



The Nuffield Foundation

Annual Review 2003/04

The Nuffield Foundation's aim is to advance social well-being, particularly by research and practical experiment. We try to achieve this by supporting work which will bring about improvements in society that are founded on careful reflection, and informed by objective and reliable evidence. We also support the development of research and professional capacity, especially in the sciences and the social sciences, by means of grant schemes that are targeted to meet the needs of people in the early stages of their careers.

William Morris, later Lord Nuffield, was born in 1877. He was one of the first British industrialists to introduce mass production methods and his company, Morris Motors Ltd, prospered in the years after the First World War.

Despite his great wealth, Lord Nuffield remained personally frugal and in later life devoted his energies to the philanthropy that made him a household name. The Nuffield Foundation, his largest benefaction, was founded in 1943 with a gift of £10m-worth of shares in his company.

William Morris
Viscount Nuffield 1877-1963



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Introduction

Welcome to the Foundation’s annual review for 2003/04

In this short publication we give an overview of the wide range of activities that the Foundation supports, together with some more detailed insights into a few of our projects and programmes. The support of research and innovation that will bring about beneficial social change remains the cornerstone of our activities. Increasingly we do this not simply by responding to grant applications, but by working with grant holders, both before and after grants are awarded, to help ensure that the work we fund has an impact, be it on practice or policy. The other main theme in our activities is the support of young people in the early stages of their careers, especially in science and social science. Here we run a number of carefully targeted schemes that between them make nearly 1,000 separate awards each year.

Expenditure

The Foundation’s expenditure in 2003 was, at £12.5m, unusually high. The reason is that the Trustees decided to commit all the income of one of our subsidiary funds, the Oliver Bird Fund, (some £3m), to a single programme for the next five years. The Fund is used to support research in rheumatism and arthritis and the new programme will support the training of 25 PhD students, in five universities. Devising and implementing the programme has been a demanding but exhilarating venture.

Twenty-one universities submitted applications for the grants, which were refereed by an international panel. The requirements of the programme were exacting but the applications were of a very high standard. The referees spoke very highly both of the scientific standing of UK rheumatology and of the quality of the training programmes being offered to the students. The first students will begin their training in September 2004.

While the Oliver Bird Programme is an unusual member of the Nuffield family (it is the only one of our programmes that supports medical research), the move to focusing resources on larger and well-defined programmes is consistent with a trend that we have been following for some time. Our Commonwealth programme, for example, now makes a small number of five-year grants, of up to £0.25m, as compared with a larger number of smaller grants a few years ago. Resources only permit us to run a grant competition every two years, but the evidence suggests that we are providing a form of support that is distinctive and that is helping to make a real long-term difference to some important projects in Southern and Eastern Africa (see pages 12-15).

Access to Justice

The Access to Justice programme has had an especially active year. Eighteen new and supplementary grants, ranging

between £2,000 and £165,000, were made to a range of universities and voluntary sector organisations. This has been an important area for the Foundation for many years, and one where the Foundation is one of the leading funders nationally.

