – Accommodating Wheelchair Users in Practical Classrooms</p> | <p>Gerard Power Niamh Ní Múirí</p> | <p>The third project looking at inclusivity concentrated on wheelchair use in post-primary schools, third level colleges and wheelchair users working in industrial engineering/ technology environments.</p> | |
| | <p>Volume 4 : Design for Algorithms for Technology Suites and Classrooms</p> | <p>Dermot Gannon</p> | <p>The final project examined current solutions in relation to suite layouts for technology</p> | |

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| | | | classrooms and developed these in relation to research in industrial standards, ergonomics and requirements of operators. | |
| R&D Committee | Primary Teachers and Music Education | Mary Stakelum, (Mary Immaculate College, Limerick) | The study consisted of an investigation of the principles and practice of primary teachers regarding composition in the primary music classroom, with a view to identifying the needs of teachers with respect to development in this area. | 2002 |
| R&D Committee | A Review of IMMA / | Eibhlin Campbell | The review explored the | 2002 |

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| | Breaking the Cycle Project | Anne Gallagher Helen O'Donoghue (Irish Museum of Modern Art) | impact of the Breaking the Cycle project on children, teachers and artists and proposed a framework for collaboration in arts education partnerships. | |
| R&D Committee | Examining the Costs of Seconding Teachers within the Education System | Dr. Anne Lodge (National University of Ireland, Maynooth) Dr. David Tuohy (National University of Ireland, Galway) | The study examined the process of secondment from the perspective of teachers engaged in seconded positions and schools who have released personnel to other institutions. It was also concerned with the role and responsibility of the seconding body to the seconded individual and their school. | 2002 |

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| R&D Committee | Ethnicity and Schooling | Dr. Dympna Devine (Education Department, UCD) | The purpose of the research was to evaluate current policy and provision in relation to ethnic diversity in the Irish education system by mapping of the situation in one town. This involved mapping the current situation regarding ethnic diversity within the primary and second level schools in the town; examining the range of resources and supports available; identifying and evaluating current perceptions, policies and practices in relation to ethnic diversity among school administrators and teaching staff; and identifying and evaluating current inter-ethnic relations among a sample of pupils. | 2002 |

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| R&D Committee | Use of Communicative Irish Outside the Classroom | Rhoda O'Connor, Dr. Seán P. Ó'Conchúir, (Rhoda O'Connor & Comhpháirithe) | This action research project examined the motivation and feasibility of the use of communicative Irish, arising from class-based learning, in the school community at both primary and post-primary level. It involved assembling a multi-media Communicative and Informal Use of Irish Language Package, and testing this on a pilot basis in a number of schools. | 2002 |

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| R&D Committee | Information Pack for Transition Year Mathematics Teachers | Dr. Fiacre Ó Cairbre Dr. Richard Watson (National University of Ireland, Maynooth) John McKeon (Maynooth Post-Primary School) | This project involved compiling an information pack, aimed at helping teachers develop their own Transition Year programme for mathematics and to cover topics in an imaginative and entertaining way. | 2001 |
| R&D Committee | A Psychoeducational Approach to Helping Adolescents Cope | Claire Hayes (National University of Ireland, Maynooth) | The research examined current international developments in preventing and reducing mental health difficulties; determined if Irish adolescents need help in coping and evaluated the effectiveness of a particular psychoeducational coping strategy. | 2001 |
| R&D Committee | Policy and Practice of Professional Development for Primary and Post-primary Teachers in | Dr. Ciaran Sugrue Dr. Mark Morgan (St. Patrick's College, Drumcondra) | This research focused on the effectiveness of approaches to delivery of in-service courses in the Irish education system and aimed to provide | 2001 |

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| | Ireland : A Critical Analysis | Dr.Dympna Devine, Dr.Deirdre Raftery (Education Department, UCD) | as comprehensive a picture as possible of current policy and practice with a view to identifying key implications for review and improvement of current provision. | |
| R&D Committee | Meeting and Partings, It's the Travelling Life : Nomadic and Cultural Tradition of Travellers | Mary Moriarty Nollaig ÓFiongháile (Galway Travellers Support Group) | This study was aimed at understanding the nature of nomadic practice within the Traveller community; uncovering the experiences of the families when nomadic; understanding the beliefs and attitudes associated with nomadism; and identifying the perspectives and aspirations of the Travellers. | 2001 |
| R&D Committee | Cross-Border Rural Childcare Project, 1997-2000 | Pauline Walmsley (C/O Erne Hospital, Enniskillen, Co. Fermanagh) | The aim of the project was to conduct action research on childcare provision for children up to 12 years of age | 2001 |

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| | | | in border areas of Northern Ireland and Ireland. | |
| R&D Committee | <p>International Association for the Evaluation of Educational Achievement (IAEEA) Pre-Primary Project</p> <p>Hayes, N., and O'Flaherty, J. with Kernan, M. 1997. <i>A Window on Early Education in Ireland</i>. Dublin:DIT</p> <p>Hayes, N., and Kernan, M. <i>Seven-Year-Olds in Ireland</i>. Dublin: DIT</p> <p><i>International Monographs: Phases 1 and 2</i></p> | <p>Nóirín Hayes, Julie O'Flaherty with Margaret Kernan</p> <p>(Centre for Social and Educational Research, DIT)</p> <p>Nóirín Hayes, Margaret Kernan</p> <p>(Centre for Social and Educational Research, DIT)</p> | <p>The IAEEA project was a large international, longitudinal investigation into the years before children's entry into compulsory education.</p> <p>Ireland did not participate in phase I</p> <p>Phase II (1993-1997) involved 15 countries. In Ireland the focus of phase II was on the experience of four-year-olds in designated disadvantaged and non-designated disadvantaged primary schools and pre-schools.</p> <p>Phase III (1997-2000) involved 13 countries and documented how early</p> | <p>Phase II report (<i>A Window on Early Education in Ireland – First National report of IEA Preprimary Project</i>) was published in September 1997.</p> <p>Phase III report completed 2000.</p> |

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| | High/Scope Educational Research Foundation 600 N. River St., Ypsilanti, MI 48198, USA | | experiences affect children's development at the age of seven. In Ireland most of the sample children who took part in phase II took part in phase III. | |
| R&D Committee | Primary School Library Services in Ireland : A Survey of Current Provision and Future Need | Fionnuala Hanrahan (Library Association of Ireland,) | This study was the first comprehensive review of library provision for primary schools in Ireland and aimed to identify the current level of library and information resource provision within schools; identify future requirements in this regard; and ascertain the in-career development needs of primary teachers to enhance the use of information by pupils and teachers. | 2000 |

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| R&D Committee | Gender Differences in Patterns of Entry to the Colleges of Education | <p>Prof. Sheelagh Drudy (Education Department, UCD)</p> <p>Dr. Maeve Martin (Education Department, NUI Maynooth)</p> | <p>This report focussed on gender differences in perceptions of, and attitudes to, primary teaching among school leavers and students in the colleges of education. The research involved an analysis of patterns of entry to the colleges of education by means of statistical data, questionnaires completed by students in a sample of second-level schools, and second year students in the education colleges and interviews with guidance counsellors and college administrators.</p> | 2000 |

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| R&D Committee | Patterns of Participation and Performance in Art College : The Field of Study Choices and Academic Performance of Art and Design Students in Relation to Their Aesthetic and Academic Ability, Age, Gender, Entry Status ad Social Class | Dr. Dónal O'Donoghue (part of PhD thesis), Professor Iseult McCarthy, Professor Gary Granville (Faculty of Education, National College of Art and Design) | The study focussed on all new entrants to the four Irish third-level colleges of art and design in the Autumn of 1992. The art and design entrants were evaluated at entry according to their gender, age, social class, background and county of origin; in relation to their artistic experiences and educational experiences prior to entry; and in relation to their artistic and academic ability at entry. The field of study choices of these entrants were examined in relation to their pre-entry and background characteristics and in relation to their | 2000 |

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| | | | performance in first year of art college. These 1992 entrants were then assessed at graduation and their final year performance was considered. | |
| R&D Committee | Gender Differences in Classroom Interaction | <p>Prof. Sheelagh Drudy (Education Department, UCD)</p> <p>Dr. Máire Uí Chatháin (Education Department, NUI Maynooth)</p> | This longitudinal study set out to establish whether internationally observed patterns of male domination of interactions were observable in Irish co-educational classrooms, and to relate patterns to a number of intervening variables. It took the form of an action research project among student teachers on a postgraduate professional course with an emphasis on teachers' self-analysis and reflection. | 2000 |

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| R&D Committee | <p>School Bullying in Ireland : A Nationwide Survey</p> <p>O'Moore, A.M., Kirkham, C., and Smith, M. 1997. "Bullying Behaviour in Irish Schools: A Nationwide Study". <i>The Irish Journal of Psychology</i> 18 (2), 141-169</p> <p>O'Moore, A.M.,</p> | <p>Dr. Astrid Mona O'Moore</p> <p>(Anti-Bullying Research and Resource Centre, Department of Education, TCD)</p> | <p>This project examined the incidence and correlates of bullying behaviour in Irish primary and post-primary schools during the period 1993 to 1994. The first stage of the study examined the prevalence of bullying in schools during the first school term in which the schools would have received the <i>National Guidelines on Countering and Preventing Bullying</i>. The second stage re-examined the level of</p> | 2000 |

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| | <p>Kirkham, C., and Smith, M. 1998. "Bullying in Schools in Ireland: A Nationwide Study". <i>Irish Educational Studies</i> 17, 254-271</p> <p>O'Moore, A.M. 2000. Aggressive Behaviour. <i>Critical Issues for Teacher Training to Counter Bullying and Victimisation in Ireland</i>. 26, 99-111.</p> | | <p>bullying in the same schools after the schools had developed a school policy on bullying, as recommended in the <i>Guidelines</i>.</p> | |
| R&D Committee | <p>Analysis of the Millennium Book : Children and Identity in Postmodern Ireland</p> | <p>Prof. Pat O'Connor (Department of Government and Society, University of Limerick)</p> <p>Dr. Anne Lodge (Education Department, NUI, Maynooth)</p> <p>Ciara Kane (final-year student,</p> | <p>In May 1999 the Millennium Committee invited young people in fifth class (primary) and Transition Year (post-primary) as well as pupils in special schools to write a single page about themselves, their hopes for the future, and their vision of Ireland both in the present and the new millennium for the 'Write Here! Write Now!' project. One page was</p> | 2000 |

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| | | Department of Government and Society, University of Limerick) | <p>selected at random from every participating class and included in the Millennium Book, which is held in the National Library.</p> <p>The objective of the study was to analyse a substantial stratified sample of the contributions written for possible inclusion in the Millennium Book.</p> | |
| R&D Committee | Early School-Leaving and Educational Disadvantage in a Small Town | Dr. Evelyn Mahon, Áine McGrath (Department of Sociology, TCD) | This project examined the relationship between school organisation and processes and early school leaving in the town of Enniscorthy. It identified key features of each school on a number of significant variables and located the extent and patterns of early school leaving within that context. | 2000 |

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| R&D Committee | Young People, Drug Use and Early School Leaving | Dr. C.M. Comiskey, R. Millar (NUI Maynooth) | This project examined the nature and extent of drug use among young people in Dublin and examined the impact of drug use on early school leaving. | 2000 |
| R&D Committee | Left Out on Their Own : Young People Leaving Care in Ireland | Patricia Kelleher Carmel Kelleher Maria Kelleher (Kelleher Associates) | <i>Left Out on Their Own</i> was the first national longitudinal study of young people leaving care in Ireland and was commissioned by Focus Ireland. The objectives of the study were to describe the background to and recent developments in the foster-care and residential-care systems; carry out surveys of | 2000 |

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| | | | <p>young people six months and again two years after leaving care, in order to monitor their performance; construct case histories of seventy young care leavers; analyse leaving care policy and practice; and study the crisis intervention service of the former Eastern Region Health Authority.</p> | |
| R&D Committee | <p>Education Provision for Pupils with Severe and Profound Learning Disabilities</p> | <p>Dr. Jean Ware Páid McGee Georgina Julian (Special Education Department, St. Patrick's College, Drumcondra)</p> | <p>This study dealt with two specific but interrelated issues pertaining to the education of pupils with severe and profound general learning difficulties (S & PLD) – the place and organisation of provision; and teachers' morale and turnover. The study formed part of a wider</p> | 2000 |

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| | | | comparative study involving researchers in England, Wales and Ireland, whose aim was to identify factors that facilitate the provision of appropriate accommodation and curriculum for pupils with S & PLD. | |
| R&D Committee | Higher-Order Thinking in Early Years Classroom Through Doing Philosophy “Higher-Order Thinking in the Early Years Classroom through Doing Philosophy”. <i>Irish Educational Studies</i> Vol. 20. Spring 2001. | Philomena Donnelly – Uí Chionnaith | The aim of the study was to ascertain, define, record and analyse the elements of abstract thinking present in “Thinking Time”, a session in the day when junior and senior infants were encouraged to think and interact philosophically. The study took place at Bayside Junior National School, Sutton. | 2000 |

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| R&D Committee | An Ghaeilge ag Obair sa Scoil | Rhoda O'Connor, Dr. Seán P. Ó'Conchúir, (Rhoda O'Connor & Comhpháirithe) | This pilot project explored how the communicative approach to the teaching of Irish could be translated into the daily activities of the second-level school community, in the form of increased usage of Irish and Bilingualism. | 2000 |
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Table 3 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|---|--|------------------------|
| GEMC | Valuing Visibility : an exploration of how sexual orientation issues are addressed in post-primary schools | Dr. Anne Lodge (National University of Ireland, Maynooth) | This action research project will identify inclusive, positive practice in Irish post-primary schools recognising the diversity of sexual identities and relationships that exist within the school community. | 2008 |

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| <p>NCCA and GEMC</p> | <p>Longitudinal study of second-level students: the transition into senior cycle</p> <p>(also included in NCCA and ESRI sections)</p> | <p>ESRI</p> | <p>The study consists of follow-up study to the longitudinal study involving following a group of 900 students in 12 case study schools.</p> <p>Because of student participation in Transition Year, this study is being carried out over two phases covering the student cohort in fifth and sixth year. The study will address a number of key issues relating to senior cycle education including the nature of student learning experiences during TY; the factors which influence students' choice of subjects and subject level in fifth year; the variations in experiences of teaching and learning across the different senior cycle programmes; and the process of adjusting to the transition to senior cycle.</p> | <p>2008</p> |
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Table 4 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion |
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| GEMC | Anti-Bias Education: Towards New Understandings | Maura Cuneen, (NUIC) | This research will provide information on the continued transference of gender/sex stereotyping to children between 0 – 12 years. | 2007 |
| GEMC | Senior Management Appointments in Education | Kathleen Lynch and Dympna Devine (UCD) | This research examined the cultural codes enshrined in senior appointments at different educational levels and across different sectors of education | 2006 |
| GEMC | Gender Inequality in Seeking and Accessing Promotional Posts in Irish Schools | Anne Lodge and Rose Malone (NUIM) | The research looked at a range of policy initiatives promoting gender equality in educational management and leadership. | 2006 |
| GEMC | The Use of Exploring Masculinities in Irish Schools | Jim Gleeson (UL) | The research focussed on informing the Department of Education and Science and NCCA policy in relation to | 2006 |

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| | | | the future development of the Exploring Masculinities Programme. | |
| GEMC | Straight Talking – Researching Gay and Lesbian Issues in the School Curriculum | James Norman (DCU) | Straight Talk was specifically concerned with how the issues of sexuality education in the context of gay and lesbian issues, homophobic bullying and HIV/AIDS education are dealt with in the context of the Relationships and Sexuality Education (RSE) component of the Social Personal and Health Education (SPHE) programme in second-level schools. | 2006 |
| GEMC | Gendering the School Plan | Lorna Ryan (NUI Galway) | This report is a summary paper for the SET Committee regarding girls and science provision in schools. | 2005 |
| GEMC | Factors Influencing Educational Achievement | Bernie McCloskey, (The Clonsaugh Consortium) | The study looked at the causes of the problem of drop out among Traveller girls in North Dublin. | 2005 |

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| | and Dropout for Traveller Girls in North Dublin | | | |
| GEMC | Gender and Subject Choice: Take-up of Technological Subjects in Second-level Education (also included in ESRI section) | ESRI | The study examined the role of school provision, school policy and student choice in shaping gender differences in the take-up of the technological subjects. It drew on the perspectives of school principals, guidance counsellors, teachers and students themselves. | 2005 |
| GEMC | Survey of Primary Teachers | Eileen Drew (TCD) | This survey identified what male primary teachers believe to be the advantages and disadvantages of primary teaching for males. | 2005 |
| GEMC | Islam And Equality: Affirming | Sheila O'Driscoll (Shannon CDC) | The study provided information on how the adult and community sector could | 2005 |

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| | Cultural Diversity and Gender Equality in Lifelong Learning | | provide equality of access, progression and outcomes for male and female learners from an Islamic background. | |
| NCCA and GEMC | <p>Longitudinal study of students from their transition to post-primary school to the completion of the Junior Certificate</p> <p>Moving Up : The Experiences of First-year Students in Post-Primary Education</p> <p>Pathways Through the Junior Cycle</p> | ESRI | <p>This project follows a group of 900 students in 12 case-study schools from their transition to post-primary school to the completion of the Junior Certificate. It was carried out in three phases.</p> <p>The first report entitled 'Moving Up' focuses on curriculum provision and school integration among first year students (Phase I).</p> <p>The second phase of the study looks at student experiences as they move into the second year of their junior cycle. It explores changes in student attitudes to school and to the different subject areas. The report of phase II is set out in 'Pathways Through the Junior</p> | <p>2004</p> <p>2005</p> |

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| | <p>Gearing Up for the Exam?</p> <p>(also included under NCCA and ESRI sections)</p> | | <p>Cycle'.</p> <p>The third part of the study examines student experiences in their Junior Certificate year. It looks at teaching and learning in the lead-up to the examination and the factors influencing student performance at Junior Certificate level.</p> <p>This study forms the basis for a series of follow-up studies on young people's transition to senior cycle, parental perspectives on this transition, and the factors influencing early school leaving.</p> | 2007 |
| GEMC | <p>Experience of Boys and Girls in Arts Education at Primary Level</p> | <p>Regina Murphy (St Patrick's College, Drumcondra)</p> | <p>The research contributed to the identification of the nature of differences between boys and girls in the arts; the practices which may be supportive of arts activities; and those that may be alienating for either group.</p> | 2004 |

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| GEMC | Where have all the Good Men Gone: Exploring males in social care in Ireland | Niall McElwee and Ashling Jackson (Athlone Institute of Technology) | This research looked at the quantification of gender imbalance in social care training and provided insights into potential approaches to redress this imbalance. | 2004 |
| GEMC | Roads to Learning: A Study of Education and Training by Women's Groups in North and West Mayo | Marian Flannery (Women of the North West Ltd) | The research examined the impact of community based education and training on individuals and the community as a whole. | 2004 |
| GEMC | Girls into Engineering | Eileen Drew (TCD) | The research aimed to inform the development of policy at all levels to encourage students to consider engineering as a career. | 2004 |
| GEMC | Gender Perspectives and Junior Cycle History | Maryann Valiulis and Deirdre Raftery (TCD & NUI Dublin) | The research focussed on examining a gender balanced Junior Cycle History. | 2004 |
| GEMC | Exploring the Development of | Catherine Conlon (NUI Dublin) | This research looked at the direct relevance, to the | 2004 |