Children and Older People

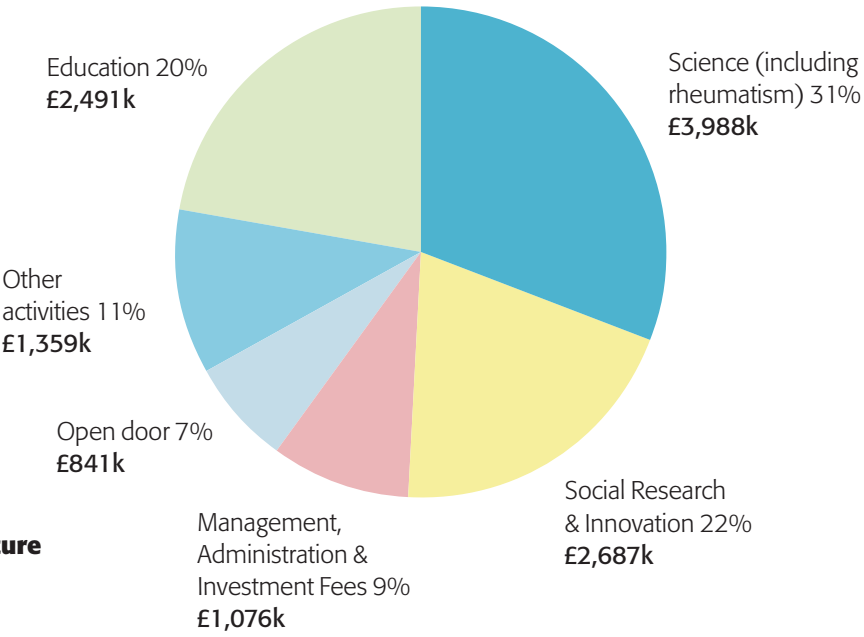
The Child Protection and Family Law programme has over the past five years spent over £3.5m in support of more than 60 projects in this important area. The Committee spent somewhat less on grants in 2003 than in the preceding years, but the level of support activity for projects funded in earlier years was as high as ever (see pages 4-7).

Five new grants were made under the Older People and their Families programme. The largest, to the Pensions Policy Institute, was on the issue of long-term policy reform options in the UK pension system. This is likely to be a significant area of interest for the Foundation in the coming years.

Continuity and change

The Foundation evaluates and reviews all its programmes regularly, usually every five years. Some programmes continue, some change and some come to an end, with the consequence that the Foundation’s portfolio of programmes is constantly evolving. The past year was no exception and there were major changes to several

Summary of expenditure Total £12,445k



of the Foundation’s programmes during the year.

In Education the Trustees have agreed to concentrate support on four areas which build on strengths the Foundation has developed over recent years and where support is especially timely. The areas are curriculum, assessment, speech and language difficulties, and 14-19 education and training. A further change is the introduction of a new way of working to stimulate activity and ensure effective impact on policy and/or practice in these four areas, moving away from the reliance of previous years on responsive mode grant programmes and towards a more developmental approach to nurse fewer, but larger, projects.

Other grant schemes were also reviewed during the year. The Social Science Small Grants Scheme (pages 24-25) is the longest running of all the Foundation’s grant programmes. At the heart of the review was a survey which included both grant holders and unsuccessful applicants. The results were unequivocal. The Scheme continues to attract high-quality applications, and offers support of a kind not otherwise available.

Moreover, it contributes directly to the Foundation’s overall objectives, both by giving priority to younger researchers (and hence helping to build capacity) and also by supporting projects that address the Foundation’s wider objects.

Young Scientists

Also reviewed were the Science Bursaries for Schools and Colleges (pages 28-29). The scheme provides short placements for sixth form students during the vacation at the end of their first year of study. The students carry out a research project, typically in a University, a research institute, a hospital, a museum or similar. The scheme started on a pilot basis in 1994 with 40 students and grew over a few years to the present level of 650 bursaries per year. The scheme was externally evaluated and again the conclusions were clear. The scheme is highly valued, well run and distinctive.

Women in education

Another programme to be reviewed was the Elizabeth Nuffield Educational Fund. The Fund provides grants for women students in higher and (up until 2002)

further education. Set up by Lord Nuffield’s wife, the Fund is historically unusual among the Foundation’s grant programmes in that its intention is simply to help individuals in need, not to contribute to wider social change. However, the Fund has in recent years begun to play a wider role. For the past few years its focus has been on contributing to the childcare costs of women in higher and further education. In 2001 the government began to provide childcare support on a large scale, since when ENEF has largely funded trainee nurses who were not then eligible for support. That omission will soon be rectified and the Fund will move on to other areas where its funds can be fruitfully used. What will not change is its fundamental mission of helping women in difficult circumstances to achieve the education that will bring them independence and self sufficiency.

Anthony Tomei Director

Child Protection and Family Justice

The Child Protection and Family Justice programme supports projects to help ensure that the legal and institutional framework puts children’s well-being at its centre.

The work of the programme is overseen by a specialist committee, chaired by one of the Foundation’s Trustees, Professor Sir Michael Rutter. The Committee includes expert members in family law, psychiatry, social work and voluntary work. Over the years, just over half of the Committee’s annual budget of £750,000 has been spent on research projects, with the remainder being spent on practical projects. These include support for new voluntary sector interventions, and projects that support the capacity of the voluntary sector or practitioners to improve practice, taking evidence into account.

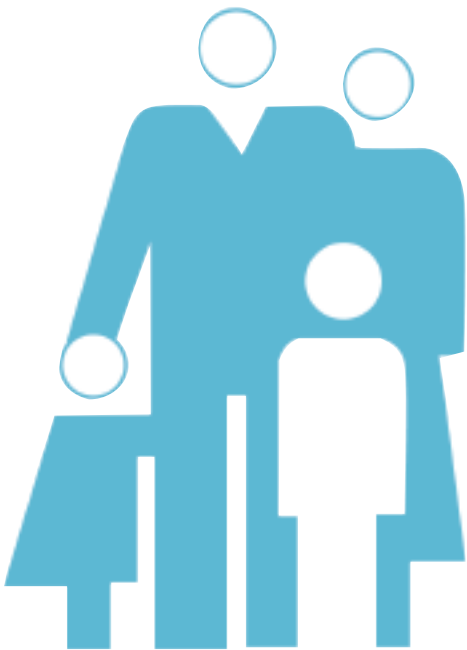
Grants made in 2003

When looking at research applications, the Committee is increasingly concerned to fund work that looks at outcomes for children and families, rather than simple descriptive studies of processes or practices. That is because the Committee wants to foster a focus on what makes a difference – what makes things better – for children. So for instance, it expects to fund more systematic reviews, assessing evidence and looking at what we do and do not know. One example is the project headed by Dr Jane Barlow, now of Warwick University, on the effectiveness of parenting programmes in reducing the maltreatment of children. Even in practical projects the

Committee is concerned to foster work that makes sure the evidence we have gets used to real effect. So a grant was made to Research in Practice to ensure that local councillors responsible for setting child-care budgets and local policies get regular briefings on topics they need to understand if they are to exercise effective judgement.

Three other grants reflect this preoccupation with making evidence count. The Committee awarded a grant of £35,000 to the AIRE (Advice on Individual Rights in Europe) Centre, headed by Ms Nuala Mole, to continue to disseminate information about European Court of Human Rights jurisprudence on family law and human rights to UK practitioners. A second grant to improve practice was made to the Immigration Law Practitioners’ Association so that they could produce a ‘best-practice’ guide for immigration lawyers on cases involving children who are subject to immigration controls, both those seeking to immigrate with their families and those who arrive unaccompanied. A third example is a modest grant given to the relationship research charity, One Plus One, to explore the use of the web to give people information on the legal differences between being married and co-habiting. Research previously funded by the Committee documented just how widespread

misunderstandings were in this area, with a majority of the public thinking that there were ‘common law’ marriage-like rights. Each year, thousands are surprised to discover that, in the event of their partner’s death, or if they separate, they do not have the same rights, protections and responsibilities as they would if they were married, even if the couple have children.