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| | University-Community Partnership Models and Action Measures to Promote 3 rd Level Access for 'Second Chance' Women | | overlapping policy priorities for education set out in the National Development Plan, of widening access to third level education and actions to ensure that disadvantaged women are encouraged to participate. | |
| NCCA and GEMC | Examining Gender : Gender and Achievement in the Junior and Leaving Certificate Examinations 2000/2001 (also included under NCCA section) | Jannette Elwood, Karen Carlisle (Graduate School of Education, Queens University, Belfast) | This study investigated differential performance by gender and achievement in the Junior Certificate and Leaving Certificate Examinations in 2000 and 2001. | 2003 |
| NCCA and GEMC | Gender Politics and Exploring Masculinities in Irish Education : | Máirtín Mac an Ghoill (University of Newcastle), Joan Hannafin (UCC), | The study addressed two issues 'What was the shape and temporal trajectory of the public debate on Exploring | 2002 |

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| | Teachers, Materials and the Media (also included in NCCA section) | Paul Conway (UCC) | Masculinities ?' and 'What are teachers' views of implementing the Exploring Masculinities programme within the context of the public debate'? | |
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Table 5 : NEPS On-going research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Proposed Completion date |
|--------------------------------|----------------------------|-------------------|---|---------------------------------|
| NEPS | Is there a digital divide? | Avril Burgess | As technology becomes increasingly important in education, both in the content and the means of delivery, might students actually know more than their teachers and their parents? If there is a digital divide, what are the factors that contribute to it? Possible factors are access to IT devices and the internet, age, socioeconomic status as well as personality and attitude to technology. This research explores these issues with 300 people, adolescent students, their teachers and parents. | 2009 |

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| NEPS | Psychological well-being in primary school children: Perceptions of school staff, parents and students | Teresa O'Dea | This study is being undertaken to explore what teachers, parents and pupils mean by <i>positive mental health</i> and to investigate their views on the dimensions of school environments that can have a positive effect on children's social-emotional development and well-being. | 2009 |
| NEPS | Factor structure of the WISC-IV in a referred population | Trevor James | The WISC-IV is the most commonly used intelligence test in the world, and is often used to determine eligibility for additional education resources, but its validity in Ireland has not yet been demonstrated. This research uses factor analysis to examine one aspect of the validity- the factor structure. This will determine whether the four factors which the WISC-IV proposes is applicable to students in Ireland referred to NEPS. | 2009 |

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| NEPS | Evaluation of the Teacher Training component of the Incredible Years Programme | Gabrielle Greene | The Incredible Years programme represents a comprehensive model for the promotion of social and emotional competence in children. Parent and teacher training programmes complement a student training programme designed to teach social and emotional competence. It is important to be able to identify the effective components of the overall programme and this research will evaluate the impact of the teacher training alone. | 2010 |

Table 6 : NEPS Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|----------------------------------|--|------------------------|
| NEPS | A survey of schools' experiences of NEPS (to be published 2008) | NEPS Working party on Evaluation | <p>This project is a strand of the NEPS evaluation strategy signalled in the 2007 business plan. The objectives were to provide a report on how schools perceive the NEPS service and to indicate preferences for services within the NEPS portfolio. It is important in the context of a quality assurance model, to have "customer" feedback on services.</p> <p>A questionnaire, designed in conjunction with NEPS, was distributed to a sample of primary and post primary schools by the Education Research Centre, St Patrick's College, Drumcondra in May 2007. The ERC also conducted the data analysis.</p> | 2007 |

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| NEPS | <p>An investigation into the validity of the ABAS-II in an Irish context</p> <p>(Presented at the Psychological Society of Ireland Annual Conference, Killarney, November 2007)</p> <p>(Submitted as part of the requirement for the Psychological Society of Ireland Diploma in Educational Psychology)</p> | Angela Dowling | <p>This study examines the validity of the use of the Adaptive Behaviour Assessment Scale (ABAS II) in Ireland. (The ABAS is one measure of skill level in social, conceptual and practical arenas, an essential requirement for the diagnosis of General Learning Disability, and is commonly used in the US although it has begun to be used in Ireland in recent times.)</p> <p>Teachers were asked to rate 57 students on specific subscales from the ABAS II. Concurrently they were asked to rate their perceptions of those students under those areas using a visual analogue. They also gave responses to questions regarding time taken, cultural appropriateness and utility for transfer to post primary school.</p> | 2007 |
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| NEPS | <p>Counting on Success</p> <p>(Presented at the 2nd Math Research Conference in St. Patrick's College, Drumcondra, September 2007)</p> | Yvonne Mullan | <p>Number Worlds (Griffin and Case, 1997) is an intervention which was used successfully to close the number knowledge gap between children in schools in low-income, high-risk communities and their more affluent peers in the United States and involves an increased emphasis on counting and on small group work.</p> <p>During the school year 2004/05 a quasi-experimental study was carried out to assess the impact of Number Worlds in an Irish context. The intervention was evaluated using pre and post Number Knowledge Test (NKT) results, interview, video-recording and notes from participant observation. The progress of four classes was monitored: the Number Worlds (experimental) group; a control group in the same school and two classes in a</p> | 2007 |
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| | | | nearby school that was not designated as disadvantaged. | |
| NEPS | <p>Play Therapy</p> <p>(Presented to Psychological Society of Ireland conference, Killarney, 2007)</p> | Therese O'Dowd | <p>The aim of the study was to explore Primary Teachers' current understanding of child therapy and their readiness to become involved in a school-based non-directive play therapy (NDPT) intervention.</p> <p>Data were gathered from teachers using focus group and semi-structured interviews interpreted from a social constructionist perspective.</p> | 2007 |

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| NEPS | <p>Supporting Reading interventions with primary teachers</p> <p>(Presented to Psychological Society of Ireland conference, Killarney, 2007)</p> <p>Reach, Journal of Special Needs Education in Ireland, 2008, Vol</p> | Shirley Murphy, Mary Nugent, Feargal O'Neill | <p>The aim of the project was to encourage teachers to enhance their analytic/reflective skills regarding the interventions they use for reading and to increase their knowledge of reading interventions currently available. Through this it was hoped to increase the reading ability of a group of primary school children.</p> <p>In-service training regarding a range of reading programmes</p> | 2007 |

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| | 21 No 2,. | | <p>was provided to resource/learning support teachers in the Waterford area. Following this, school based resource teachers selected a reading intervention programme which was implemented for at least a 3 month period.</p> <p>Assessment of the reading ability of the classes was carried out using the GR11, both before and after the intervention. In addition, some qualitative data were collected through diaries, time logs and questionnaires.</p> | |
| NEPS | <p>Training and support to teachers in facilitating group work</p> <p>(Presented to Psychological Society of Ireland conference,</p> | Elizabeth Charles, Joanne Moran and Ciara Deloughry | <p>This action research was designed to give teachers attending this training the confidence, knowledge and skills to facilitate small therapeutic groups in schools. It also evaluated different methods of delivering training:</p> | 2007 |

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| | Killarney, 2007) | | | |
| NEPS | <p>Raising Reading Standards in Secondary School- An action research project</p> <p>(Presented to Psychological Society of Ireland conference, Killarney, 2007)</p> | Mary Nugent | <p>This action research project aimed to raise reading standards in the first year of secondary school; to promote positive attitudes to reading among students; and encourage more frequent reading and establish reading as a valued leisure activity.</p> <p>Quantitative and qualitative data was collected, including</p> | 2007 |

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| | | | <p>pre and post intervention reading scores and teacher, student and parental questionnaires.</p> <p>The research used a multi-element approach which included the establishment of a peer reading programme involved targeted students in first year and transition year students; the implementation of the Word Millionaire reading initiative with all first years; and presentations to parents to promote reading and engage parental support for the above initiatives.</p> | |
| NEPS | <p>Services for children with specific learning difficulties (dyslexia)- The child's experience and what that tells us about segregation and inclusion</p> | Mary Nugent | <p>This study evaluates and compares special educational services for children with dyslexia in three different settings: special schools, reading units and mainstream resource provision. The emphasis in this paper is on the child's experience of special education.</p> | 2007 |

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| | In press Educational Psychology in Practice | | Participants were dyslexic children aged 8-13 who had been accessing special educational services for two academic years. Data collection involved individual interviews with each of the 100 children as well as parental questionnaires. | |
| NEPS | Parent training: its effects on the reading abilities of their children (Submitted in part completion of the requirements of | Lucy Gannon | This research aimed to examine if the provision of a brief training programme for parents influences the acquisition of reading skills in beginning readers. The aim of the research was to improve the reading ability of children in senior infants | 2007 |

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| | the Psychological Society of Ireland Diploma in Educational Psychology) | | through advising their parents on useful strategies to help them at home. Parents in the experimental group received a brief training programme and handouts. The training explained how children learn to read and how parents can help. A second group received only the handouts, while a third group received no intervention during that term. Reading ability of the children was initially assessed in September and again in March when the intervention was complete. | |
| NEPS | Response rate for questionnaires sent by email or post Irish Journal of | Trevor James | This study examined the relative effectiveness of email and post as a method for the delivery of a questionnaire. Four hundred and eighty seven schools were sent a | 2006 |

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| | Psychology (in press) | | brief questionnaire by post and a similar number were sent the same questionnaire by email. Both groups were asked to return the completed questionnaire by FAX or post. | |
| NEPS | Memory Recall in Primary School Children (Presented to Psychological Society of Ireland conference, Killarney, 2007) | Tomás Mac an Bhreithiúin | The aim of this study was to compare the effect of visual phonological based mnemonic strategies on immediate recall and their impact on retention over time. A group of primary school children aged 8-10 years were given training in mnemonic strategies. Their performance on memory tasks was compared to similar children who had not been given any training but were using their own strategies. | 2006 |
| NEPS | Inclusion in Irish post-primary | Teresa Tierney | This research looked at the level of resourcing Special Educational Needs (SEN) in | 2006 |

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|------|--|-------------|--|------|
| | <p>schools</p> <p>(Presented to Psychological Society of Ireland conference, Galway, 2006)</p> <p>(Submitted for the Doctorate in Educational Psychology, UEL)</p> | | <p>mainstream schools in a region of Ireland and how mainstream secondary schools in this region utilise those resources given to them to accommodate pupils with SEN. This study explored the organisation and structure of support systems, principals' attitudes to inclusion and pupils' experience and perceived level of happiness with the support they receive.</p> <p>Quantitative and qualitative data collection methods were used in the research.</p> | |
| NEPS | Special | Mary Nugent | This study explores the | 2006 |

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| | <p>Educational Services for Children with Specific Learning Disability (Dyslexia): An Evaluation</p> <p>Reach, Journal of Special Needs Education in Ireland, 2006, Vol 19, No 2, 102-111.</p> | | <p>effectiveness of special educational provision for children with a specific learning disability (dyslexia) in Irish primary schools. It evaluates and compares the three forms of special educational provision in Ireland for children with severe dyslexia: resource teaching, reading units (also known as special classes) and special school placement. The evaluation included a measure of literacy outcomes as well as information about parent and child perspectives.</p> | |
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| NEPS | <p>Comparing inclusive and segregated settings for children with specific learning difficulties (dyslexia)- Parental perspectives</p> <p>Support for Learning (2007), 22, 2</p> | Mary Nugent | <p>This study evaluated and compared special educational services for children with dyslexia in three different settings: special schools, reading units and mainstream resource provision. The emphasis in this paper is on the parental perspectives.</p> <p>Participants were the parents of dyslexic children aged 8-13 who had been accessing special educational services for two academic years. Data involved individual postal questionnaires, returned by 113 parents.</p> | 2006 |
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| NEPS | <p>The Incredible Years: Multi Agency Approach to Reducing Children's Behaviour Problems and Improving Children's Social/Emotional Competence</p> <p>(Presented to Psychological Society of Ireland conference, Galway, 2006)</p> | Richard Egan, Suarle Fitzsimons, Sian Harris | <p>For the first time in Ireland, all three elements of the Incredible Years Programme were implemented simultaneously in a national school with 242 children and 22 teachers. All the teachers were trained in the classroom management programme, 10 parents took part in the parenting programme and 15 children took part in the Dina Dinosaur children's group.</p> <p>This longitudinal study involved pre and post rating of children in the Dinosaur group, of participants in the parenting programme and a sample of children in each class (n=96).</p> | 2005 |
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| NEPS | <p>A Rough Guide to Individual Educational Planning (IEPs) for Primary Schools</p> <p>Published in Learn, the Journal of the Irish Learning Support Association, 2004, Volume 26, p10-23</p> | Mary Nugent | <p>This article is based on the author's experiences of developing and implementing individual education plans for children with special educational needs in mainstream and special school settings. It is intended as guidance for schools and teachers who are either beginning to develop individual educational plans in their school, or who wish to further refine a system already in place. The focus here is on children with special educational needs, who may have their needs met by attending a special school, a special class, or through mainstream placement, perhaps with the support of a special education or resource teacher.</p> | 2004 |

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| NEPS | <p>Teachers' views of working with Individual Educational Plans in an Irish special school</p> <p>REACH, Journal of Special Education in Ireland, 2002, Vol 15, No2, p98-112</p> | Mary Nugent | <p>This article explores the views of teachers in a special school of individual education plans (known as IEPs). The teachers' perspective of the utility of IEPs for parents and students was also examined. The research is grounded in the context of the Irish education system, although comparisons are made with IEP systems in other countries.</p> | 2002 |

Table 7 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
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| DES and Office of the Minister for Integration | Development of a National English Language Policy and Framework for Legally-resident Adult Newcomers | Horwath Consulting Ireland Limited | This involves an independent strategic review to assist in developing a policy and framework in the area of English language provision for all legally-resident adult immigrants. | 2008 |

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| DES | <p>Home-School-Community-Liaison in Early Start Schools</p> <p>(also included in ERC section)</p> | Lewis, M., and Archer, P. (ERC) | <p>Over the last ten years, the ERC has produced evaluation reports on various aspects of the Early Start preschool programme in schools in disadvantaged areas. This work is ongoing and current evaluation objectives include the use of assessment profiles by junior-infant teachers in schools with Early Start units and the interface between Early Start and the Home-School-Community-Liaison (HSCL) scheme.</p> | 2008 for current phase |
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| DES | <p>An Evaluation of Giving Children an Even Break</p> <p>(also included in ERC section)</p> | ERC | <p>In early 2007, the ERC submitted a draft report of an evaluation of some aspects of Giving Children an Even Break (GCEB) to the Department of Education and Science. The GCEB initiative involved allocation of extra staff to schools with the highest levels of disadvantage and financial grants on a sliding scale to almost all schools according to their assessed levels of disadvantage. The scope of the evaluation is limited to investigations of (i) how resources were used; (ii) the opinions of two groups of participants (principals of all schools and cluster co-ordinators for rural schools) on the operation of the initiative; and (iii) the extent to which positive discrimination with regard to class size has been achieved in GCEB</p> | 2008 |

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| | | | schools. | |
| DES | <p>Study of Disadvantage in Rural Schools</p> <p>(also included in ERC section)</p> | ERC | <p>The ERC has embarked on a study of disadvantage in rural primary schools. The study has been prompted by the belief, supported by some empirical evidence, that educational disadvantage is qualitatively different in urban and rural areas. For example, the relationship between socioeconomic factors and educational outcomes is thought to be weaker in rural than in urban settings. Test data collected from rural schools as part of the evaluation of the School Support Programme (SSP) under DEIS is being used to examine the nature of disadvantage in rural areas. While the study represents an important step in arriving at an understanding of disadvantage</p> | 2008 |

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| | | | in rural areas, a fuller understanding will not be possible without also collecting comparative test data from schools that do not have high concentrations of pupils from poor backgrounds. | |
| DES | The Bonus for Irish in the Leaving Certificate Examination (also included in ERC section) | ERC | Data on the bonuses awarded to candidates in the Leaving Certificate Examination for answering papers in Irish are being analysed. The purpose of the study is to determine the principal factors affecting the take up of Irish-medium papers, and the impact the bonuses have within the CAO points system. Data consist of (1) marks obtained by all Leaving Certificate candidates in Maths, French, History and Economics in the 2002 examination, (2) numbers of candidates requesting Irish-medium papers in these subjects at Higher and Ordinary levels (n = 2,063), (3) information on a | 2008 |

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| | | | variety of background variables, and (4) a random sample of scripts in Irish (n = 865). | |
| DES / ERC | Early Screening and Diagnostic Reading Tests (also included in ERC section) | ERC | In response to a need to identify children who are at risk of reading difficulties at an early stage in their schooling, the ERC is developing Early Screening and Diagnostic Reading Tests designed for use with children at the end of Senior Infants and the beginning of First class. The screening test is intended to be administered to groups of 8 to 10 pupils. The diagnostic test, which is individually administered, is designed for use with pupils identified by the screening test as being at risk. | 2008 |

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| DES | 2007 School Leaver' Survey (also included in ESRI section) | ESRI | This project will involve a survey, analysis and interpreted report on those leaving the second level system in the 2004/2005 academic year. The survey will comprise a sample of leavers from the academic year 2004/2005 who left up to and including Leaving Certificate and/or PLC. The survey will include a substantial over-sampling of early leavers and also the Leaving Certificate Applied and Leaving Certificate Vocational Programme | 2009 |

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| | | | groups, to allow particular focus on these groups. | |
| DES / ERC | Standardised Test Development (also included in ERC section) | ERC | Development work on tests of Irish language began in early 2007. Two separate tests are under preparation – one for pupils in Gaeltacht schools and scoileanna lán-Ghaeilge, the other for pupils in ordinary schools. The tests will assess aspects of listening and reading, with reference to content themes and processes outlined in the 1999 Primary School Irish Curriculum. The tests should be available to schools from | 2009 for current phase |

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| | | | Spring 2009. Other current work on standardised tests includes the preparation of a revised manual containing information on mathematics subscales and proficiency levels for the <i>Drumcondra Primary Mathematics Test – Revised</i> (DPMT-R) and the development of proficiency levels for the <i>Drumcondra Primary Reading Test – Revised</i> (DPRT-R). | |
| DES | Teaching and Learning International Survey (TALIS) (also included in ERC section) | ERC | TALIS is a survey of the learning environment and working conditions of teachers in post-primary (Junior Cycle) schools. Twenty- countries are participating. The main survey will take place in a representative national sample of 200 post-primary schools in Ireland involving up to 4000 teachers. Principal | 2009 |

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| | | | and teachers will complete questionnaires in either paper or online format. | |
| DES | Programme for International Student Assessment (PISA) (also included in ERC section) | ERC | PISA is a multi-year assessment programme, developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD). It is aimed at assessing the broad educational achievements in reading, | 2010 for current phase |

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| | | | <p>mathematics, and science of 15-year olds and their preparedness for adult life. Each cycle of PISA focuses on a major achievement domain (reading in 2000, mathematics in 2003 and science in 2006) and on two or more minor domains.</p> <p>Work is under way at the Centre on PISA 2009, in which reading will again be the major focus. A computer-based literacy test will be included for the first time.</p> | |
| DES | <p>International Civics and Citizenship Education Study (ICCS)</p> <p>(also included in</p> | ERC | <p>Ireland is one of at least 37 countries participating in the ICCS. The purpose of this study is to investigate the ways in which young people are prepared to undertake their roles as citizens. The</p> | 2010 |