Major grants – 2003

13 new grants – total expenditure £626,000

	£99,413	Department of General Practice and Primary Care, Barts and The London Hospital Professor Gene Feder, Dr Jean Ramsay, Ms Philippa Chipping, Professor Stefan Priebe Prevention of domestic violence: a pilot study in primary care
	£70,000	Parentline Plus, Family Rights Group & Family Welfare Association Dr Dorit Braun Shared Family Policy Officer for a joint policy development project
see text	£67,685	Research in Practice Ms Celia Atherton Research briefings for local councillors
	£63,588	Policy Research Bureau Dr Deborah Gbate Developing principal research and management capacity at the Policy Research Bureau
see text	£39,366	Health Services Research Unit, Institute of Health Sciences, University of Oxford Dr Jane Barlow Systematic review of the effectiveness of parenting programmes in reducing child maltreatment
see text	£35,000	The AIRE Centre Ms Nuala Mole Family law and human rights
see text	£33,000	Immigration Law Practitioners’ Association Ms Susan Rowlands Working with children subject to immigration controls: guidelines for best practice
see text	£10,000	One Plus One Ms Penny Mansfield Web-based information about the legal differences between married and cohabiting relationships
	£10,000	One Plus One Ms Penny Mansfield Lecture by Professor John Laub and seminar on the methodology of linking qualitative methods with longitudinal quantitative data
	£9,935	Policy Research Bureau Dr Ann Hagell Young people and custody
	£8,597	Department of Social and Policy Sciences, University of Bath Ms Joanna Phoenix National conference on young people and prostitution
	£6,940	Children’s Legal Centre Professor Carolyn Hamilton A voluntary organisation forum on the development of the Mental Health Bill
	£5,000	British Association for Adoption & Fostering Ms Felicity Collier To promote the importance of improving adoption services for Scottish children and reviewing adoption legislation

Newspapers today frequently feature heart-rending stories of families where a child has lost or been denied contact with a parent – usually a father – or grandparent, following separation or divorce. The parent or relative seeking contact inevitably feels that having contact is not only important for the welfare of his or her child, but is also a basic parental right.



Staying in touch

Over the years the Foundation has funded many projects to examine ‘contact disputes’. These projects seek both to understand what contact disputes are like and to try to move towards ways of making things better.

The projects serve in many ways to show how complicated matters are. Family members may be seeking to establish or re-establish contact with children in a wide variety of circumstances. There is not going to be one simple solution if the welfare and interests of children are truly to be paramount.

What for instance should we make of the research on contact following adoption or fostering? Research carried out by Professor David Howe and Ms Julia Feast on today’s adult adoptees (many of whom were adopted where there were no child protection concerns), showed great variety in whether the adopted person wanted or sought contact, or responded to overtures made by birth relatives. In many cases people wanted a friendly relationship in which information could be exchanged, but without the same degree of closeness as they had with their adopted parents.

A study currently being carried out by Dr Beth Neil at the University of East Anglia is looking at plans for contact in the case of young children currently being adopted. Here the reason for the adoption is often linked to child protection issues, and the degree and kind of contact must be planned and negotiated, with the child’s welfare the paramount consideration. That study shows

how general principles can help those involved – social workers, adoptive parents, birth relatives – to know what questions to ask but that each case must be considered in the round.

Some of these same issues arise in the ‘private law’ cases concerning parental divorce or separation. A grant made to Dr Ann Buchanan, Ms Joan Hunt and Ms Harriet Bretherton at the University of Oxford looked at contested applications for contact following divorce or separation. They found that where the parties were locked in legal disputes, both parents and children were very distressed. Indeed the levels of distress among children were similar to those seen in some child protection cases. Research carried out by Professor Gillian Douglas and Dr Neil Ferguson of Cardiff University suggest that the picture is equally complex when grandparents are seeking to stay in touch with grandchildren following family breakdown.

To make sense of this contested area, the Foundation made a grant for Joan Hunt to write a briefing paper on the issue of child contact. The paper summarised the evidence from a wide range of research from the United Kingdom and elsewhere. The briefing paper looks at the rise in the number of contact disputes and

how their character may differ according to the quality of the relationship the parents or relatives had with each other, and with the child, before the dispute. It examines the types of difficulty with enforcement and decision-making, and how children benefit from arrangements that are flexible enough to change over time. The paper also showed that the vast majority of parents and families sort matters out without going to law, however difficult this may be at first. The paper is available from the University of Oxford Department of Social Policy and Social Work.

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Access to Justice

The Nuffield Foundation’s support for research and practical work to promote ‘access to justice’ in civil law has a long history; since at least the late 1970s we have been one of the larger UK funders in this area.