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| | ERC section) | | <p>ICCS instruments will provide information on the achievement of second-year students in civics and citizenship education along two cognitive dimensions (knowing and reasoning). They will also provide affective data along the four dimensions of value beliefs, attitudes, behavioural intentions, and behaviours.</p> | |
| DES | An Evaluation of the School Support Programme (SSP) under | ERC | Work commenced in 2007 on an evaluation of the SSP component of DEIS at primary and post-primary levels. The evaluation is | 2011 |

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| | <p>DEIS (also included in ERC section)</p> | | <p>attempting to monitor the implementation of the programme and assess its impact on students, families, schools, and communities. The evaluation has a number of elements including the monitoring of change in achievement and other pupil outcomes over the period 2006/07 to 2009/10. Other planned activities include surveys of schools to assess their progress in relation to targets specified in their DEIS action plans, and the extent to which specific elements of the scheme have been implemented. The evaluation will also focus on particular groups of pupils in participating schools. For example, a study of pupils showing early signs of reading difficulties began in October 2007.</p> | |
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Table 8 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
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| DES, ETE, IDA, Enterprise Ireland | Future Requirement for High-level ICT Skills in the ICT Sector | Expert Group on Future Skills Needs/Forfás – | The aim of this study was to determine the future requirements for high level skills in the ICT sector and to identify the proactive actions required to ensure that the supply of these skills will support its growth potential. | 2008 |
| DES / NCTE | NCTE 2005 Census on ICT Infrastructure in Schools : statistical report (also included in NCTE and ERC sections) | Shiel, G., and O’Flaherty, A. (ERC) | This report details the findings of the 2005 National Centre for Technology in Education (NCTE) census on ICT infrastructure in schools. The 2005 census is the fourth in a series that began in 1998. The census reflects the situation with regard to ICT infrastructure in schools in May/June 2005. | 2006 |

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| DES | <p>Implementing the Revised Junior Certificate Science Syllabus: what teachers said</p> <p>(also included in ERC section)</p> | Eivers, E., Shiel, G., Cheevers, C. (ERC) | <p>This paper examines the teaching of science to Junior Certificate students in post-primary schools in Ireland. It is based on responses to a questionnaire administered in early 2006 to those teaching Junior Certificate science in schools participating in the 2006 OECD Programme for International Student Assessment (PISA).</p> <p>The present report, which is designed for a general audience, summarises key findings and recommendations from the research.</p> | 2006 |
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| DES | <p>A Study of the Intended and Achieved Weights of Components in the Leaving Certificate Examination</p> <p>(also included in ERC section)</p> | <p>Millar, D., Kellaghan, T., & Mac Aogáin, E. (ERC)</p> | <p>Issues relating to discrepancies between intended and achieved weights arise in the case of examinations which are made up of a number of components (e.g., written oral, and practical examinations) and in which marks awarded on the components are aggregated to provide an overall mark and grade for candidates. Analyses were carried out to determine the extent to which the weight that was intended to be assigned to performance on a component (inferred from the marks allotted to it) corresponded with the weight that was actually achieved (inferred from the contribution of the component to variance in the composite mark) in the case of six Leaving certificate subjects: Agricultural Science, Art, Construction Studies,</p> | 2006 |

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| | | | French, Irish, and Music. Statistically significant differences were found between intended and achieved weights for all subjects. | |
| DES | Irish in Primary Schools : long-term national trends in achievement (also included in ERC section) | Harris, J., Forde, P., Archer, P., Nic Fhearaile, S., & O’Gorman, M. (ERC) | The Centre, in collaboration with Institiúid Teangeolaíochta Éireann (ITÉ), carried out a national assessment of the speaking, listening, and reading skills in Irish of sixth class pupils in primary schools. Field work for the assessment took place in 2002. Data were collected in all-Irish schools and schools in the Gaeltacht as well as in ordinary schools. Modified versions of tests used in previous studies by ITÉ were used to assess listening and speaking skills. A new test of Irish reading was developed at the Centre. Questionnaires for teachers, parents, and pupils were also used. A comparison of achievement in listening and | 2006 |

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| | | | speaking in the present and in previous ITÉ studies revealed a very large decline in performance in ordinary schools and, to a lesser extent, in schools in the Gaeltacht. A report of the national assessment documents and tries to account for the changes in achievement. It also contains information on the new reading test and examines the relationship between achievement and a variety of home and school factors. | |
| DES / OECD / PISA | The Programme for International Student Assessment (PISA) is a multi-year assessment programme, developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD). | | | |
| | Education For Life: the achievements of 15- year olds in Ireland in the second cycle of PISA | Cosgrove, J., Shiel, G., Sofroniou, S., Zastrutski, S., & Shortt, F. (ERC) | This report sets out the achievements of 15-year olds in Ireland in relation to reading literacy, mathematical literacy, scientific literacy and problem solving. | 2005 |

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| | <p>Ready For Life? : the literacy achievements of Irish 15-year olds with comparative international data</p> <p>(also included in ERC section)</p> | <p>Gerry Shiel, Jude Cosgrove, Nick Sofroniou & Amy Kelly. (ERC)</p> | <p>The purpose of this national report on literacy is to provide a more detailed description and interpretation of the performance of Irish students, and to consider how the outcome of PISA might contribute to the development of educational policy in Ireland.</p> | <p>2001</p> |
| DES | <p>At Work in School: part-time employment among second-level students</p> <p>(also included in ESRI section)</p> | <p>ESRI</p> | <p>The study examined the balances between part-time work and full-time study for second-level students, and the impact of such work on student outcomes.</p> | <p>2005</p> |
| DES | <p>Continuing Education and Training</p> <p>(also included in ESRI section)</p> | <p>ESRI</p> | <p>This project exploited a series of questions relating to educational attainment and participation in continuing education and training included in the Living in</p> | <p>2005</p> |

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| | | | Ireland Panel surveys (LIPS) from 1994-1998. It explored 'who participates in CET and what are the determinants of such participation?' and 'what are the labour market outcomes of participation in CET', placing this in a comparative perspective. | |
| DES | Reading Literacy in Disadvantaged Primary Schools | Eivers, E., Shiel, G., & Shortt, F. (ERC) | These reports set out the results of a study of reading standards in designated disadvantaged schools. The terms of reference for the study were to obtain baseline data on the reading achievement of pupils in First, Third and Sixth classes in a representative sample of designated disadvantaged schools, using an appropriate reading test; identify variables associated with the reading | 2004 |
| | Literacy in Disadvantaged Primary Schools: problems and solutions (also included in ERC section) | | | 2005 |

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| | | | <p>achievement of these pupils; and make recommendations that would facilitate reaching the targets for reading literacy specified in the National Anti-Poverty Strategy.</p> <p>The second report is designed for a general audience and summarises the findings of the first report.</p> | |
| DES | <p>Transition Year Programme: an assessment</p> <p>(also included in ESRI section)</p> | ESRI | <p>The study provided a comprehensive examination of the operation of the Transition Year programme using information gathered from school principals, teachers and students. The research explored the types of schools which provide Transition Year; the content of the programme in different school settings; the views of stakeholders on the</p> | 2004 |

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| | | | programme; and highlighted best practice in the operation of the programme. | |
| DES | Views of the Irish Public on Education: 2004 Survey (also included in ERC section) | Kellaghan, T., McGee, P., Millar, D., & Perkins, R. (ERC) | The report consists of the results of a national survey of the public's perceptions of Irish education, carried out in the context of the 'Your Education System' process. The survey comprised of a face-to-face interview with a nationally representative sample of 1,511 individuals aged 15+, and was carried out in June/July 2004. | 2004 |

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| DES | This project outlined the post-school education, training and labour market experiences of young people. | | | |
| | 2002 Annual School Leaver's Survey of 2000/2001 leavers | ESRI | The report is based on young people who left school in 2000/2001. | 2003 |

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|-----|--|-------------------------------------|--|------|
| | 2004 Annual School Leaver's Survey of 2002/2003 leavers | | This report is based on young people who left school in 2002/2003. | 2006 |
| | 2006 Annual School Leaver's Survey of 2003/2004 leavers (also included in ESRI section) | | This project involved a survey, analysis and interpreted report on those leaving the second level system in the 2003/2004 academic year. A fourth report based on those who left second level education in the 2004/2005 academic year is underway. | 2007 |
| DES | Early Start Evaluation: report on observation visits to schools | Mary Lewis & Peter Archer. (ERC) | As part of an integrated approach to problems of disadvantage in designated schools, Early Start was established in eight locations in the 1994/1995 school year | 2003 |
| | Further | | | 2002 |

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| | <p>Evaluation of Early Start : progress report</p> <p>(also included in ERC section)</p> | | <p>and in a further 32 locations in the following year to provide for three-year old pre-school children. This evaluation consists of observation of classroom practice and supplements previous evaluations on the programme.</p> <p>A progress report was published in 2002, with the main report being finalised in 2003.</p> | |
| DES | Expanding post-school learning opportunities: nature and | ESRI | This study looked at the changes in participation in further education and training for school leavers who did not | 2003 |

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| | <p>effects of growth in post-school education/training in the 1990s</p> <p>(also included in ESRI section)</p> | | <p>immediately go on to third level education.</p> | |
| DES | <p>Review of the Home-School-Community Liaison Scheme</p> | <p>Archer, P., & Shortt, F. (ERC)</p> | <p>This review examines a number of issues related to the Home-School-Community Liaison scheme as part of a</p> | <p>2003</p> |

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| | (also included in ERC section) | | number of reviews being carried out under the Strategic Management Initiative (SMI). | |
| DES | <p>The Evaluation of Breaking the Cycle: a follow-up of the achievements of 6th class pupils in urban schools in 2003</p> <p>(also included in ERC section)</p> | Weir, S. (ERC) | <p>The Breaking the Cycle Scheme was introduced in 1996/1997 to 33 urban schools to assist them in addressing problems associated with catering for large numbers of pupils from disadvantaged backgrounds.</p> <p>An evaluation of the scheme was published in May 2002. This follow-up report focuses on documenting the results of follow-up testing of 6th class pupils in 2003. (Unlike the 6th class cohorts tested on previous occasions, the majority of pupils in the 2003 cohort should have benefited from the key provisions of the scheme, including junior education in small classes).</p> | 2003 |

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| DES | The Breaking the Cycle Scheme in Urban Schools : final evaluation report. | Weir, S., Milis, L., & Ryan, C. (ERC) | The Breaking the Cycle Scheme was introduced in 1996/1997 to 33 urban schools to assist them in addressing problems associated with catering for large numbers of pupils from disadvantaged backgrounds. Among the aims of the evaluation of the scheme was to assess the scheme's overall effectiveness and to identify models of good practice. An evaluation report in 1998 provided information in the year before the scheme began and in its first year of operation. An interim report in 2000 described some of the early effects of the scheme, and provided baseline data for the Junior Cycle completion rates of a cohort of pupils who had received their primary education in the selected schools prior to the introduction of the scheme. The 2002 report describes the scheme's effects on | 2002 |
| | Interim Report on the Evaluation of the Breaking the Cycle Scheme in Urban Schools (also included in ERC section) | Weir, S., & Ryan, C. (ERC) | | 2000 |

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| | | | participants over the five years of its pilot phase. | |
| DES | The Breaking the Cycle Scheme in Rural Schools : final evaluation report | Weir, S., Milis, L., & Ryan, C. (ERC) | The Breaking the Cycle Scheme was introduced in 1996/1997 to 123 rural schools to assist them in addressing problems associated with catering for pupils from disadvantaged backgrounds. Among the aims of the evaluation of the scheme was to assess the scheme's overall effectiveness and to identify models of good practice. An evaluation report in 1998 provided information in the year before the scheme began and in its first year of operation. An interim report in 2000 described some of the early effects of the scheme, and provided baseline data for the Junior Cycle completion rates of a cohort of pupils who had received their primary education in the selected | 2002 |
| | Interim Report on the Evaluation of the Breaking the Cycle Scheme in Rural Schools (also included in ERC section) | Weir, S., & Ryan, C. (ERC) | | 2000 |

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| | | | <p>schools prior to the introduction of the scheme. The 2002 report describes the scheme's effects on participants over the five years of its pilot phase.</p> | |
| DES | <p>An Evaluation of the Sole Use of Short-answer Tests in Apprenticeship Examinations.</p> <p>(also included in ERC section)</p> | <p>Kellaghan, T., Morgan, M., Fitzpatrick, M., & Millar, D. (ERC)</p> | <p>The training of craft apprentices follows a programme agreed between the Department of Education and Science and FÁS. This programme includes two phases of block-release by employers to Institutes of Technology and a small number of other educational institutions.</p> <p>During and at the end of these phases in the educational system, apprentices are evaluated by means of assessments or examinations. The methodology used in these written tests is the subject of the evaluation. This research project is confined to</p> | 2002 |

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| | | | written tests and does not embrace practical tests. | |
| DES | Who chooses Science?: Subject take-up in second level schools (also included in ESRI section) | ESRI | This drew on a national survey of over 4,000 students to identify the factors which influence student take-up of Chemistry, Physics, Biology and higher level Mathematics for Leaving Certificate. | 2002 |
| DES | The Irish Graduate Labour Market: A Six-Year Follow-Up Survey of Third Level Graduates from 1992 (also included in ESRI section) | V Gash, Philip O'Connell (ESRI) | This report covered the results of a six-year follow-up of third level graduates to examine labour market outcomes among young people in a changing economic and social climate. | 2000 |
| DES | Characteristics of Early School Leavers: Results | Eivers, E., Ryan, E., & Brinkley A. (ERC) | In November 1998, the Department of Education and Science commissioned the | 2000 |

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| | <p>of Research Strand of the 8- to 15-year old Early School Leavers Initiative</p> <p>(also included in ERC section)</p> | | <p>ERC to conduct a study on early school leavers as part of the 8 to 15 year old Early School Leavers Initiative.</p> | |
| DES | <p>A Case Study Analysis of Service Provision for “At Risk” Children and Young People</p> <p>(also included in ERC section)</p> | Eivers, E., & Ryan, E. (ERC) | <p>As part of the 8 to 15 year old Early School Leavers Initiative, the Department of Education and Science commissioned the ERC to examine service provision for at risk children and young people. The aims of the research were to examine the integration of mainstream and targeted preventative and support services in schools and of existing services between schools and other statutory and voluntary agencies in the</p> | 2000 |

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| | | | school/community catchment area. | |
| NCGE / DES / EU Employment Youthstart Programme | Reaching Out : The Provision of Guidance and Support Services by Programmes / Projects for Early School Leavers and Young People at Risk in Ireland (also included in NCGE section) | Sarah Ryan | The research project examined guidance provision in all programmes/ projects targeted at early school leavers, and also incorporated responses from those working with initiatives aimed at preventing early school leaving. | 2000 |

AN CHOMHAIRLE UM OIDEACHAS GAELTACHTA AGUS GAELSCOLAÍOCHTA

The list of research projects which have been supported by An Chomhairle Um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and completed since 2000 is included at Table 1.

If further information is required in relation to a particular project or on COGG generally, please refer to the COGG website in the first instance (www.cogg.ie). If further assistance is required please contact Pól Ó Cainín.

Contact details:

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Faics: 01 6340831

Table 1 : Taighde curtha i gcrích / Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|-------------------|--|---------------------------|
| COGG | Cruinneas na Gaeilge scríofa sna hiar-bhunscoileanna lánGhaeilge i mBaile Átha Cliath | Clare Walsh | <p>Déanann an taighde seo scrúdú ar Ghaeilge scríofa na ndaltaí in iar-bhunscoileanna Bhaile Átha Cliath le feiceáil cad iad na fadhbanna atá acu sa scríbhneoireacht.</p> <p>This research examines the written Irish of pupils in all-Irish primary schools based in Dublin in order to ascertain any issues that may be apparent in their Irish writing skills.</p> | Will be published shortly |

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| COGG | Struchtúr Oideachais na Gaeltachta | Dr Peadar Ó Flatharta | <p>Déanann an tuarascáil seo staidéar ar na tuarascálacha a rinneadh go dtí seo faoin oideachas sa Ghaeltacht agus déanann sé moltaí faoi conas an t-oideachas sa Ghaeltacht a chur chun cinn.</p> <p>This study analyses a number of reports on education in the Gaeltacht and makes recommendations in relation to promoting education in the Gaeltacht.</p> | 2007 |
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| COGG | Leabhair Gaeilge do Pháistí | Jacqueline de Brún | <p>Sa saothar seo pléitear na leabhair a thaitníonn le páistí agus na próisis a bhíonn ag foilsitheoirí leabhar Gaeilge a roghnú do pháistí. Pléitear straitéisí foghlama na léitheoireachta agus na cúiseanna nach bhfuil páistí sásta leabhair Ghaeilge a léamh ar a gconlán féin.</p> <p>This study examines how publishers choose Irish books for children; their learning strategies for reading; and the reasons why many children are not disposed to read Irish books of their own accord.</p> | 2007 |
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| COGG | Oideachas agus Forbairt Ghairmiúil Leanúnach múinteoirí i scoileanna Gaeltachta agus Ián-Ghaeilge | Pádraig Ó Duibhir | <p>Díríonn an taighde seo ar oideachas múinteoirí agus ar thacaíocht ionghairme le teagasc tríd an dara teanga i gcoitinne. Tá an phríomhbhéim ar mhúineadh na Gaeilge trí chéile. Déantar iniúchadh ar an soláthar in Éirinn i láthair na huaire d'oideachas na múinteoirí i scoileanna Gaeltachta agus Ián-Ghaeilge an mbunleibhéal agus an dara leibhéal.</p> <p>This research focuses on teacher training and in-service support for teaching through the Irish language.</p> | 2006 |
| COGG | Tuirisc ar Shéideán Sí | le Pól Ó Cainín, Pádraig Ó Duibhir agus David Millar | <p>Rinneadh staidéar ar úsáid Shéideán Sí sna bunscoileanna agus cuireadh ceisteanna ar mhúinteoirí faoi cén dearcadh a bhí acu faoin áis oideachasúil seo.</p> <p>This study examined the use of, and teachers' attitudes to, Séideán Sí in primary schools.</p> | 2006 |

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| COGG | Staidéar ar an Tumoideachas | hEoghan Mac Éinrí | <p>Pléann an t-údar an taighde náisiúnta agus an taighde idirnáisiúnta is déanaí ar thaithí an tumoideachais agus scrúdaíonn sé dea-chleachtas sa réimse seo. Ina dhiaidh sin, tá moltaí ann maidir le cás na hÉireann.</p> <p>This study examines recently published national and international research on the subject of immersion education, including best practice and makes recommendations for the Irish education system.</p> | 2006 |
| COGG | Soláthar Múinteoirí do na Bunscoileanna Lán-Ghaeilge | Caoimhe Máirtín | <p>Bhailigh an tuarascáil seo eolas faoi staid reatha na múinteoirí sna Gaelscoileanna. Rinne sí iniúchadh ar an ngéarchéim i soláthar oidí. Léirigh sí é agus mhínigh sí cad ba chúis léi.</p> | 2006 |

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| | | | This report focussed on teachers working in Irish medium primary schools. | |
| COGG | An Ghaeilge sna Coláistí Oideachais | Niall Ó Murchadha | <p>Is tuairisc taighde í seo ar úsáid agus mhúineadh na Gaeilge sna Coláistí Oideachais. Pléann an t-údar úsáid na Gaeilge le mic léinn agus le léachtóirí agus déanann sé moltaí le cur le héifeacht mhúineadh na teanga sna coláistí. Tá cur síos ar choinníollacha iontrála ón dara leibhéal freisin.</p> <p>This research focussed on the use of, and teaching of, Gaeilge in the Colleges of Education. The author discusses the use of Gaeilge with students and lecturers and makes recommendations aimed at improving the effectiveness of the teaching of the language in Colleges of Education.</p> | 2005 |

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| COGG | Staid Reatha na Scoileanna Gaeltachta 2004 | Seosamh Mac Donnacha, Fiona Ní Chualáin, Aoife Ní Shéaghdha, Treasa Ní Mhainín, (Acadamh na hOllscolaíochta Gaeilge, Ollscoil na hÉireann, Gaillimh agus An Díseart, An Daingean) | <p>Ba í aidhm na tuarascála seo staidéar staitistiúil cainníochtúil a dhéanamh chun pictiúr cruinn cuimsitheach de staid reatha na scoileanna Gaeltachta a fháil, go háirithe maidir leis an nGaeilge. Bunaíodh an taighde ar cheistneoir a cuireadh chuig Príomhoidí scoileanna Gaeltachta i Samhain 2003 agus chuig Príomhoidí iar-bhunscoileanna in Eanáir 2004.</p> <p>This report consists of a quantitative statistical study aimed at providing a clear and comprehensive picture of the current state of Gaeltacht schools, especially in relation</p> | 2005 |

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| | | | to the Irish language. The research was based on questionnaires which issued to school principals in 2003 and 2004. | |
| COGG | Staid Reatha na Scoileanna Gaeltachta: Léargas ó na Príomhoidí, na Muinteoirí agus na Tuismitheoirí | Seosamh Mac Donnacha, B.S., M.Sc. | Labhair an taighdeoir le príomhoidí, múinteoirí agus tuismitheoirí le fáil amach cén dearcadh a bhí acu faoi staid reatha na scoileanna agus is í an tuarascáil seo an toradh. This study examined the attitudes of principals, teachers and parents to schools based in the Gaeltacht. | 2005 |
| COGG | An Ghaeilge sa Chóras Oideachais Tríú Leibhéal – Cláir Léinn ar leith. | Seán Ó Duinnshléibhe | Taighde a rinneadh ar an aitheantas a thugtar don Ghaeilge agus/nó don dátheangachas i gcláir léinn a chuireann oiliúint ar dhaoine | 2004 |

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| | | | <p>do ghairmeacha ina mbeidh teagmháil acu le daltaí scoile.</p> <p>This research project examines the recognition given to the Irish language and bilingualism in the syllabae of third level courses where training is provided for professionals who will have contact with children in schools.</p> | |
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CENTRE FOR EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (CECDE)

The list of ongoing research projects being supported by the CECDE is included at Table 1. Table 2 consists of the list of research projects which have been supported by the CECDE and completed since 2000.

If further information is required on a particular project or on the CECDE generally, please refer to the CECDE website in the first instance (www.cecde.ie). If further assistance is required please contact Peadar Cassidy.

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Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|---|---|---|----------------------------------|
| CECDE | Parental Involvement in Early Years Education | Anne Boyle (Ph.D Thesis Student) | The research will explore parental involvement in early years education, with particular reference to Traveller children. | 2008 |
| CECDE | The Case for Play | Carmel Brennan (Ph.D Thesis Student) | The study to date involves a review of some of the vast body of literature on children's play and aims to describe and evaluate theoretical perspectives, clarify the position of the researcher, identify research gaps and help to focus a research question. | 2008 |
| CECDE | Assessment of Learning in Young Children | Mary Irving (Ph.D Thesis Student) | This research will examine a number of issues related to the assessment of learning in young children. | 2008 |

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| CECDE | Building Bridges: an investigation into the transition from preschool to school for children in Ireland | Mary O’Kane (Ph.D Thesis Student) | This project will investigate some of the issues that children in Ireland, and their families, face during the period of transition from preschool to formal schooling. It will also establish what policies and practices are currently in place in Irish pre-schools and schools to aid the smooth transition between the two settings. | 2008 |

Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|------------------------------------|---|---|--|------------------------|
| CECDE (Research Series 2006) | Synergy – An Exploration of High Quality Early Intervention for Children with Special Needs in Diverse Early Childhood Care and Education Settings | North Tipperary Early Intervention Service and Health Services Executive - West | This study consisted of a nine-month qualitative and quantitative exploration of quality early intervention for children with special needs in diverse rural settings in North Tipperary. | 2006 |
| CECDE (Research Series 2006) | In-Career Development Programme for Staff and Management of Traveller Pre- Schools | Barnardos and INTO Professional Development Unit | The purpose of this project was to develop and implement an in-career development programme for the teachers and members of the management committees of Traveller Pre-Schools. It encouraged the development of practice and skills for those working in Traveller preschools and contained a | 2006 |

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| | | | built-in evaluative aspect to allow dynamic on-going training and career development. | |
| CECDE (Research Series 2006) | Early Assessment and Intervention in Educational Disadvantage | Laura Hanlon and Nóirín Hayes (Centre for Social & Educational Research, Dublin Institute of Technology) | This research involved the development of a framework for the identification of children at risk of educational disadvantage in the birth to three age range in rural areas. It also contained guidelines for the framework and recommendations relating to the design of best practice interventions for families and children of 0-3 years of age in rural Ireland. | 2006 |
| CECDE (Research Series 2006) | In Search of Quality: multiple perspectives | Karen Mahony and Nóirín Hayes (Centre for Social and Educational Research, Dublin Institute of Technology) | This project involved approaching multiple stakeholders in early childcare and capturing their views as to the meaning of quality through interviews and focus groups. This included parents, children, childcare staff, national policy representatives, and representatives from County Childcare Committees and | 2006 |

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| | | | National Voluntary Organisations. The project also examined observable quality using a combination of the Early Childhood Environmental Rating Scale and the Infant/Toddler Environment Rating Scale. | |
| CECDE (Research Series 2006) | Early Years Provision for Children from Birth to Six Years with Special Needs in Two Geographical Areas in Ireland | Project Team : Emer Kelleher, Anne McGough, Dr Jean Ware Project Associates: Dr Georgina Julian Georgia Dissou (Special Education Department, St Patrick's College, Drumcondra) | This project provided an overview and analysis of the current provision in Ireland for children with special needs, and examined the relationship between types of intervention and factors for early intervention. | 2006 |

COMBAT POVERTY AGENCY

The list of ongoing research projects being supported by the Combat Poverty Agency is included at Table 1. Table 2 consists of the list of research projects which have been supported by the Agency and completed since 2000.

If further information is required on a particular project or on the Combat Poverty Agency generally, please refer to the Agency website in the first instance (www.combatpoverty.ie). If further assistance is required please contact Joanne Mulholland.

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Table 1: Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|--|---|--|---|
| Combat Poverty Agency | The Role of Ability Grouping in Educational Disadvantage | Allison Dunne (European University Institute) | This research will examine the relationship between educational stratification and educational opportunities in modern industrial societies. The objective is to contribute to the research on how differentiation within education systems contributes to societal stratification through differentiated educational opportunities. The study will include a descriptive analysis of stratification in education systems and a more detailed look at the mechanisms involved in differentiating students in second level schooling. | Funding for 3 of 4 academic years i.e. from 2006/2007 to 2008/2009. PhD due for completion 2009/2010. |

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| <p>Combat Poverty Agency</p> | <p>Where next? Mapping and Understanding the Post First Degree Destinations of Mature Disadvantaged Students in Three Higher Education Institutions</p> | <p>Ted Fleming (NUI Maynooth) Andrew Loxley (TCD) Aiden Kenny (DIT)</p> | <p>The research will explore the post first-degree destinations (employment, postgraduate education or otherwise) of students designated as being 'mature disadvantaged'. The study will measure the economic, social and personal benefit of their participation in higher education and identify barriers to further progression in their career or graduate studies. The three higher education institutions involved are NUI Maynooth, Trinity College Dublin and Dublin Institute of Technology.</p> | <p>2008</p> |
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| Combat Poverty Agency | Sociolinguistic Perspectives on the Context of Schooling in Ireland (Vol. 2) – Parent Perceptions | Dr. Áine Cregan (Centre for Educational Disadvantage Research, Mary Immaculate College, Limerick) | This research working paper will focus on the parent / teacher dimension to the research on 'From Difference to Disadvantage <i>Talking Posh</i> Sociolinguistic Perspectives in the Context of Schooling in Ireland'. | 2008 |
| Combat Poverty Agency | To be determined | Jo-Hanna Ivers Jim Walsh | The study will examine the financial impact of school books on low-income families. It will look at the role of the school books grant scheme in assisting with these costs and aims to identify improvements that could be made to the scheme. | 2008 |

Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
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| Combat Poverty Agency (PRI Research Award funding – Research Working Paper 07/03) | From Difference to Disadvantage <i>Talking Posh</i> Sociolinguistic Perspectives in the Context of Schooling in Ireland | Dr. Áine Cregan (Centre for Educational Disadvantage Research, Mary Immaculate College, Limerick) | Using designated disadvantaged schools, the study investigated the prevalence of language variation by analysing the density of ‘literate’ style features in children’s oral language when engaged in school talking tasks (eg. narratives, definitions); developed insights into awareness of language variation among children and teachers; and examined the implications of the findings for academic and literacy success. A case study of four schools (three designated as disadvantaged and one in a middle-class setting) was undertaken. | 2007 |

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| Combat Poverty Agency | Assessing Student Learning Opportunities in Community Development in Ireland | Dr. Pauline Conroy, Helen O’Leary Advisor: Professor Majorie Mayo | This research was carried out under the auspices of the <i>Having Your Say</i> Programme 2005-2007, a programme designed to promote the voices of the poor in the policymaking process. It involved compiling information regarding the numbers of community development courses in the higher education sector in Ireland; and assessing the opportunities provided for policy learning. | 2006 2007 update available on web only |
| Combat Poverty Agency (PRI Research Award funding – Research Working Paper 06/02) | Free-time and Leisure Needs of Young People Living in Disadvantaged Communities | Tine Byrne Elizabeth Nixon Paula Mayock Jean Whyte (Children’s Research Centre, Trinity College Dublin) | The main objective of the study was to investigate the free-time and leisure needs of young people aged 12-18 years living in areas designated as socially and economically disadvantaged. | 2006 |
| Combat Poverty Agency / CDVEC Curriculum Development | Opening Doors: school and community partnership in | Sandra Gowran (CDVEC Curriculum Development Unit) | This project involved the development of guidelines intended for use in Social, Political and Education | 2005 |

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| Unit | poverty awareness and social education initiatives | | Initiatives (in particular, poverty awareness education) within the second-level curriculum. | |
| Combat Poverty Agency (PRI Research Award funding – Research Working Paper 05/01) | After-school Care in Disadvantaged Areas : the perspectives of children, parents and experts | Eilis Hennessy and Mary Donnelly (UCD) | The study investigated whether socio-emotional and academic development benefits which generally accrue to those participating in group-based after-school services extend to children and families in disadvantaged communities in Ireland. A total of 32 children (6 to 12 years) attending after-school clubs and their families took part in the study, The School Age Care Environment Rating Scale (SACERS) was used to provide a standardised assessment of the service offered by the club. | 2005 |

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| <p>Combat Poverty Agency (PRI Research Award funding – Working Paper)</p> | <p>Researching Our Lives</p> | <p>Anne Byrne, John Canavan and Michelle Millar (NUI Galway)</p> | <p>Responding to ideological and methodological challenges to democratise research processes and practices, this paper examined the process of establishing collaborative research partnerships while assessing a methodological adaptation of the Voice Centred Relational (VCR) method of data analysis. The VCR method was used to interpret data on different experiences of school with a particular focus on early school leaving among a group of teenagers in a rural area in the West of Ireland.</p> | <p>2004</p> |

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| Combat Poverty Agency / CDVEC Curriculum Development Unit | Poverty Awareness in the Classroom: a call to action | Gary Granville (National College of Art and Design) Rose Malone (NUI Maynooth) | This project explored how poverty awareness education can contribute to social justice and curriculum development. It involved working directly with teachers of the Leaving Certificate Vocational Programme and also with teachers of the Civic, Social and Political Education at Junior Cycle level to enable them to work with their students on poverty related issues. The aim of the project was to enable students to understand and make judgements about the causes, effects and solutions to poverty and the underlying distribution of resources and power in Ireland. | 2001 |

ECONOMIC AND SOCIAL RESEACH INSTITUTE

The list of ongoing education-related research projects being conducted by the ESRI is included at Table 1. Table 2 consists of the list of research projects which have been conducted in the education area by the ESRI and completed since 2000.

If further information is required on a particular project or on the ESRI generally, please refer to the ESRI website in the first instance (www.esri.ie). If further assistance is required please contact the ESRI directly (details below).

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Fax: 01 8632100

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|--|-------------------|--|----------------------------------|
| HEA | The Costs of Participating in Higher Education for Students from Diverse Backgrounds (also included in HEA section) | ESRI | This research will consist of a study on the costs associated with attending college for an increasingly diverse student population. It will examine costs over a range of course disciplines, at both graduate and postgraduate level, for a broad cross-section of students, including those with no financial support from the family, mature students, students with dependants and students with a disability. It is intended that the findings of this study will inform the development of future policy on financial support for further and higher education students in Ireland. | 2008 |

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| NCCA and GEMC | The studies below consist of follow-up studies to the longitudinal study involving following a group of 900 students in 12 case study schools. | | | |
| | <p>Longitudinal study of second-level students: the transition into senior cycle</p> <p>(also included in NCCA and GEMC sections)</p> | ESRI | <p>Because of student participation in Transition Year, this study is being carried out over two phases covering the student cohort in fifth and sixth year. The study will address a number of key issues relating to senior cycle education including the nature of student learning experiences during TY; the factors which influence students' choice of subjects and subject level in fifth year; the variations in experiences of teaching and learning across the different senior cycle programmes; and the process of adjusting to the transition to senior cycle.</p> | 2008 |
| NCCA | <p>Parental perspectives on the transition to senior cycle</p> | | <p>This study will explore parental perspectives on the transition of students to senior cycle. It involves a survey of parents along with in-depth qualitative interviews. This</p> | 2008 |

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| | | | study will provide a vital complement to the information provided by the student cohort. | |
| | Early school leavers: a follow-up study (also included in NCCA section) | | This project involves a specific follow-up study of early school leavers from among the student cohort included in the longitudinal study of second-level students. In-depth one-to-one interviews will be carried out with early school leavers focusing on their reasons for leaving school, their reflections of school life and their current situation. | 2008 |
| HEA | Reasons for Low Participation in Higher Education by the Non-manual Socio-Economic Group (also included in HEA section) | ESRI | The key aim of this study will be to produce a more thorough understanding of educational participation among young people from the non-manual group in order to better understand how the group can be supported in gaining access to, and successfully completing, higher education. | 2008 |

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| R&D Committee | <p>Designing Primary Schools for the Future</p> <p>(also included under R&D Committee section)</p> | ESRI | <p>The key objective of this project is to assess the implications for primary school building design of current and anticipated future developments in teaching and learning methods, tools and technologies. The project will involve a systematic review of international experience regarding these issues and interviews with key educational stakeholders and will result in the development of a brief for a model “school of the future”; this will not be a set of technical architectural plans but rather a document incorporating an educational needs analysis which will inform the Department’s Design Guidelines for Primary Schools.</p> | 2008 |

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| R&D Committee | <p>Managing Diversity in Schools : integration of newcomer students in first and second level schools</p> <p>(also included under R&D Committee section)</p> | ESRI | This study will explore the issues facing primary and second-level schools in catering for the educational needs of diverse groups of pupils. The study will encompass a postal survey of school principals combined with detailed case studies of individual schools. | 2008 |
| NCCA | Research on Participation in and Progression from the Leaving | ESRI | The research will focus on the participation and progression rates across a number of cohorts of LCA students with particular reference to those | 2008 |

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| | <p>Certificate Applied</p> <p>(also included under NCCA section)</p> | | <p>who leave the programme before the end of Year 2 (do not take the final exams); proceed to the world of work; proceed to further education; and proceed to higher education.</p> | |
| <p>OMC (in conjunction with the Department of Social and Family Affairs and the Central Statistics Office)</p> | <p>'Growing Up in Ireland' – National Longitudinal Study of Children in Ireland</p> <p>(also included under OMC section)</p> | <p>ESRI and Children's Research Centre, TCD</p> | <p>This study aims to provide a database for a comprehensive understanding of Irish children's development. The research will focus on 18,000 children (8,000 nine-year-olds and 10,000 nine-month-olds) over seven years. At least two sweeps of data collection are envisaged for both groups.</p> | <p>Commenced in April 2006.</p> <p>First results due 2008.</p> <p>The overall project will run for 7 years. Depending on how the project rolls out it may be extended beyond that period.</p> |
| <p>DES</p> | <p>2007 School Leaver' Survey</p> <p>(also included under DES</p> | <p>ESRI</p> | <p>This project will involve a survey, analysis and interpreted report on those leaving the second level system in the 2004/2005</p> | <p>2009</p> |

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| | section) | | academic year. The survey will comprise a sample of leavers from the academic year 2004/2005 who left up to and including Leaving Certificate and/or PLC. The survey will include a substantial over-sampling of early leavers and also the Leaving Certificate Applied and Leaving Certificate Vocational Programme groups, to allow particular focus on these groups. | |
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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|-------------------|--|------------------------|
| NEWB | Attendance and Students' School Experiences and Later Life Chances (also included in NEWB section) | ESRI | The study aims at providing a comprehensive overview of literature and existing data in the broad area of attendance and improving the understanding of issues around attendance. The study highlights a number of priorities for policy and research and will guide the NEWB's strategy to deal with school attendance. It is a foundational piece to the development of guidelines for schools on attendance strategies. | 2007 |

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| DES | This project outlined the post-school education, training and labour market experiences of young people. | | | |
| | 2002 Annual School Leaver's Survey of 2000/2001 leavers | ESRI | The report is based on young people who left school in 2000/2001. | 2003 |
| | 2004 Annual School Leaver's Survey of 2002/2003 leavers | | This report is based on young people who left school in 2002/2003. | 2006 |
| | 2006 Annual School Leaver's Survey of 2003/2004 leavers (also included in DES section) | | This project involved a survey, analysis and interpreted report on those leaving the second level system in the 2003/2004 academic year. A fourth report based on | 2007 |

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| | | | those who left second level education in the 2004/2005 academic year is underway. | |
| NCCA and GEMC | Longitudinal study of students from their transition to post-primary school to the completion of the Junior Certificate | ESRI | This project follows a group of 900 students in 12 case-study schools from their transition to post-primary school to the completion of the Junior Certificate. It was carried out in three phases. | |
| | Moving Up : The Experiences of First-year Students in Post-Primary Education | | The first report entitled 'Moving Up' focuses on curriculum provision and school integration among first year students (Phase I). | 2004 |
| | Pathways Through the Junior Cycle | | The second phase of the study looks at student experiences as they move into the second year of their junior cycle. It explores changes in student attitudes to school and to the different subject areas. The report of phase II is set out in 'Pathways Through the Junior Cycle'. | 2005 |
| | Gearing Up for | | | 2007 |