2003 saw the Foundation spend nearly twice as much as originally budgeted for work in this area. Part of the reason was a single large grant, made to Mind, to explore the feasibility of local Mind chapters supporting legal advice surgeries for mental health service users. This might, for instance, help those with a mental health problem to retain a tenancy, to renegotiate rent arrears or a host of other difficulties exacerbated by a mental health problem.

But in part the extra expenditure was occasioned by a number of projects looking at the larger relationship between citizens and the legal system. The Foundation is interested in supporting work that takes the standpoint of the citizen, rather than the legal practitioner, as the starting point. Grants were made to Liberty for a project bringing together a range of people with different views to consider various aspects of the regulation of privacy; to Justice, for an investigation and to promote broader cross-European discussion of the effects of judicial co-operation within the European Union; to the Federation of Information and Advice Centres to help voluntary bodies decide whether and how to meet quality standards that allow them to seek public funding; and to the Scottish Consumer Council for a series of meetings to explore modernising the civil justice system in

Scotland. Projects ranged from research to highly practical work, from work on mental health and mental disorder to public perceptions of the legal system.

One particular grant arose from our long-standing concern that the legal system should be the proper subject of dispassionate research about how law actually works, rather than simply how it appears on the statute book. The Foundation made a grant for an Inquiry on Empirical Research in Law, to examine reasons why there was so little empirical research in this area, and how this might be changed. Chaired by Professor Martin Partington of the Law Commission, and led by Professor Hazel Genn at University College London, this enquiry is a serving as a model of how the issue of research capacity might be examined and possible solutions identified, working in a transparent way with a number of stakeholders.

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Major grants – 2003

14 new grants – total expenditure £751,000

	£163,746	Mind Ms Kathleen Miles Establishing local legal advice surgeries for mental health service users
see text	£77,651	Liberty Mr Steven Montgomery, Mr John Wadham Towards a Privacy Act
see text	£75,392	Justice Mr Roger Smith Access to justice and accelerating judicial co-operation within the European Union
see text	£72,100	Federation of Information and Advice Centres Mr Steve Johnson The cost to voluntary advice organisations of achieving the Legal Services Commission Quality Mark
	£68,690	Centre for Criminological Research, University of Oxford Dr Richard Young, Ms Martina Feilzer A study exploring how cultural perceptions of crime and the criminal evolve over time, taking into account various sources of influence in modern society
	£64,728	Centre for Corporate Accountability Mr David Bergman Handbooks on investigation and prosecution issues arising from work-related death and injury
	£60,000	Prisoners’ Advice Service Ms Nathalie Griffin Racial discrimination development project
see text	£44,500	Faculty of Laws, University College London Professor Hazel Genn, Professor Sally Wheeler Nuffield Inquiry on Empirical Research in Law
see text	£40,000	Scottish Consumer Council Dr Martyn Evans Modernising the civil justice system in Scotland: a series of seminars to explore policy issues and the way forward
	£25,000	British Institute of International and Comparative Law Dr Mads Andenas A comparative study into the application of the death penalty in Commonwealth African states
	£24,345	School of Law, De Montfort University Professor R D Mackay Unfitness to plead, insanity and diminished responsibility – an empirical study of three categories of mentally disordered offender
	£24,000	Kingston Law School, Kingston University Dr Penny Darbyshire Shadowing Judges: observational research of a sample of 40 contemporary judges in their working lives
	£10,000	Scottish Council Foundation Dr Fiona Spencer Creation of practical proposals for criminal and youth justice in the future in Scotland
	£10,000	Law Centre NI Mr Les Allamby Legal advice needs for people with mental health problems

Open Door

The Foundation finds that it can be most effective by working within a small number of defined areas. But it also keeps an ‘open door’ to proposals of exceptional merit that lie outside these areas of special interest.