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| | <p>the Exam?</p> <p>(also included under NCCA and GEMC sections)</p> | | <p>The third part of the study examines student experiences in their Junior Certificate year. It looks at teaching and learning in the lead-up to the examination and the factors influencing student performance at Junior Certificate level.</p> <p>This study forms the basis for a series of follow-up studies on young people's transition to senior cycle, parental perspectives on this transition, and the factors influencing early school leaving.</p> | |
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| R & D Committee | <p>Guidance For All? : guidance provision in second-level schools</p> <p>(also included in R&D Committee section)</p> | ESRI | <p>This study explored variation across second-level schools in guidance provision. It was carried out in two phases, with phase one consisting of a postal survey of principals, guidance counsellors and personnel with guidance hours in 260 second-level schools, and phase 2 involving case study research in a number of schools identified from the postal survey as having varying types of guidance provision. The case-studies provided a detailed picture of the operation of guidance services on the ground within schools serving different groups of students.</p> | 2006 |

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| | | | This work contributed to the DES R&D Committee Review of Guidance Provision in Post-primary Schools. | |
| HEA | Who went to College in 2004?: a national survey of new entrants to higher education (also included in HEA section) | ESRI in conjunction with Fitzpatrick Associates | The purpose of this study was to examine the pattern of entry to higher education in Ireland. It was based on a national survey of all those who enrolled as new entrants to higher education in October 2004 and was the fifth national survey of new entrants to higher education that has been undertaken on behalf of the HEA since 1980. | 2006 |
| HEA | Eurostudent Survey II : Irish Report on the | ESRI | The Irish Report of the Eurostudent Survey was designed to present detailed | 2006 |

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| | <p>Social and Living Conditions of Higher Education Students 2003/2004</p> <p>(also included under HEA section)</p> | | <p>information on the social and economic conditions of students participating in higher education. The aim of the study was to document students' experiences in terms of their accommodation situation, sources of income, expenditure levels and overall well-being.</p> | |
| <p>Forfás and the Expert Group on Future Skills Needs</p> | <p>Data Analysis of 'In-Employment Education and Training in Ireland'</p> | <p>ESRI</p> | <p>The study analysed the available data in regard to participation in vocational education and training by those in employment in Ireland. The study covered both public and private expenditure, provided an international comparative perspective on in-employment education and training and indicated existing gaps in the current availability of relevant data.</p> | <p>2005</p> |

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| GEMC | <p>Gender and Subject Choice: Take-up of Technological Subjects in Second-level Education</p> <p>(also included in GEMC section)</p> | ESRI | <p>The study examined the role of school provision, school policy and student choice in shaping gender differences in the take-up of the technological subjects. It drew on the perspectives of school principals, guidance counsellors, teachers and students themselves.</p> | 2005 |
| D/JELR | <p>Degrees of Equality: Gender Pay Differentials among Recent Graduates</p> | ESRI | <p>This study examined the distribution of pay and other rewards among recent male and female graduates. In particular, the way in which earnings are influenced by educational characteristics, institutional characteristics, and individual work values and preferences was investigated and the role of gender in these processes was examined.</p> | 2005 |

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| HEA | A Review of Higher Education Participation in 2003 (also included under HEA section) | Fitzpatrick Associates & ESRI | This study reported on new entrants to higher education in Ireland in 2003. The main purpose of the report was to contribute to the information base available to decision makers in relation to participation in and access to higher education in Ireland. | 2005 |
| DES | At Work in School: part-time employment among second-level students (also included in DES section) | ESRI | The study examined the balances between part-time work and full-time study for second-level students, and the impact of such work on student outcomes. | 2005 |
| DES | Continuing Education and | ESRI | This project exploited a series of questions relating to | 2005 |

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| | <p>Training (also included in DES section)</p> | | <p>educational attainment and participation in continuing education and training included in the Living in Ireland Panel surveys (LIPS) from 1994-1998. It explored 'who participates in CET and what are the determinants of such participation?' and 'what are the labour market outcomes of participation in CET', placing this in a comparative perspective.</p> | |
| HEA | <p>Potential Supply of Mature Students to Higher Education (also included in HEA section)</p> | ESRI | <p>The main objectives of this study were to estimate the numbers of adults without third-level qualifications in the Irish population; to provide a profile of this group in terms of socio-demographic characteristics; to place patterns of mature student participation in higher education in Ireland within a</p> | 2004 |

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| | | | broader European and international context; and to identify the factors and structures which may inhibit or enable the participation of adult learners in higher education. | |
| DES | Transition Year Programme: an assessment (also included in DES section) | ESRI | The study provided a comprehensive examination of the operation of the Transition Year programme using information gathered from school principals, teachers and students. The research explored the types of schools which provide | 2004 |

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| | | | Transition Year; the content of the programme in different school settings; the views of stakeholders on the programme; and highlighted best practice in the operation of the programme. | |
| R&D Committee | Comparative Study of Factors Influencing Retention in Second-level Disadvantaged Schools (also included in R&D Committee section) | ESRI and Rose Malone (NUI Maynooth) | This study examined central school level processes influencing pupil retention rates, particularly in disadvantaged areas. | 2004 |
| DES | Expanding post-school learning opportunities: nature and effects of growth in post-school education/training | ESRI | This study looked at the changes in participation in further education and training for school leavers who did not immediately go on to third level education. | 2003 |

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| | <p>in the 1990s</p> <p>(also included in DES section)</p> | | | |
| DES | <p>Who chooses Science?: Subject take-up in second level schools</p> <p>(also included in DES section)</p> | ESRI | <p>This drew on a national survey of over 4,000 students to identify the factors which influence student take-up of Chemistry, Physics, Biology and higher level Mathematics for Leaving Certificate.</p> | 2002 |
| DES | <p>The Irish Graduate Labour Market: A Six-Year Follow-Up Survey of Third Level Graduates</p> | ESRI | <p>This report covered the results of a six-year follow-up of third level graduates to examine labour market outcomes among young people in a changing</p> | 2000 |

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| | from 1992 (also included in DES section) | | economic and social climate. | |
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EDUCATIONAL DISADVANTAGE COMMITTEE

The Educational Disadvantage Committee was set up by the then Minister for Education and Science, Michael Woods TD, in 2002, with a three-year term of office, under section 32 of the Education Act (1998) “to advise the Minister on policies and strategies to be adopted to identify and correct educational disadvantage.” The work of the committee not only focused on the education of children and young people in schools, but also examined educational disadvantage in the broader social context and with a lifelong learning perspective.

The terms of reference of the Committee included advising the minister on the following:

- the creation, co-ordination and implementation of new and existing initiatives
- the identification and commissioning of research and evaluation
- in-career development for teachers and other personnel serving the needs of those experiencing educational disadvantage
- the development of interdepartmental and inter-agency links with a view to ensuring greater cohesion among the initiatives catering for educational disadvantage.

Table 1 consists of the list of research projects which were supported by the Committee.

Table 1 : Completed research

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| <p>Educational Disadvantage Committee</p> | <p>In October 2003, the ERC agreed to carry out two sets of research tasks for the Educational Disadvantage Committee. The first set involved analyses of the procedures for the selection of schools for the receipt of supports under initiatives of the Department of Education and Science to tackle disadvantage. The ERC reported on the results of these analyses to the EDC on a number of occasions including an oral presentation to the Committee in January 2004 and published the findings in two articles in the Irish Journal of Education as set out below. (also included in ERC section)</p> | | | |
| | <p>Identifying Disadvantage : a review of procedures for selecting schools for receipt of targeted support</p> <p><i>Irish Journal of Education, 2005, xxxvi, pp. 63-85</i></p> | <p>Susan Weir, Peter Archer (ERC)</p> | <p>The study examined the extent to which anomalies exist in the selection of schools for participation in various primary-level programmes and the overlap between schemes at post-primary level.</p> | <p>2004</p> |
| | <p>An Analysis of the Association Between Socioeconomic Context, Gender and Achievement</p> <p><i>Irish Journal of Education, 2004, xxxv, pp. 58-72</i></p> | <p>Nick Sofroniou, Peter Archer, Susan Weir (ERC)</p> | <p>The purpose of the study described in the paper was to investigate the existence of a social context effect, that is, the hypothesis that student achievement is negatively affected by the presence of</p> | <p>2004</p> |

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| | | | increasing densities of students from disadvantaged backgrounds. | |
| <p>The second set of tasks, which, together, constitute a review of the current provision for responding to disadvantage, with a particular focus on responses within formal schooling, included the following:</p> <ol style="list-style-type: none"> 1. Update of the review of the literature on the effective strategies conducted for the Kellaghan, Weir, Ó hUallacháin and Morgan (1995) report 2. An overview of existing evaluations of educational disadvantage programmes 3. A brief commentary on core aspects of the implementation of Giving Children an Even Break 4. Commentary on the extent to which existing provision in Ireland reflects the findings of the review of the literature presented at 1. above. | | | | |
| Addressing Disadvantage: a review of the international literature and of the strategy in Ireland | Susan Weir, Peter Archer (ERC) | This paper contains an overview of the work of the ERC on the second set of tasks. It consists of an update of the literature review of the effective strategies conducted for the 1995 report referred to above (task 1) and a commentary on the extent to which existing provision in Ireland reflects the findings of this literature review (task 4). In addition, it | November 2004 | |

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| | | | also contains summaries of the 2 reports (tasks 2 and 3) listed below. | |
| | A Review of School-based Measures Aimed at Addressing Educational Disadvantage in Ireland | Susan Weir, Peter Archer (with Rita Flanagan) (ERC) | This report consists of an overview of selected programmes in the formal school sector which are aimed at addressing the problems of disadvantage at preschool, primary, and post-primary levels in Ireland. | 2004 |
| | A Commentary on the Implementation of Giving Children an Even Break (GCEB) | Susan Weir (ERC) | The report contains a brief commentary on core aspects of the implementation of Giving Children an Even Break (GCEB). The first part of the report deals with the survey conducted by the ERC that was used to allocate resources in | 2004 |

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| | | | GCEB. The second part looks at the extent to which key aspects of GCEB as announced at its launch have been implemented. | |
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EDUCATIONAL RESEARCH CENTRE (ERC)

The list of ongoing research projects being conducted by the ERC (St. Patrick's College, Drumcondra) is included at Table 1. Table 2 consists of the list of research projects which have been conducted by the ERC and completed since 2000.

If further information is required on a particular project or on the ERC generally, please refer to the ERC website in the first instance (www.erc.ie). If further assistance is required please contact Mary Rohan.

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Drumcondra
Dublin 9

E-mail: info@erc.ie
Tel: 01 8065222
Fax: 01 8378997

Table 1 : Ongoing research

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| DES | <p>Home-School-Community-Liaison in Early Start Schools</p> <p>(also included in DES section)</p> | Lewis, M., and Archer, P. (ERC) | <p>Over the last ten years, the ERC has produced evaluation reports on various aspects of the Early Start preschool programme in schools in disadvantaged areas. This work is ongoing and current evaluation objectives include the use of assessment profiles by junior-infant teachers in schools with Early Start units and the interface between Early Start and the Home-School-Community-Liaison (HSCL) scheme.</p> | 2008 for current phase |
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| DES | An Evaluation of Giving Children an Even Break (also included in DES section) | ERC | In early 2007, the ERC submitted a draft report of an evaluation of some aspects of Giving Children an Even Break (GCEB) to the Department of Education and Science. The GCEB initiative involved allocation of extra staff to schools with the highest levels of disadvantage and financial grants on a sliding scale to almost all schools according to their assessed levels of disadvantage. The scope of the evaluation is limited to investigations of (i) how resources were used; (ii) the opinions of two groups of participants (principals of all schools and cluster co-ordinators for rural schools) on the operation of the initiative; and (iii) the extent to which positive discrimination with regard to class size has been achieved in GCEB schools. | 2008 |

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|-----|---|-----|--|------|
| | | | | |
| DES | <p>Study of Disadvantage in Rural Schools</p> <p>(also included in DES section)</p> | ERC | <p>The ERC has embarked on a study of disadvantage in rural primary schools. The study has been prompted by the belief, supported by some empirical evidence, that educational disadvantage is qualitatively different in urban and rural areas. For example, the relationship between socioeconomic factors and educational outcomes is thought to be weaker in rural than in urban settings. Test data collected from rural schools as part of the evaluation of the School Support Programme (SSP) under DEIS is being used to examine the nature of disadvantage in rural areas. While the study represents an important step in arriving at an understanding of disadvantage in rural areas, a fuller understanding will not be possible without also collecting comparative test data from</p> | 2008 |

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| | | | schools that do not have high concentrations of pupils from poor backgrounds. | |
| DES | The Bonus for Irish in the Leaving Certificate Examination (also included in DES section) | ERC | Data on the bonuses awarded to candidates in the Leaving Certificate Examination for answering papers in Irish are being analysed. The purpose of the study is to determine the principal factors affecting the take up of Irish-medium papers, and the impact the bonuses have within the CAO points system. Data consist of (1) marks obtained by all Leaving Certificate candidates in Maths, French, History and Economics in the 2002 examination, (2) numbers of candidates requesting Irish-medium papers in these subjects at Higher and Ordinary levels (n = 2,063), (3) information on a variety of background variables, and (4) a random sample of scripts in Irish (n = 865). | 2008 |

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| DES / ERC | <p>Early Screening and Diagnostic Reading Tests</p> <p>(also included in DES section)</p> | ERC | <p>In response to a need to identify children who are at risk of reading difficulties at an early stage in their schooling, the ERC is developing Early Screening and Diagnostic Reading Tests designed for use with children at the end of Senior Infants and the beginning of First class. The screening test is intended to be administered to groups of 8 to 10 pupils. The diagnostic test, which is individually administered, is designed for use with pupils identified by the screening test as being at risk.</p> | 2008 |

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| DES / ERC | Standardised Test Development (also included in DES section) | ERC | Development work on tests of Irish language began in early 2007. Two separate tests are under preparation – one for pupils in Gaeltacht schools and scoileanna lán-Ghaeilge, the other for pupils in ordinary schools. The tests will assess aspects of listening and reading, with reference to content themes and processes outlined in the 1999 Primary School Irish Curriculum. The tests should be available to schools from Spring 2009. Other current work on standardised tests includes the preparation of a revised manual containing information on mathematics subscales and proficiency | 2009 for current phase |

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| | | | levels for the <i>Drumcondra Primary Mathematics Test – Revised</i> (DPMT-R) and the development of proficiency levels for the <i>Drumcondra Primary Reading Test – Revised</i> (DPRT-R). | |
| DES | Teaching and Learning International Survey (TALIS) (also included in DES section) | ERC | TALIS is a survey of the learning environment and working conditions of teachers in post-primary (Junior Cycle) schools. Twenty- countries are participating. The main survey will take place in a representative national sample of 200 post-primary schools in Ireland, involving up to 4000 teachers. Principal and teachers will complete questionnaires in either paper or online format. | 2009 |

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| DES | National Assessment of English Reading (also included in DES section) | ERC | <p>The ERC has been asked to prepare for an assessment of English reading in nationally representative samples of pupils in second and sixth classes in 2009, as well as to repeat the assessment in fifth class, for comparative purposes, in the same year.</p> <p>Work in preparation for the 2009 assessment will begin in 2007, with a review of the 2004 assessment framework, and the development of new tests and questions for a pilot study in May 2008. The Centre will be assisted in its</p> | 2010 for current phase |

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|-----|--|-----|---|------------------------|
| | | | work on the 2009 national assessment of English reading by an advisory committee to be appointed by the Department of Education and Science. | |
| DES | National Assessment of Mathematics (also included in DES section) | ERC | The ERC is working on an assessment of mathematics in second and sixth classes in 2009, as well as a repeat of the fourth class assessment, for comparative purposes, in the same year. Work in preparation for the 2009 assessment will begin in 2007, with a review of the 2004 assessment framework, the development of new frameworks for the second and sixth classes, and the development of test items for a pilot study in May 2008. | 2010 for current phase |

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| | | | <p>The Centre will be assisted in its work on the 2009 national assessment of mathematics achievement by an advisory committee to be appointed by the Department of Education and Science.</p> | |
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| DES | <p>Programme for International Student Assessment (PISA)</p> <p>(also included in DES section)</p> | ERC | <p>PISA is a multi-year assessment programme, developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD).</p> <p>It is aimed at assessing the broad educational achievements in reading, mathematics, and science of 15-year olds and their preparedness for adult life. Each cycle of PISA focuses on a major achievement domain (reading in 2000, mathematics in 2003 and science in 2006) and on two or more minor domains.</p> <p>Work is under way at the Centre on PISA 2009, in which reading will again be the major focus. A computer-based literacy test will be included for the first time.</p> | 2010 for current phase |
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| DES | International Civics and Citizenship Education Study (ICCS) (also included in | ERC | Ireland is one of at least 37 countries participating in the ICCS. The purpose of this study is to investigate the ways in which young people are prepared to undertake their roles as citizens. The | 2010 |

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| | DES section) | | <p>ICCS instruments will provide information on the achievement of second-year students in civics and citizenship education along two cognitive dimensions (knowing and reasoning). They will also provide affective data along the four dimensions of value beliefs, attitudes, behavioural intentions, and behaviours.</p> | |
| DES | An Evaluation of the School Support Programme (SSP) under | ERC | Work commenced in 2007 on an evaluation of the SSP component of DEIS at primary and post-primary levels. The evaluation is | 2011 |

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| | <p>DEIS (also included in DES section)</p> | | <p>attempting to monitor the implementation of the programme and assess its impact on students, families, schools, and communities. The evaluation has a number of elements including the monitoring of change in achievement and other pupil outcomes over the period 2006/07 to 2009/10. Other planned activities include surveys of schools to assess their progress in relation to targets specified in their DEIS action plans, and the extent to which specific elements of the scheme have been implemented. The evaluation will also focus on particular groups of pupils in participating schools. For example, a study of pupils showing early signs of reading difficulties began in October 2007.</p> | |
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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|-------------------|---|-----------------------------|
| NEWB | Analysis of School Attendance Data at Primary and Post Primary Levels for 2005/2006 (also included in NEWB section) | ERC | Based on earlier research on attendance data for 2003/4 (Weir, 2004) and 2004/5 (Ó Briain, 2006), the new study will bring the existing database up to date and continue with the attempt to determine the varieties of non-attendance, their socioeconomic correlates, and their impact on students and schools. | <i>Awaiting publication</i> |
| | 2003/2004 Analysis of School Attendance at Primary and Post Primary Schools (also included | | This is the first comprehensive report on the levels of non-attendance at Irish schools. It summarises attendance data submitted by schools to the NEWB at the end of the 2003/2004 school year. | 2004 |

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|-----|--|--|--|------|
| | in NEWB section) | | | |
| DES | <p>A Study of the Intended and Achieved Weights of Components in the Leaving Certificate Examination</p> <p>(also included in DES section)</p> | <p>Millar, D., Kellaghan, T., & Mac Aogáin, E. (ERC)</p> | <p>Issues relating to discrepancies between intended and achieved weights arise in the case of examinations which are made up of a number of components (e.g., written oral, and practical examinations) and in which marks awarded on the components are aggregated to provide an overall mark and grade for candidates. Analyses were carried out to determine the extent to which the weight that was intended to be assigned to performance on a component (inferred from the marks allotted to it) corresponded with the weight that was actually achieved (inferred from the contribution of the component to variance in the composite mark) in the case of six Leaving</p> | 2006 |

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|-----|--|--|--|------|
| | | | <p>certificate subjects: Agricultural Science, Art, Construction Studies, French, Irish, and Music. Statistically significant differences were found between intended and achieved weights for all subjects.</p> | |
| DES | <p>Irish in Primary Schools : long- term national trends in achievement</p> <p>(also included in DES section)</p> | <p>Harris, J., Forde, P., Archer, P., Nic Fhearaille, S., & O’Gorman, M. (ERC)</p> | <p>The Centre, in collaboration with Institiúid Teangeolaíochta Éireann (ITÉ), carried out a national assessment of the speaking, listening, and reading skills in Irish of sixth class pupils in primary schools. Field work for the assessment took place in 2002. Data were collected in all-Irish schools and schools in the Gaeltacht as well as in ordinary schools. Modified versions of tests used in previous studies by ITÉ were used to assess listening and speaking skills. A new test of Irish reading was developed at the Centre. Questionnaires</p> | 2006 |

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|------------|--|-------------------------------------|---|------|
| | | | for teachers, parents, and pupils were also used. A comparison of achievement in listening and speaking in the present and in previous ITÉ studies revealed a very large decline in performance in ordinary schools and, to a lesser extent, in schools in the Gaeltacht. A report of the national assessment documents and tries to account for the changes in achievement. It also contains information on the new reading test and examines the relationship between achievement and a variety of home and school factors. | |
| DES / NCTE | NCTE 2005 Census on ICT Infrastructure in Schools : statistical report (also included in DES and NCTE sections) | Shiel, G., and O'Flaherty, A. (ERC) | This report details the findings of the 2005 National Centre for Technology in Education (NCTE) census on ICT infrastructure in schools. The 2005 census is the fourth in a series that began in 1998. The census reflects | 2006 |

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|------|--|---|---|------|
| | | | the situation with regard to ICT infrastructure in schools in May/June 2005. | |
| NCCA | Primary Curriculum Review, Phase 2 (also included in NCCA section) | Dr. David Miller (ERC) | The research consists of sampling methodology for the review of the primary school curriculum in Irish, Science and Social, Personal and Health Education (SPHE). | 2006 |
| DES | Implementing the Revised Junior Certificate Science Syllabus: what teachers said (also included in DES section) | Eivers, E., Shiel, G., Cheevers, C. (ERC) | This paper examines the teaching of science to Junior Certificate students in post-primary schools in Ireland. It is based on responses to a questionnaire administered in early 2006 to those teaching Junior Certificate science in schools participating in the 2006 OECD Programme for International Student Assessment (PISA). | 2006 |

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|-----|---|--|--|------|
| | | | The present report, which is designed for a general audience, summarises key findings and recommendations from the research. | |
| DES | <p>The 2004 National Assessment of Mathematics Achievement</p> <p>(also included in DES section)</p> <p>Counting on Success Mathematics</p> | <p>Paul Surgenor Gerry Shiel Seán Close David Millar (ERC)</p> | <p>The 2004 National Assessment of Mathematics Achievement (NAMA 2004) is the fifth in a series of national assessments of Mathematics in Irish primary schools, dating back to 1977, and the first since the introduction of the 1999 Primary School Curriculum: Mathematics. It involved</p> | 2006 |

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|-----|---|---|--|------|
| | <p>Achievement in Irish Primary Schools</p> <p>(also included in DES section)</p> | | <p>4,171 pupils in 4th class in a representative national sample of 126 primary schools and was carried out in May 2004.</p> <p>The second report (Counting on Success) summarises the findings and recommendations of the report on NAMA 2004.</p> | |
| DES | <p>The 2005 National Assessment of English Reading</p> <p>(also included</p> | Eivers, Shiel, Perkins & Cosgrove (ERC) | <p>A National Assessment of English reading (NAER) in first and fifth classes was carried out in May, 2004, concurrently with a National Assessment of Mathematics Achievement (NAMA) in</p> | 2005 |

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|-----|---|--|---|------|
| | in DES section) | | fourth class (4,171 pupils), in a probability sample of 152 schools. The report summarises the findings and recommendations of the report of the NAER 2004. | |
| DES | The 2004 National Assessment of English Reading | Eivers, E., Shiel, G., Perkins, R. and Cosgrove, J (ERC) | National assessments of English reading have been conducted in primary schools in Ireland since 1972. The 2004 survey is the sixth in the series, and | 2005 |

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|-----|--|-------------------------------------|--|------|
| | <p>Succeeding in Reading? Reading Standards in Irish Primary Schools</p> <p>(also included in DES section)</p> | | <p>the first since the implementation of the revised Primary Schools English Curriculum in schools. As in previous surveys since 1980, the reading achievements of a representative national sample of pupils in Fifth class were assessed, and performance in 2004 is compared with performance in earlier assessments. In addition, for the first time, the performance of a representative sample of pupils in First class was assessed.</p> <p>The second report is designed for a general audience and summarises the findings of the first report.</p> | |
| DES | Reading Literacy in | Eivers, E., Shiel, G., & Shortt, F. | These reports set out the results of a study of reading | 2004 |

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|--|-------------------------------|-------|--|--|
| | Disadvantaged Primary Schools | (ERC) | <p>standards in designated disadvantaged schools. The terms of reference for the study were to obtain baseline data on the reading achievement of pupils in First, Third and Sixth classes in a representative sample of designated disadvantaged schools, using an appropriate reading test; identify variables associated with the reading achievement of these pupils; and make recommendations that would facilitate reaching the targets for reading literacy specified in the National Anti-Poverty Strategy.</p> <p>The second report is designed for a general audience and summarises the findings of the first report.</p> | |
| <p>Literacy in Disadvantaged Primary Schools: problems and solutions</p> <p>(also included in DES section)</p> | 2005 | | | |

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| DES / OECD / PISA | Programme for International Student Assessment (PISA) is a multi-year assessment programme, developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD). | | | |
| | Education For Life: the achievements of 15- year olds in Ireland in the second cycle of PISA | Cosgrove, J., Shiel, G., Sofroniou, S., Zastrutzki, S., & Shortt, F. (ERC) | This report sets out the achievements of 15-year olds in Ireland in relation to reading literacy, mathematical literacy, scientific literacy and problem solving. | 2005 |
| | Ready For Life? : the literacy achievements of Irish 15-year olds with comparative international data (also included in DES section) | Gerry Shiel, Jude Cosgrove, Nick Sofroniou & Amy Kelly. (ERC) | The purpose of this national report on literacy is to provide a more detailed description and interpretation of the performance of Irish students, and to consider how the outcome of PISA might contribute to the development of educational policy in Ireland. | 2001 |

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|------------------------------------|---|--|---|------|
| | | | | |
| Educational Disadvantage Committee | <p>In October 2003, the ERC agreed to carry out two sets of research tasks for the Educational Disadvantage Committee. The first set involved analyses of the procedures for the selection of schools for the receipt of supports under initiatives of the Department of Education and Science to tackle disadvantage. The ERC reported on the results of these analyses to the EDC on a number of occasions including an oral presentation to the Committee in January 2004 and published the findings in two articles in the Irish Journal of Education as set out below. (also included in Educational Disadvantage Committee section)</p> | | | |
| | Identifying Disadvantage : a review of procedures for selecting schools for receipt of targeted support <i>Irish Journal of Education</i> , 2005, xxxvi, pp. 63-85 | Susan Weir, Peter Archer (ERC) | The study examined the extent to which anomalies exist in the selection of schools for participation in various primary-level programmes and the overlap between schemes at post-primary level. | 2004 |
| | An Analysis of the Association Between Socioeconomic | Nick Sofroniou, Peter Archer, Susan Weir (ERC) | The purpose of the study described in the paper was to investigate the existence of a social context effect, | 2004 |

| | | | | |
|---|--|-----------------------------------|--|---------------|
| | Context, Gender and Achievement <i>Irish Journal of Education</i> , 2004, xxxv, pp. 58-72 | | that is, the hypothesis that student achievement is negatively affected by the presence of increasing densities of students from disadvantaged backgrounds. | |
| <p>The second set of tasks, which, together, constitute a review of the current provision for responding to disadvantage, with a particular focus on responses within formal schooling, included the following:</p> <ol style="list-style-type: none"> 1. Update of the review of the literature on the effective strategies conducted for the Kellaghan, Weir, Ó hÚallacháin and Morgan (1995) report 2. An overview of existing evaluations of educational disadvantage programmes 3. A brief commentary on core aspects of the implementation of Giving Children an Even Break 4. Commentary on the extent to which existing provision in Ireland reflects the findings of the review of the literature presented at 1. above. | | | | |
| | Addressing Disadvantage: a review of the international literature and of the strategy in Ireland | Susan Weir, Peter Archer (ERC) | This paper contains an overview of the work of the ERC on the second set of tasks. It consists of an update of the literature review of the effective strategies conducted for the 1995 report referred to above (task 1) and a commentary on the extent to | November 2004 |

| | | | | |
|--|---|---|--|------|
| | | | which existing provision in Ireland reflects the findings of this literature review (task 4). In addition, it also contains summaries of the 2 reports (tasks 2 and 3) listed below. | |
| | A Review of School-based Measures Aimed at Addressing Educational Disadvantage in Ireland | Susan Weir, Peter Archer (with Rita Flanagan) (ERC) | This report consists of an overview of selected programmes in the formal school sector which are aimed at addressing the problems of disadvantage at preschool, primary, and post-primary levels in Ireland. | 2004 |
| | A Commentary on the Implementation of Giving Children an Even Break (GCEB) | Susan Weir (ERC) | The report contains a brief commentary on core aspects of the implementation of Giving Children an Even Break (GCEB). The first part of the report deals with the survey conducted by the ERC that | 2004 |

| | | | | |
|-----|---|---|---|------|
| | | | was used to allocate resources in GCEB. The second part looks at the extent to which key aspects of GCEB as announced at its launch have been implemented. | |
| DES | Views of the Irish Public on Education: 2004 Survey (also included in DES section) | Kellaghan, T., McGee, P., Millar, D., & Perkins, R. (ERC) | The report consists of the results of a national survey of the public's perceptions of Irish education, carried out in the context of the 'Your Education System' process. The survey comprised of a face-to-face interview with a nationally representative sample of 1,511 individuals aged 15+, and was carried out in June/July 2004. | 2004 |

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| R&D Committee | The Effects of Calculator Use in Schools and in the Certificate Examinations - Phase I | Dr. Seán Close, Dr. Gerry Shiel, Elizabeth Oldham, Deirdre Hackett, Therese Dooley, Michael O'Leary Paul Surgenor | The study examines the effects of introducing calculators into the Revised Junior Cycle Mathematics syllabus launched in the 2000/01 school year. Students sitting the Junior Certificate Examination in mathematics in 2003 formed the first cohort that were allowed to use calculators in the examination, and were taught how to use them as part of their course. | 2004 |
| | The Effects of Calculator Use in Schools and in the Certificate | (Education Department, St Patrick's College, ERC, and School of Education, Trinity College | | 2007 |

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|-----|---|----------------|---|------|
| | <p>Examinations - Phase II</p> <p>(also included in R&D Committee section)</p> | Dublin) | <p>The project is divided into two phases. The second phase, which was implemented in a representative sample of post-primary schools in November 2004, involved examining the mathematics achievement of a cohort of third-year students who had been instructed in the use of calculators and expected to use a calculator in the Junior Certificate Examination.</p> <p>The summary report on phase II 'Pressing the Right Buttons' was published in 2007.</p> | |
| DES | <p>The Evaluation of Breaking the Cycle: a follow-up of the achievements of 6th class pupils in urban schools in 2003</p> <p>(also included</p> | Weir, S. (ERC) | <p>The Breaking the Cycle Scheme was introduced in 1996/1997 to 33 urban schools to assist them in addressing problems associated with catering for large numbers of pupils from disadvantaged backgrounds.</p> | 2003 |

| | | | | |
|-----|---|----------------------------------|--|------|
| | in DES section) | | An evaluation of the scheme was published in May 2002. This follow-up report focuses on documenting the results of follow-up testing of 6th class pupils in 2003. (Unlike the 6th class cohorts tested on previous occasions, the majority of pupils in the 2003 cohort should have benefited from the key provisions of the scheme, including junior education in small classes). | |
| DES | Early Start Evaluation: report on observation visits to schools | Mary Lewis & Peter Archer. (ERC) | As part of an integrated approach to problems of disadvantage in designated schools, Early Start was established in eight locations in the 1994/1995 school year and in a further | 2003 |
| | Further | | | 2002 |

| | | | | |
|--|---|---------------------------------------|---|------|
| | <p>Evaluation of Early Start : progress report</p> <p>(also included in DES section)</p> | | <p>32 locations in the following year to provide for three-year old pre-school children. This evaluation consists of observation of classroom practice and supplements previous evaluations on the programme.</p> <p>A progress report was published in 2002, with the main report being finalised in 2003.</p> | |
| DES | <p>Review of the Home-School-Community Liaison Scheme</p> <p>(also included in DES section)</p> | Archer, P., & Shortt, F. (ERC) | <p>This review examines a number of issues related to the Home-School-Community Liaison scheme as part of a number of reviews being carried out under the Strategic Management Initiative (SMI).</p> | 2003 |
| Institutes of Technology, Ireland (IoTI) | <p>Non-completion in Institutes of Technology: an</p> | Rita Flanagan, Mark Morgan, E Eivers. | <p>The 2000 study focused on the completion rates of students entering 11</p> | 2002 |

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| | investigation of preparation, attitudes and behaviours among first year students | (ERC) | Institutes of Technology in 1995 and who were first-time entrants to higher education. | |
| | A Study of Non-completion in Institutes of Technology Courses | Rita Flanagan, Mark Morgan, T Kellaghan. (ERC) | The 2002 study follows from the 2000 Study and aims to identify possible causes of non-completion focussing specifically on students' first year experiences. | 2000 |
| DES | The Breaking the Cycle | Weir, S., Milis, L., & Ryan, C. (ERC) | The Breaking the Cycle Scheme was introduced in | 2002 |

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| | Scheme in Urban Schools : final evaluation report. | | 1996/1997 to 33 urban schools to assist them in addressing problems associated with catering for | |
| | Interim Report on the Evaluation of the Breaking the Cycle Scheme in Urban Schools (also included in DES section) | Weir, S., & Ryan, C. (ERC) | large numbers of pupils from disadvantaged backgrounds. Among the aims of the evaluation of the scheme was to assess the scheme's overall effectiveness and to identify models of good practice. An evaluation report in 1998 provided information in the year before the scheme began and in its first year of operation. An interim report in 2000 described some of the early effects of the scheme, and provided baseline data for the Junior Cycle completion rates of a cohort of pupils who had received their primary education in the selected schools prior to the introduction of the scheme. The 2002 report describes the scheme's effects on participants over the five | 2000 |

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| | | | years of its pilot phase. | |
| DES | The Breaking the Cycle Scheme in Rural Schools : final evaluation report | Weir, S., Milis, L., & Ryan, C. (ERC) | The Breaking the Cycle Scheme was introduced in 1996/1997 to 123 rural schools to assist them in addressing problems associated with catering for pupils from disadvantaged backgrounds. Among the aims of the evaluation of the scheme was to assess the scheme's overall effectiveness and to identify models of good practice. An evaluation report in 1998 provided information in the year before the scheme began and in its first year of operation. An interim report in 2000 described some of the early effects of the scheme, and provided baseline data for the Junior Cycle completion rates of a cohort of pupils who had received their primary education in the selected schools prior to the introduction of the scheme. The 2002 report describes | 2002 |
| | Interim Report on the Evaluation of the Breaking the Cycle Scheme in Rural Schools (also included in DES section) | Weir, S., & Ryan, C. (ERC) | | 2000 |

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| | | | the scheme's effects on participants over the five years of its pilot phase. | |
| DES | <p>An Evaluation of the Sole Use of Short-answer Tests in Apprenticeship Examinations.</p> <p>(also included in DES section)</p> | Kellaghan, T., Morgan, M., Fitzpatrick, M., & Millar, D. (ERC) | <p>The training of craft apprentices follows a programme agreed between the Department of Education and Science and FÁS. This programme includes two phases of block-release by employers to Institutes of Technology and a small number of other educational institutions. During and at the end of these phases in the educational system, apprentices are evaluated by means of assessments or examinations. The methodology used in these written tests is the subject of the evaluation. This research project is confined to written tests and does not embrace practical tests.</p> | 2002 |

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| NCCA | <p>Application of the Findings of the 'Standards and Moderation in the Assessment of Coursework: Issues and Strategies' Report in a Leaving Certificate Context</p> <p>(also included in NCCA section)</p> | ERC | This consists of further research applying some of the findings of the 'Standards and Moderation in the Assessment of Coursework: Issues and Strategies' study in a Leaving Certificate context. | 2001 |
| DES | The 1999 National Assessment of Mathematical | Shiel, G., & Kelly, D (ERC) | In 1998, the Department commissioned the ERC to conduct a national assessment of the | 2001 |

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| | Achievement (also included in DES section) | | mathematics achievements of pupils in fourth class in primary schools. | |
| HEA | A Study of Non-completion of Undergraduate University Courses (also included in HEA section) | Mark Morgan, Rita Flanagan, Thomas Kellaghan (ERC) | The study records the academic progress within the universities of full-time university undergraduate entrants who entered higher education in 1992/93 and documents the outcomes by gender and course, the number who graduated on time, the number who graduated late, and the number who did not complete the course which they had entered. | 2001 |

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| DES | <p>Characteristics of Early School Leavers: Results of Research Strand of the 8- to 15-year old Early School Leavers Initiative</p> <p>(also included in DES section)</p> | Eivers, E., Ryan, E., & Brinkley A. (ERC) | In November 1998, the Department of Education and Science commissioned the ERC to conduct a study on early school leavers as part of the 8 to 15 year old Early School Leavers Initiative. | 2000 |
| DES | A Case Study Analysis of Service Provision for “At Risk” Children and Young | Eivers, E., & Ryan, E. (ERC) | As part of the 8 to 15 year old Early School Leavers Initiative, the Department of Education and Science commissioned the ERC to examine service provision | 2000 |

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| | People (also included in DES section) | | for at risk children and young people. The aims of the research were to examine the integration of mainstream and targeted preventative and support services in schools and of existing services between schools and other statutory and voluntary agencies in the school/community catchment area. | |
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HIGHER EDUCATION AUTHORITY (HEA)

The list of ongoing research projects being supported by the HEA is included at Table 1. Table 2 consists of the list of research projects which have been supported by the HEA and completed since 2000.

If further information is required on a particular project or on the HEA generally, please refer to the HEA website in the first instance (www.hea.ie) If further assistance is required please contact Padraic Mellett.