The Foundation sets aside a notional budget each year for work under the heading of the ‘Open Door’. Grants are made for the development of new areas of interest, for work that tangentially touches on an existing area, or simply to support important projects, either research or practical, that are clearly significant and unlikely to be funded elsewhere.

Grants made in 2003 give a clear indication of the breadth of interests and activities. Research projects include a study of the long-term adjustment of severely-deprived Romanian children adopted in the United Kingdom; an examination of whether video identification techniques can provide better criminal identification evidence than the standard ‘parade’ approach; an examination of how labour relations now differ from those of a decade ago; and a review of what the public knows and thinks about young people and crime. Practical projects included support for the Institute of Fiscal Studies ‘Green Budget’, and funding towards the development of a service to match retired UK academics to the needs of universities in developing countries.

Two studies illustrate the extent to which the Foundation is increasingly looking towards Europe in its consideration of important elements of social policy. The first was a grant to Dr Ian Preston and colleagues for



Attitudes to immigrants vary between and within countries.

secondary analysis of the European Social Survey module on pan-European attitudes towards migrants and immigration. Dr Preston won a competition to lead a working group devising a module of questions to

examine not only cross-European differences but some of the possible reasons why different immigrant groups seem to face different attitudes within and between countries – and the extent to which there are similarities in the face of large-scale migration flows. The grant from the Foundation was to allow for analysis of these data, working with an advisory committee with members drawn from across various disciplines and different countries.

A second grant with a European focus was the grant made to Dr Miles Corak of the UNICEF Innocenti Research Centre in Florence and Dr Holly Sutherland of Cambridge University. That study looks at the evidence about how different countries’ tax and benefit systems work to reduce child poverty, modelling the extent to which they are effective and efficient in doing so. Again, the aim is to feed into trans-national discussions, but also to provide useful information within the UK, especially as the government’s child poverty policies are examined.

During 2003, the Foundation held a number of meetings exploring cross-European differences. These ranged from seminars on the mental health and well-being of adolescents, to evidence about age equality and labour market participation in various EU countries.

Major grants – 2003

15 new grants – total expenditure £841,000

	£232,904	SGDP Centre, Institute of Psychiatry Professor Michael Rutter and others Effects of early deprivation on long-term adjustment: mid-adolescent follow-up of the English and Romanian Adoptee study
see text	£99,411	Department of Psychology, Goldsmiths College Professor Tim Valentine Enhancing the effectiveness of video identification evidence
	£97,413	Policy Studies Institute Dr Alex Bryson The impact of labour market de-regulation on employees
see text	£78,862	Department of Economics, University College London Dr Ian Preston Values, experiences and attitudes: a cross-national analysis of opinions on immigration in Europe
	£72,709	The Fawcett Society Dr Katherine Rake Women's economic welfare: bringing together research and policy development
	£54,220	National Centre for Social Research Ms Caroline Bryson Family life and atypical working hours
see text	£42,918	UNICEF Innocenti Research Centre Dr Miles Corak Tax/Transfer systems and strategies to reduce child poverty in the European Union
	£41,660	Institute for Criminal Policy Research, King's College London Professor Mike Hough Public knowledge of, and attitudes toward, juvenile justice
	£33,000	Association of Commonwealth Universities Dr John Kirkland Development of a retired academics matching service
see text	£10,000	Institute for Fiscal Studies Mr Robert Chote Support for the 2004 IFS Green Budget
	£11,750	Daycare Trust Ms Susan Ashton Briefing papers on family life and informal care
	£9,400	National Children's Bureau Dr Ruth Sinclair Voices behind the statistics: young people's views of sectarianism in Northern Ireland
	£9,300	School of Education, University of Manchester Mr Ian Carson, Evaluation of Down's Syndrome Association Video
	£6,895	Social Research Association Ms Ceridwen Roberts Commissioning Social Research: a guide to good practice. A high-level dissemination seminar
	£5,750	Institute of Governance, Public Policy and Social Research, Queen's University Belfast Dr Katrina Lloyd An On-Line Research Bank for Northern Ireland

Nuffield Commonwealth Programme

Supporting initiatives to bring about long-term improvements in health, education and civil justice in Eastern and Southern Africa and fostering North-South partnerships.