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Fax: 01 2317172

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|---|-------------------|--|----------------------------------|
| HEA | The Costs of Participating in Higher Education for Students from Diverse Backgrounds (also included in ESRI section) | ESRI | This research will consist of a study on the costs associated with attending college for an increasingly diverse student population. It will examine costs over a range of course disciplines, at both graduate and postgraduate level, for a broad cross-section of students, including those with no financial support from the family, mature students, students with dependants and students with a disability. It is intended that the findings of this study will inform the development of future policy on financial support for further and higher education students in Ireland. | 2008 |

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| HEA | <p>Reasons for Low Participation in Higher Education by the Non-manual Socio-Economic Group</p> <p>(also included in ESRI section)</p> | ESRI | <p>The key aim of this study will be to produce a more thorough understanding of educational participation among young people from the non-manual group in order to better understand how the group can be supported in gaining access to, and successfully completing, higher education.</p> | 2008 |
| HEA | <p>Survey of the Costs of Access in Higher Education Institutions</p> | <p>Mazars (Michael Coleman and Ciara O' Neill)</p> | <p>The study will focus on understanding the costs incurred in achieving equity of access to higher education in Ireland. Such costs result from specific initiatives and activities to facilitate the progression of underrepresented groups through the higher education system. The outcome of the survey will inform the ongoing development of the Recurrent Grant Allocation Model (RGAM), which includes specified funding for access.</p> | |

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| HEA | Eurostudent III Irish Report on the Social and Living Conditions of Higher Education Students 2005/2006 | Geary Institute, UCD (Colm Harmon, Liam Delaney, Martin Ryan) | This report will explore the characteristics of Ireland's student population, their economic circumstances and their living circumstances. | 2008 |
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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|---------------------------------|--|------------------------|
| HEA | Towards the Best Education for All: an evaluation of access programmes in higher education in Ireland | Cynthia Deane | This evaluation proposed a framework for successful access programmes based on four criteria: policy, targeting, partnership and practice. It also identified specific examples of good practice in the structure and content of existing access programmes. | 2006 |
| HEA | Who went to College in 2004? : a national survey of new entrants to higher education (also included in ESRI section) | ESRI and Fitzpatrick Associates | The purpose of the study was to examine the pattern of entry to higher education in the Republic of Ireland. It was based on a national survey of all those who enrolled as new entrants to higher education in October 2004 and was the fifth national survey of new entrants to higher education that has been undertaken on behalf of the HEA since 1980. | 2006 |

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| HEA | <p>Eurostudent Survey II Irish Report on the Social and Living Conditions of Higher Education Students 2003/2004</p> <p>(also included in ESRI section)</p> | ESRI | <p>The Irish Report of the Eurostudent Survey was designed to present detailed information on the social and economic conditions of students participating in higher education. The aim of the study was to document students' experiences in terms of their accommodation situation, sources of income, expenditure levels and overall well-being.</p> | 2006 |
| HEA | <p>A Review of Higher Education Participation in 2003</p> <p>(also included in ESRI section)</p> | Fitzpatrick Associates & ESRI | <p>This study reported on new entrants to higher education in Ireland in 2003. The main purpose of the report was to contribute to the information base available to decision makers in relation to participation in and access to higher education in Ireland.</p> | 2005 |

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| HEA | Evaluation of the Millennium Partnership Fund for the Disadvantaged | Eustace Patterson | The evaluation examines how the strategic utilisation of the Fund at community level can be optimised for 2005–2006 and into the next national development phase. It reflects on the extent to which the Fund has made a difference in relation to retention and participation in further and higher education. The evaluation will contribute to the development of national policy on the role of communities in facilitating equity of access to higher education. | 2005 |

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| HEA | Potential Supply of Mature Students to Higher Education (also included in ESRI section) | ESRI | The main objectives of this study were to estimate the numbers of adults without third-level qualifications in the Irish population; to provide a profile of this group in terms of socio-demographic characteristics; to place patterns of mature student participation in higher education in Ireland within a broader European and international context; and to identify the factors and structures which may inhibit or enable the participation of adult learners in higher education. | 2004 |
| HEA/Forfás | Creating Ireland's Innovation | Professor Liam Downey | The report examined the issues involved in the transfer of international researchers | 2003 |

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|-----|--|--------------------------|---|------|
| | Society : the next strategic step | | into Ireland and made recommendations for developing research activity in Ireland. | |
| HEA | Provision of Undergraduate and Taught Postgraduate Education to Overseas Students in Ireland | Fitzpatrick's Associates | This report consisted of a review of international developments in the provision of third level education to overseas students; the levels of participation by overseas students in Ireland; and recommendations for a future approach. | 2003 |
| HEA | Study into Alternate Methods of Entry into Health Sciences Professional Courses at Third Level | Leo Kearns | The report reviewed the system of entry to third level health professional courses, in the light of concerns about the educational impact of the "points race". | 2003 |

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|-----|---|--|--|------|
| HEA | The Financial Governance of Irish Universities Balancing Autonomy and Accountability | Tom O'Higgins | This study provided a framework for financial governance of the Irish university sector, specifically in relation to weaknesses in internal control systems. | 2001 |
| HEA | A Study of Non-completion of Undergraduate University Courses (also included in ERC section) | Mark Morgan, Rita Flanagan, Thomas Kellaghan (ERC) | The study recorded the academic progress within the universities of full-time university undergraduate entrants who entered higher education in 1992/93 and documented the outcomes by gender and course, the number who graduated on time, the number who graduated late, and the number who did not complete the course which they had entered . | 2001 |
| HEA | College Entry in Focus : a fourth national survey | Patrick Clancy | This study examined the pattern of participation in higher education in Ireland. | 2001 |

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|-----|--|---|---|------|
| | of access to higher education | | The report was based on a national survey of all those who enrolled as new entrants to full-time higher education in Autumn 1998. The study was the fourth national survey carried out and since it was part of a series of research studies, spanning a period of approximately two decades, there was a particular focus on monitoring changes in the pattern of participation over time. | |
| HEA | The University Challenged : A Review of International Trends and Issues with Particular Reference to Ireland | Malcolm Skilbeck | This study gave an overview and appraisal of trends and issues arising in the international domain of university education and focused these trends and issues in possibilities for action for consideration by the Irish university system. | 2001 |
| HEA | Social Background of Higher Education Entrants | Patrick Clancy, Joy Wall (Social Science Research Centre, UCD) | This was the first part of the fourth national survey of entrants to higher education and it built upon the previous studies that were undertaken in the area. The study was | 2000 |

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| | | | based on new entrants to higher education in Autumn 1998 and provided a comprehensive profile on the social background of entrants. | |
| HEA | Access and Equity in Higher Education : an international perspective on issues and strategies | Malcolm Skilbeck with the assistance of Dr. Helen Connell | The purpose of the report was to enlarge and deepen the consideration of policy issues, legislative requirements and institutional practice in Ireland and assist in the development of action programmes in relation to access and equity in higher education. | 2000 |

IRISH RESEARCH COUNCIL FOR THE HUMANITIES AND SOCIAL SCIENCES (IRCHSS)

The list of ongoing education-related research projects being supported by the IRCHSS is included at Table 1. Table 2 consists of the list of relevant research projects which have been supported by the Council and completed since 2000.

If further information is required on a particular project or on the IRCHSS generally, please refer to the IRCHSS website in the first instance (www.irchss.ie) If further assistance is required please contact Fiona Davis.

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Fax: 01 6603728

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Duration of grant (Years) |
|---|--|---|--|----------------------------------|
| IRCHSS (Small Research Project Grants 2007) | Gaelscoileanna and Multicultural Classrooms: exploring the potential for transfer to enhance L2 learning experiences | Dr. Angela Leahy (Dublin City University) | The project examines the current Gaelscoil model of primary education and the more common English-medium model which finds itself in need of adapting to the reality of the culturally and linguistically diverse Ireland confirmed by Census 2006. | 1 |
| IRCHSS (Thematic Research Project Grants 2006) | Early Childhood Care and Education in Ireland: Towards a Rights-based Policy Approach | Dr. Noirin Hayes (Dublin Institute of Technology) | The research will undertake a comprehensive review and analysis of current Early Childhood Care and Education policy. Using the life cycle approach (NESC, 2005) as its starting point, it will identify to what extent Irish policy coincides with international policy trends. | 2 |

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| IRCHSS (Thematic Research Project Grants 2006) | Second Language Acquisition and Native Language Maintenance in the Polish Diaspora in Ireland and France | Professor David Singleton (Trinity College Dublin) | This multi-disciplinary, comparative project will examine the acquisition and use of English to the transmission of the first language of Polish migrants to their children. The project is designed to yield both sociolinguistic and psycholinguistic findings and to incorporate sociocultural and educational dimensions. | 2 |
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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Duration of grant (Years) |
|---|---|---|--|----------------------------------|
| IRCHSS (Thematic Research Project Grants 2005) | Research Ethics Governance Structures : Regulating Social Research in Irish Universities | Ryan Morgan (Department of Law, UCC) | The project surveyed the regulatory structures in place in Irish universities to promote the ethical conduct of social research. | 2 |
| IRCHSS (Senior Research Scholarship 2004) | The Design and Development of Interactive Reading Materials for Second Language Learners in a Multimedia Environment Based on Cognitive and Interactionist Approaches | Ruth Harris (Institute of Technology Blanchardstown) | The study consisted of an investigation of how second language readers operating in naturalist and instructional settings can inform the design of interactive learning materials to facilitate independent reading and maximise language acquisition. | 1 |

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| IRCHSS (Senior Research Scholarship 2004) | The Evolution of Student Teachers' Personal Theories of Teaching: A Longitudinal Comparative Analysis | Kathleen Horgan (Mary Immaculate College, Limerick) | This study comparatively analysed the development of student teachers' personal theories and metaphors of teaching and pupil learning, using quantitative and qualitative instruments, including large-scale surveys and reflective journals. | 1 |
| IRCHSS (Senior Research Scholarship 2004) | Early School-Leaving: the contribution of curriculum change to its prevention, in a whole-school context | Rose Malone (NUI Maynooth) | The project consisted of a qualitative study of the experience of participants in two curricular programmes (Junior Certificate Schools Programme and Leaving Certificate Applied), which target early school-leaving. This experience was contrasted with that of similar groups of students in mainstream programmes. | 1 |

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| IRCHSS (senior research fellowship – 2004) | The Acquisition of Sociolinguistic Norms by Second Language Speakers: the issue of context | Dr Vera Regan (UCD) | This consisted of a study of the acquisition of sociolinguistic competence, comparing stays in the native speech community with learning in classroom settings. The research took the form of a quantitative, multivariable analysis of a large database using software adapted for linguistic data, and was designed to contribute to programmatic, policy, funding and research decisions with respect to second language learning. | 1 |
| IRCHSS (Small Research Grant Scheme 2003/2004) | Workaholism, Social Support and Well-being Among University Staff | Brian Hughes (NUI Galway) | The study examined the relationship among workaholism, social support, and stress. In particular, it sought to establish whether social support moderates the relationship between workaholism and well being. | 2 |

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| IRCHSS (Small Research Grant Scheme 2003/2004) | Religion and Education Policy in Ireland | Kevin Williams (Mater Dei Institute of Education) | This project examined the development of state policy on the place of religion in education as well as the philosophical issues that it raises. It endeavoured to disclose how the State defined itself and how it addresses the tension between its aspiration to have an Irish-speaking, Catholic population and the necessity to embrace other versions of human self-understanding. | 1 |
| IRCHSS (Project Scheme 2003) | From Social Work Student to Professional: exploring the changing attitudes, values, concerns and occupational choices of | Bairbre Redmond (UCD) | This project explored the expectations, changing attitudes, anxieties, and pressure on new social workers as they move into their first two years of practice. | 2 |

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| | postgraduate social work students | | | |
| IRCHSS (Senior Scholarship Scheme 2003) | From Open and Distance Learning (ODL) to eLearning: perspectives on the evolution and implementation of EU policy | Kay MacKeogh (OSCAIL, Dublin City University) | The aim of this research was to situate the evolution and impact of EU and national policies on open and distance learning and eLearning within a social, political, pedagogical and individual learner context. | 1 |
| IRCHSS (Research Fellowship Scheme – 2003) | The Impact of Schooling on Lifetime Labour Market Outcomes | Dr. Colm Harmon (Institute for the Study of Social Change, University College Dublin) | This project considered the economic returns to schooling based on the analysis of large scale datasets and focused on existing problems in that literature. Secondly, and informed by the research on returns to education, it examined issues around the educational choice and, in particular, the impact of family | 1 |

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| | | | background on educational choices. The project also looked at the causal effects of public policy in a range of areas in determining the level of education an individual chooses and the manner of transition from school to work. | |
| IRCHSS (Research Fellowship Scheme – 2003) | A Study of the Distribution and Determinants of Literacy in Ireland | Dr. Dorren McMahon (Marino Institute of Education, Dublin) | The project used the OECD's PISA data set, a cross-national study of 15 year olds, to examine the distribution of teenagers below the accepted level of literacy and the interpretation of these distributions. Family background and literacy were analysed and Ireland's results was compared with those of Sweden. | 1 |
| IRCHSS (Senior Scholarships 2002) | School Sexuality Education in Ireland 1960-2001: A poststructuralist | Elizabeth Kiely (NUI Cork) | This study traced developments in sexuality education in Irish schools (1960 onwards). These developments have been embroiled in ongoing power | 1 |

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| | deconstruction | | struggles between interest groups who seek to control this field. They have produced a wealth of discourses, which are being used to analyse the politics of sexual regulation. | |
| IRCHSS (Senior Scholarships 2002) | Narrative As Vehicle For Second Language Acquisition: learning Irish in an early years setting | Máire Mhic Mhathúna (DIT) | This project involved studying how children acquire Irish as a second language during story-telling sessions in an Irish-medium pre-school. The process of second language acquisition, facilitated by the teacher's input, the joint interaction between the teacher and children and the development of the children's understanding of narrative structure was the focus of the study. | 1 |

NATIONAL ADULT LITERACY AGENCY (NALA)

The list of ongoing research projects being supported by NALA is included at Table 1. Table 2 consists of the list of research projects which have been supported by the Agency and completed since 2000.

If further information is required on a particular project or on NALA generally, please refer to the NALA website in the first instance (www.nala.ie). If further assistance is required please contact NALA directly (details below).

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Tel: 01 8554332

Fax: 01 8555475

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|------------------------------|---------------------------------------|---|----------------------------------|
| NALA/WIT Accreditation project | Gruntvig - TRAIN | Helen Murphy | This project consists of the development of modules to be used for Adult Basic Education Literacy teachers across Europe. | 2008 |
| NALA/WIT Accreditation project | Workplace Literacy | Esther Mackey | This project consists of an exploration into workplace literacy programmes and the development of practice in the area of workplace literacy. | 2008 |
| NALA/WIT Accreditation project | Adult Literacy Methodologies | Geraldine Mernagh Margaret O'Brien | This project explores the application of informal and formal theory by Adult Literacy Teachers and Managers in Ireland. | 2009 |

Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|-------------------|---|------------------------|
| NALA/WIT Accreditation project | Family Literacy | Janet Webb | This project consists of an assessment of the impact of Family Learning programmes on parents learning through their involvement in their children's learning programmes. | 2007 |
| NALA/WIT Accreditation Project | The contribution of multi-media technology to the acquisition of literacy by adult literacy learners | Kathleen Gannon | This project examines how various multi-media technologies can contribute to the acquisition of literacy skills by adult literacy learners. | 2002 |
| NALA/WIT Accreditation project | The Uses of Accredited Experiential learning for Industry | Maeve O'Grady | This project consists of a study of the various uses of accredited experiential learning for industry in Ireland. | 2000 |

NATIONAL CENTRE FOR GUIDANCE IN EDUCATION (NCGE)

The list of research projects supported by the NCGE and completed since 2000 is included at Table 1.

If further information is required on a particular project or on the Centre generally, please refer to the NCGE website in the first instance (www.ncge.ie). If further assistance is required please contact Shivaun Gallagher.

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Tel: 01 8690715
Fax: 01 8823817

Table 1 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|--|--|------------------------|
| R&D Committee | Review of Guidance Provision in Post-Primary Schools (also included in ESRI and R&D Committee sections) | Eileen Fitzpatrick, (National Centre for Guidance in Education) Dr. Deirdre O'Neill (TCD) ESRI | This consisted of a review of post-primary guidance provision. The report is based on the findings from the 4 strands of a review of guidance in post-primary schools. The 4 strands were : <ul style="list-style-type: none"> • Quantitative and qualitative survey of the use of the resources provided by DES for guidance in all 738 post-primary schools (NCGE) • A more in-depth survey in 260 of the 738 schools (ESRI) • In-depth case studies in 15 schools selected from those surveyed in strand 2 (ESRI) • Focus group interviews with a range of stakeholders (TCD and NCGE). | 2006 |

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| <p>NCGE / DES / EU Employment Youthstart Programme</p> | <p>Reaching Out : The Provision of Guidance and Support Services by Programmes / Projects for Early School Leavers and Young People at Risk in Ireland</p> <p>(also included in DES section)</p> | <p>Sarah Ryan</p> | <p>The research project examined guidance provision in all programmes/ projects targeted at early school leavers, and also incorporated responses from those working with initiatives aimed at preventing early school leaving.</p> | <p>2000</p> |
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NATIONAL CENTRE FOR TECHNOLOGY IN EDUCATION (NCTE)

Table 1 includes research projects supported by the Centre.

If further information is required, please refer to the NCTE website in the first instance (www.ncte.ie) or contact the Centre directly (details below)

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Tel: 01 7008200
Fax: 01 7008210

Table 1 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|--|---|------------------------|
| DES / NCTE | NCTE 2005 Census on ICT Infrastructure in Schools : statistical report (also included in DES and ERC sections) | Shiel, G., and O'Flaherty, A. (ERC) | This report details the findings of the 2005 National Centre for Technology in Education (NCTE) census on ICT infrastructure in schools. The 2005 census is the fourth in a series that began in 1998. The census reflects the situation with regard to ICT infrastructure in schools in May/June 2005. | 2006 |
| NCCA / NCTE | Investigation of 3D Parametric Modeling Software (also included in NCCA section) | Oliver McGarr and Dr. Niall Seery (UL) and external evaluation by Dr. Aidan Mulkeen (NUI Maynooth) | The research aimed to inform issues relating to the implementation of the CAD element of the new and revised Leaving Certificate technology subjects, in particular Design and Communication Graphics. | 2005 |

NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT (NCCA)

The list of ongoing research projects being supported by the NCCA is included at Table 1. Table 2 consists of the list of research projects which have been supported by the NCCA and completed since 2000.

If further information is required on a particular project or on the NCCA generally, please refer to the NCCA website in the first instance (www.ncca.ie). If further assistance is required please contact Bernie Gallagher.