The Nuffield Commonwealth Programme is unusual amongst sources of funding of overseas work. Firstly it directly supports the development of service delivery and secondly it actively seeks partnerships between UK-based and southern organisations, where the UK-based partner is providing more than money, monitoring and moral support. It focuses on projects that develop improved service provision, and where active involvement from the UK-based organisation will increase the initiative's effectiveness.

Change is at the heart of each project supported under the programme – at individual, community, organisational and societal level. Recognising that achieving lasting change takes a long time, the programme supports only a small number of projects, but over an extended period, usually five years. Making awards every two years, it is now in its third funding cycle.

The Foundation wants to know if these projects are on track, so has established a mid-point review process, carried out by an external evaluator. In addition to meeting the need for due diligence and providing feedback to inform future grant making, the reviews give the project leaders an opportunity to hear some objective input and review their original plans.

Kate Graham, from Triangle Consulting, carried out the mid-term



From laboratory technicians to researchers – trained bio-medical scientists are needed at all levels in Eastern and Southern Africa.

evaluation of the first round of grants. She found that the nature of the partnership between the UK-based organisation and the overseas organisation was the key to an individual project's

success. The partnership between the Cambridge-based International Extension College (IEC) and Kyambogo University in Uganda, described overleaf, illustrates how successfully the model can work.

Major grants 2000-2003



£96,000

Riders for Health
Ms Andrea Coleman
Specialised training in preventive maintenance and driving skills ensures that health professionals in Africa can rely on their Riders for Health motorcycles to reach people in need – day in, day out.

£263,896	Hospice Africa UK Ms Lesley Phipps Developing palliative care in Africa
£250,000	Department of Forensic Medicine, Dundee University Professor Derek Pounder Medico-legal training for professionals assisting women and child victims of violence in South Africa
£250,000	Link Community Development Mr Stephen Blunden Building effective secondary school management in Eastern Cape, South Africa
£249,526	HIV/AIDS Alliance Ms Gill Gordon Training teachers in Zambia to provide sexuality and life skills education to pupils aged 10-15 years
£198,500	Department of Medical Microbiology, University College London Professor Stephen Gillespie Developing the expertise of biomedical health professionals in Tanzania
£221,300	International Extension College Ms Felicity Binns Developing teacher education through distance learning in Uganda
£182,520	Tropical Health and Education Trust Professor Eldryd Parry Training rural health workers in trauma management in Malawi

Education plays a vital role in improving well-being. Yet throughout sub-Saharan Africa many children do not have access to schooling. International declarations and individual country pledges for 'education for all' will fail if there are simply not the trained teachers required to meet the demand.



Bringing distance learning closer to home

A joint project of the International Extension College and Kyambogo University illustrates the key role played by the partnership between the UK and African organisations.

Uganda introduced Universal Primary Education in 1997, giving free primary education to all children. This meant there would be a need for a large increase in the numbers of teachers, both to meet the increased numbers of children attending school and to cope with AIDS-related staff absences.

Kyambogo University is responsible for the teacher training curriculum and for teacher certification in Uganda. The UK-based International Extension College (IEC) provides training and support in distance education techniques to organisations located primarily in Africa, Asia and the Caribbean.

Under a five-year partnership IEC is working with Kyambogo University to improve the quality of distance education provided by the University for Primary School teachers in Uganda – with the aim of increasing the numbers and capability of teachers.

Three years into the project, Kate Graham's external mid-review of the project found clear evidence that the partnership was bringing about effective change.

It was clear that IEC were engaged and committed, offering very specific skills, in addition to the common ones offered by Northern partners such as a

'safe' conduit for cash, and links to the outside world for dissemination.