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Tel: 01 6617177
Fax: 01 6617180

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|--|---|--|----------------------------------|
| NCCA | Wellness in Post-Primary Schools : Review of Literature and Research | Dr. Maeve O'Brien, (National University of Ireland, Maynooth) | The review will analyse the most recent research findings on wellness as they relate to post-primary schools; investigate recent and contemporary literature relating to wellness; interrogate the frameworks and philosophies that underpin emerging understandings of wellness; and consider the broad educational and school-related issues in respect of wellness including the role of curriculum in its promotion. | 2008 |

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| NCCA and GEMC | The studies below consist of follow-up studies to the longitudinal study involving following a group of 900 students in 12 case study schools. | | | |
| | Longitudinal study of second-level students: the transition into senior cycle (also included in ESRI and GEMC sections) | ESRI | Because of student participation in Transition Year, this study is being carried out over two phases covering the student cohort in fifth and sixth year. The study will address a number of key issues relating to senior cycle education including the nature of student learning experiences during TY; the factors which influence students' choice of subjects and subject level in fifth year; the variations in experiences of teaching and learning across the different senior cycle programmes; and the process of adjusting to the transition to senior cycle. | 2008 |
| NCCA | Parental perspectives on the transition to senior cycle | | This study will explore parental perspectives on the transition of students to senior cycle. It involves a survey of parents along with in-depth | 2008 |

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| | (also included in ESRI section) | | qualitative interviews. This study will provide a vital complement to the information provided by the student cohort. | |
| | Early school leavers: a follow-up study (also included in ESRI section) | | This project involves a specific follow-up study of early school leavers from among the student cohort included in the longitudinal study of second-level students. In-depth one-to-one interviews will be carried out with early school leavers focusing on their reasons for leaving school, their reflections of school life and their current situation. | 2008 |
| NCCA | Research on Participation in and Progression from the Leaving Certificate Applied (also included in | ESRI | The research will focus on the participation and progression rates across a number of cohorts of LCA students with particular reference to those who leave the programme before the end of Year 2 (do not take the final exams); proceed to the world of work; | 2008 |

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| | ESRI section) | | proceed to further education; and proceed to higher education. | |
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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|------------------------|--|------------------------|
| NCCA | Primary Curriculum Review, Phase 2 (also included in ERC section) | Dr. David Miller (ERC) | The research consisted of sampling methodology for the review of the primary school curriculum in Irish, Science and Social, Personal and Health Education (SPHE). | 2006 |

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|----------------------|---|-------------|---|-------------------------------------|
| <p>NCCA and GEMC</p> | <p>Longitudinal study of students from their transition to post-primary school to the completion of the Junior Certificate</p> <p>Moving Up : The Experiences of First-year Students in Post-Primary Education</p> <p>Pathways Through the Junior Cycle</p> <p>Gearing Up for the Exam?</p> | <p>ESRI</p> | <p>This project follows a group of 900 students in 12 case-study schools from their transition to post-primary school to the completion of the Junior Certificate. It was carried out in three phases.</p> <p>The first report entitled 'Moving Up' focuses on curriculum provision and school integration among first year students (Phase I).</p> <p>The second phase of the study looks at student experiences as they move into the second year of their junior cycle. It explores changes in student attitudes to school and to the different subject areas. The report of phase II is set out in 'Pathways Through the Junior Cycle'.</p> <p>The third part of the study examines student</p> | <p>2004</p> <p>2005</p> <p>2007</p> |
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| | (also included in ESRI and GEMC sections) | | <p>experiences in their Junior Certificate year. It looks at teaching and learning in the lead-up to the examination and the factors influencing student performance at Junior Certificate level.</p> <p>This study forms the basis for a series of follow-up studies on young people's transition to senior cycle, parental perspectives on this transition, and the factors influencing early school leaving.</p> | |
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| Development Cooperation Ireland | A Study of the Opportunities for Development Education at Senior Cycle | NCCA | The study provided an overview of current development education opportunities in the senior cycle curriculum to inform teachers, schools and the general development education community in their work. The research also pointed towards future developments at senior cycle and the opportunities they may present for the strengthening of development education. | 2006 |
| NCCA | Key Skills in the Context of the NCCA's Proposals for the Future Development of Senior Cycle Education in Ireland | Carol McGuinness (Queens University Belfast) | This study provided a theoretical framework for the embedding of key skills in the senior cycle curriculum. | 2006 |

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| NCCA | Assessment Instruments in Other Jurisdictions | Ian Colwill (formerly QCA, London) | This consisted of an analysis of additional assessment components in A-level examinations. | 2006 |
| NCCA | Evaluation of the Assessment Initiative in Junior Cycle Physical Education | Anne McPhail, (University of Limerick) | The study consisted of an evaluation of the assessment initiative in junior cycle physical education. | 2006 |
| Health and Safety Authority | Teaching and Learning in Health and Safety | NCCA | The study examined teaching and learning in health and safety in the curriculum. | 2006 |
| CIDREE (Consortium of Institutions for Development and Research in Education in Europe) | Student Voice Study | NCCA | The study examined the concept of including the student voice in curriculum development and review. | 2006 |
| NCCA | Children's Early Learning and | Geraldine French | This consisted of a review of the literature on children's | 2006 |

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| | Development <i>(Supporting the Framework for Early Learning)</i> | | early learning and development. | |
| NCCA | Perspectives on the Relationship Between Education and Care in Early Childhood <i>(Supporting the Framework for Early Learning)</i> | Dr. Nóirín Hayes | This consisted of an exploration of the concepts of education and care in the early childhood context, and how the two interface. | 2006 |
| NCCA | Language and Literacy in Irish-medium Primary Schools: Review of | Dr. Muiris Ó Laoire and Dr. John Harris | The study reviewed national and international literature on language and literacy in immersion and bi-lingual settings to inform the NCCA | 2006 |

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| | Literature | | work in this area. | |
| NCCA / NCTE | Investigation of 3D Parametric Modeling Software (also included in NCTE section) | Oliver McGarr and Dr. Naill Seery (UL) and external evaluation by Dr. Aidan Mulkeen (NUI Maynooth) | The research aimed to inform issues relating to the implementation of the CAD element of the new and revised Leaving Certificate technology subjects, in particular Design and Communication Graphics. | 2005 |
| NCCA | International Trends in Post-primary Mathematics Education | Paul Conway (UCC), Finbarr Sloane (National Science Foundation, Washington) | This study focused on a number of key international trends in mathematics education and includes potential areas of overlap, areas where there are significant divergences and possible lines of development in mathematics education at post-primary level in Ireland. | 2005 |
| NCCA / GEMC | Examining Gender : Gender and | Jannette Elwood, Karen Carlisle (Graduate School | This study investigated differential performance by gender and achievement in | 2003 |

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| | Achievement in the Junior and Leaving Certificate Examinations 2000/2001 (also included under GEMC section) | of Education, Queens University, Belfast) | the Junior Certificate and Leaving Certificate Examinations in 2000 and 2001. | |
| NCCA | Driver Education and Training in Post-primary Schools | Ray Fuller, David Bonney, (Department of Psychology, TCD) | This study examined the role and potential role of the post-primary education system in the development of driver knowledge, skills and attitudes. | 2003 |
| R&D Committee / NCCA | Review of the Junior Certificate School Programme (also included in R&D Committee section) | Nexus Research Co-operative | This consisted of a review of the Junior Certificate School Programme (JCSP). The JCSP provides a curriculum framework that assists schools and teachers in making the Junior Certificate more accessible to those young people in danger of leaving the school system early with no formal | 2003 |

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| | | | qualification. The project provided data on the effectiveness of the structure, format and content of the JCSP. | |
| NCCA | Review of Civic, Social and Political Education | Nexus Research Co-Operative | This consisted of a survey examining the views of principals and CSPE teachers on the provision and implementation of the subject in the junior cycle of post-primary schools. | 2003 |
| NCCA and the Department of the Environment, Heritage and Local Government | Action in Architecture Initiative 2002-2005 | NCCA | This research reviewed the educational aspects of the Action in Architecture Initiative 2002-2005. | 2003 |
| NCCA and GEMC | Gender Politics and Exploring Masculinities in Irish Education : Teachers, Materials and the Media (also included in | Máirtín Mac an Ghoill (University of Newcastle), Joan Hannafin (UCC), Paul Conway (UCC) | The study addressed two issues 'What was the shape and temporal trajectory of the public debate on Exploring Masculinities ?' and 'What are teachers' views of implementing the Exploring Masculinities programme within the context | 2002 |

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|------|---|---|--|------|
| | GEMC section) | | of the public debate'? | |
| NCCA | Standards and Moderation in the Assessment of Coursework: Issues and Strategies | Alison Wolf (International Centre for Research on Assessment, Institute of Education, University of London) | The study comprised advice on how the introduction of second assessment components in traditional examinations, such as the Leaving Certificate, impacts on the results achieved by candidates. The study also explored the role that statistical moderation of results can play in addressing the more problematic aspects of the impact. | 2001 |

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| | <p>Application of the Findings of the 'Standards and Moderation in the Assessment of Coursework: Issues and Strategies' report in a Leaving Certificate Context</p> <p>(also included in ERC section)</p> | ERC | <p>This consists of further research applying some of the findings of the 'Standards and Moderation in the Assessment of Coursework: Issues and Strategies' study in a Leaving Certificate context.</p> | |
| NCCA | Computers and Curriculum : Difficulties and Dichotomies | Teresa O'Doherty, Jim Gleeson, Keith Johnson, Oliver McGarr, Janet Moody (University of Limerick) | <p>The study investigated the possible form, content and perceived impact of the introduction of a new computer-based subject to the Leaving Certificate (established).</p> | 2001 |

NATIONAL COUNCIL FOR SPECIAL EDUCATION (NCSE)

The list of ongoing research projects being supported by the NCSE is included at Table 1.

If further information is required on a particular project or on the Council generally, please refer to the NCSE website in the first instance (www.ncse.ie). If further assistance is required please contact the Head of Research and Development.

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Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|---|--|---|----------------------------------|
| NCSE | Professional Development Requirements of Special Education Teachers | School of Education and Lifelong Learning, UCD | This research will identify the professional development requirements of special educational needs teachers working in Primary and Post Primary Schools. Among the issues to be addressed are the roles and functions of teachers working in mainstream schools; the professional development needs of special education teachers as identified by key stakeholders; and guidelines for standards and competencies in the area of special education professional development. | 2008 |
| NCSE | Understanding the Concept of Inclusion | St. Angela's College, Sligo | This research will examine the question of how inclusion is working in schools within a Research framework using Kershner and Chaplins (2001) multi levels of analysis for | 2008 |

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| | | | research in SEN. | |
| NCSE | Early Intervention For Children with SEN Aged 3-6 Years | Children's Research Centre, TCD | This will consist of a case study of a service provider and the experience of the service users. The research will evaluate the current model of service for children aged 3-6 provided by the St. John of God organisation; identify specific issues relating to home based and home centred based models of care and education; identify indicators of best practice; make recommendations for policy and practice within the service delivery setting; and contextualise the findings in national strategic objectives and models of best practice. | 2008 |
| NCSE | Transitions from Compulsory Schooling : Possibilities For Young People with Intellectual Disabilities | National Institute for Intellectual Disability, TCD | This research will examine where students with intellectual disabilities aged 16-18 are currently located (in terms of placement and programmes) in the school system; the possibilities | 2008 |

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| | | | available to them; and the possibilities for future development. | |
| NCSE | Preparing Teachers For Inclusive Pedagogy | St. Patrick's College, Drumcondra | The study will examine newly qualified teachers' efficacy beliefs in relation to implementing inclusive pedagogy in mainstream Irish primary schools. | 2008 |
| NCSE | Promoting Inclusion For Students with Emotional and Behavioural Difficulties (EBD): Interventions to Support Change in Teacher Attitudes and Practice | National University of Ireland, Maynooth | The research is designed to foster the inclusion of children with EBD at post primary level through the use of targeted interventions that will enable teachers to change attitudes and develop skills. | 2008 |

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| NCSE | An Evaluation of the Effectiveness of Various Models of Resources Allocation and Provision for Pupils with Disabilities/Special Educational Needs in the Republic of Ireland | School of Education and Lifelong Learning, UCD | The research will consist of a critical quantitative and qualitative analysis of the effectiveness of the various resource allocation models of provision for students with disabilities/SEN; an examination of legislation, policies and practices prevailing in other countries, considered to employ models of best practice; and an identification of the types of existing models of resource allocation in Ireland, and an evaluate their effectiveness with regard to students. | 2008 |
| NCSE | Living in a Diverse Society : Developing a Programme to Provide Positive Experience For Those with | Institute of Technology, Sligo | The research will examine if a programme to provide positive experiences for those with intellectual disabilities can be developed in third level colleges; how this setting can help to develop | 2008 |

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| | Intellectual Disabilities | | the students' independent life skills and how the programme will enable the students to develop their social skills, to progress to the workplace and to develop a foundation for lifelong learning for the participants. | |
| NCSE | Developing Inclusive Practices : Participatory Action Research Involving Schools and Teacher Education | School of Education, TCD | The research will examine a number of issues in relation to the current agendas and existing knowledge bases around the development of inclusive practice within partner schools. | 2008 |
| NCSE | Assisting Language and Communication in Person with Congenital Deafblindness: A Case Study | National University of Ireland, Maynooth | The research will consist of a case study of an individual with congenital deafblindness and will seek to examine if observations of this individual can contribute to the understanding of communicative function and multiple sensory disability more generally and if there are implications for the | 2008 |

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| | | | provision of education and support services in terms of early intervention and maximising on an individual's capabilities. | |
| NCSE | Policies and Practices in SEN in New Zealand | Queens University, Belfast | The current policies and practices associated with SEN in New Zealand will be examined in this study. Among the issues to be explored are the nature of SEN provision in pre-service and in-service teacher education programmes; the model for the assessment of pupils with SEN; provisions for early intervention for children with SEN; current approaches to IEPs; resource allocation; and the involvement of parents. | 2008 |
| NCSE | Should ABA be | School of | This study will examine a | 2008 |

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|------|--|---------------------------|--|------|
| | Given Greater Prominence in SEN Settings | Psychology, TCD | number of issues in relation to Applied Behavioural Analysis. | |
| NCSE | Parents of Children with ASD: Education and Other Information Needs, Information Seeking Behaviour and Empowerment | School of Psychology, TCD | The research will examine the information needs of parents of children with ASD and the relationship between parents' education and information needs and information seeking behaviour. | 2008 |
| NCSE | Drama in Education as Curriculum for Social Skills in Children with Autistic Spectrum Disorders. | School of Psychology, TCD | The study will examine if drama in education is an effective intervention to reduce challenging behaviour and enhance social competence in individuals with ASD. | 2008 |

NATIONAL EDUCATIONAL WELFARE BOARD (NEWB)

The list of ongoing research projects being supported by the NEWB is included at Table 1. Table 2 consists of the list of research projects which have been supported by the Board and completed since 2000.

If further information is required on a particular project or on the Board generally, please refer to the NEWB website in the first instance (www.newb.ie). If further assistance is required please contact Elaine O'Mahoney.

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Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|----------------------|-------------------|--|----------------------------------|
| NEWB | Voice of the Child | Anna Gunning | The NEWB commissioned a study of the options and possibilities for involving children and young people as partners in the work of the Board. This study included a consultation process with children themselves. The findings of the study are currently being used as the basis for developing a Board Position Paper which offers various strategies to support children's participation in its work. | 2008 |

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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|---|-------------------|--|------------------------|
| NEWB | Narrative on School Attendance: Looking In-depth at the Experience of Poor School Attendance | MORI Ireland | This research involved a pilot study in 10 schools (5 primary schools and 5 post primary schools) to gather the views of teachers, parents, students and educational welfare officers about the reasons for absenteeism, and the types of interventions which might help parents to ensure that their children attend school. | Awaiting publication |
| NEWB | Attendance and Students' School Experiences and Later Life Chances (also included in ESRI section) | ESRI | The study aims at providing a comprehensive overview of literature and existing data in the broad area of attendance and improving the understanding of issues around attendance. The study highlights a number of priorities for policy and research and will guide the NEWB's strategy to deal with school attendance. It is a foundational piece to the | 2007 |

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| | | | development of guidelines for schools on attendance strategies. | |
| NEWB | Public Survey on Attitudes Towards School Attendance | Emmet Ó'Briain, (MORI Ireland) | The MORI Ireland Guth an Phobail survey was carried out in December 2005 and involved 1,000 adults aged 18 and over. The survey reveals public attitudes towards, and perceptions of, school attendance and will be used by the NEWB to design initiatives to promote school attendance. | 2007 |

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| NEWB | <p>Analysis of School Attendance Data at Primary and Post Primary Levels for 2005/2006</p> <p>(also included in ERC section)</p> | ERC | Based on earlier research on attendance data for 2003/4 (Weir, 2004) and 2004/5 (Ó Briain, 2006), the new study will bring the existing database up to date and continue with the attempt to determine the varieties of non-attendance, their socioeconomic correlates, and their impact on students and schools. | <i>Awaiting publication</i> |
| | Analysis of School Attendance Data at Primary and Post Primary Levels for 2004/2005 | Emmet Ó'Briain, (MORI Ireland) | This study summarises attendance data submitted by schools to the NEWB at the end of the 2004/2005 school year. | 2006 |
| | Analysis of School Attendance at Primary and Post Primary Schools for | Susan Weir, (ERC) | This was the first comprehensive report on the levels of non-attendance at Irish schools. It summarised attendance data submitted by schools to the NEWB at the | 2004 |

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| | 2003/2004 (also included in ERC section) | | end of the 2003/2004 school year. | |
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OFFICE OF THE MINISTER FOR CHILDREN AND YOUTH AFFAIRS (OMC)

The list of ongoing research projects being supported by the Office of the Minister for Children and Youth Affairs is included at Table 1. Table 2 consists of the list of research projects which have been supported by the OMC and completed since 2000.

If further information is required on a particular project or on the OMC generally, please refer to the OMC website in the first instance (www.omc.gov.ie). If further assistance is required please contact Bairbre Meaney .

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Fax: 01 6743223

Table 1 : Ongoing research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Projected completion date |
|--------------------------------|--|--|--|----------------------------------|
| OMC | Public Library Services for Children and Young People in Ireland | Professor Robbie Gilligan (Children's Research Centre, TCD) | This research will investigate young people's (13-17 year of age) opinions and perceptions of current library services, as well as obtain their ideas for creating a public library that would appeal to their age group. Focus groups, participant observation, documentary analysis and a survey of libraries will be used to meet the aims and objectives of this research. | 2008 |

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| OMC | A Follow Up Study on the Educational and Social Support Experiences of Young People in Long-Term Foster Care | Professor Robbie Gilligan (Children's Research Centre, TCD) | This quantitative study is the second phase of a project looking at the progress of a national cohort of young people in long-term foster care. Specifically, the study will re-examine the day to day experiences of education and schooling for young people in long term foster care. | 2008 |
| OMC (in conjunction with the Department of Social and Family Affairs and the Central Statistics Office) | 'Growing Up in Ireland' – National Longitudinal Study of Children in Ireland (also included in ESRI section) | ESRI and Children's Research Centre, TCD | This study aims to provide a database for a comprehensive understanding of Irish children's development. The research will focus on 18,000 children (8,000 nine-year-olds and 10,000 nine-month-olds) over seven years. At least two sweeps of data collection are envisaged for both groups. | Commenced in April 2006. First results due 2008. The overall project will run for 7 years. Depending on how the project rolls out it may be extended beyond that period. |

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Table 2 : Completed research

| Supporting Organisation | Project Title | Researcher | Brief Summary | Completion date |
|--------------------------------|--|---|--|------------------------|
| OMC | Play and Technology for Children Aged 4-12 | Dr. Brian O'Neill Stella Downey Noirin Hayes (Centre for Social and Educational Research, DIT) | This study of the role of technology in play explores the play activities of Irish children (4-8 and 8-12), identifying technologies used in daily play patterns and looking at the wider implications for physiological and behavioural development, education and lifestyle. The project presents children's perspectives on the meanings, interpretations and value placed on technology-based play as well as documenting the views of parents and teachers on the opportunities and dangers involved. | 2007 |

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| OMC | The Educational and Social Support Experiences of Young People in Long-Term Foster Care | Professor Robbie Gilligan (Children's Research Centre, TCD) | <p>This quantitative study looked at the day to day experiences of education and schooling for young people aged 13-14 years in long term foster care.</p> <p>The issues examined in the study included the social supports in terms of contact with birth family, friendship networks, and participation in hobbies / leisure activities of these young people and the relationship of placement conditions with the young people's education, schooling and social supports.</p> | 2005 |
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| OMC | Second Level Student Councils | Dr. Jean Whyte, (Children's Research Centre, TCD) | The principal objectives of this research were to examine contemporary thinking on student councils; describe the operation of student councils in Ireland; identify enablers and barriers to good practice in the establishment, development and operation of student councils as perceived by management, teachers, students and other key personnel; identify ways in which student councils can play a meaningful role in second level schools; make recommendations about how student councils can be effectively supported; and make recommendations on the training needs of all stakeholders. | 2005 |
|-----|-------------------------------|---|---|------|