The training IEC devised took 70 people who were to form the core of the distance education programme (lecturers, administrators, local centre principals, etc) through an experience that placed them in the shoes of their students, and enabled them to see distance learning from the other side. They struggled, suffered and supported each other. Virtually all completed the course, and were delighted to have done so, even those who were fairly sceptical at the outset.

Participants said they had changed in attitude and behaviour, as well as knowing much more about distance learning. Organisationally, Kyambogo has made some significant operational changes to ensure the long-term sustainability of the programme. In appraisals after the course, the students graded the trained lecturers considerably better than those who hadn't been on the IEC course.

IEC's wealth of expertise and experience in assisting overseas organisations to establish distance education programmes has proved invaluable to Kyambogo, especially as many of the people involved have worked together in projects in Uganda over the last ten years. Kate Graham's evaluation was that the

partnership, and hence the project, worked because of this history of cooperation and the trust and respect that had developed as a result. Kyambogo Distance Education team knew what they wanted and how to make the most of IEC's expertise – and the IEC team in turn knew how to listen and propose accordingly. Between them they shared the same dream and were clear about their respective inputs to realise that dream.

Future evidence of the project's success will derive from monitoring student exam results and classroom performance. So far, the initiative seems to have worked beyond anyone's expectations – and the IEC/KU partnership has the information to know this with confidence.

between them they shared the same dream and were clear about their respective inputs to realise that dream

Older People and their Families

The programme funds work that starts from the perspectives, needs and interests of the older person and his or her family. It funds projects that will enhance individual autonomy and recognise variations in preferences and provision.

One of the main themes of the programme concerns the financial circumstances of older people, and economic planning for later life. The Foundation is particularly interested in supporting projects that recognise the complex relationship between state, private and family provision. Two new grants made this year exemplify this interest. A grant to the Pensions Policy Institute will allow them to develop a suite of simulation models to analyse long-term outcomes of the current UK pensions system. The models will allow them to look at the effects of different policy prescriptions over a period of time, examining their effects on individuals and on the economy as a whole.

A second modelling project concerns the question of long-term care. This has been the subject of considerable debate in the UK in recent years, especially since the publication in 1999 of the report of the Royal Commission on Long Term Care, chaired by Lord Sutherland. Essentially the debate is about how far people should fund their own care and how far they should be publicly funded. A particular question concerns the role of means-testing in determining how much people should pay. The sums involved are considerable, both for the individual and potentially for society as a whole. A grant to Dr Adelina Comas-Herrera, with colleagues from the

London School of Economics and the University of Leicester, will support the examination of a number of different policy options. In each case the researchers will be looking at the projected long-term costs, how these are split between public and private payments, how they affect the better and worse off, and how sensitive these estimates are to projections about the number of older people, their health needs and their likely behaviour under different charging regimes.

During 2001 and 2002 the Foundation funded a series of seminars on Age Diversity, organised by Sarah Spencer and Matt Gill of the Institute for Public Policy Research. During 2003 the papers presented at the seminars were published as a book – Age as an Equality Issue: Legal and Policy Perspectives – edited by Sandra Fredman and Sarah Spencer (Hart publishing). The seminars were set in a changing policy context in which the government is considering creating a single equality body, to embrace the new strands of age, sexual orientation and religion and belief as well as the existing strands of race, gender and disability.

Free tax advice for older people

A grant made in 2001 to the Low Income Tax Reform Group supported two pilot projects in which older people were given help with their tax problems by trained volunteer tax advisers. The service, now called Tax Help for Older People (TOP) enabled pensioners on modest incomes to ensure that they were not paying too much tax, and helped resolve problems with the Inland Revenue. The pilots were very successful and there are plans to roll the scheme out across the country.

It is often thought that tax is not an issue for people on low incomes, but TOP can provide hundreds of instances where people have been helped. For example:

Mrs C came to TOP for a tax health check. Although Mrs C was 72, she had at no time received any higher personal allowances. The coding was corrected and £1,400 tax was recovered.

Mr & Mrs D contacted TOP who found they had been overpaying tax for years – he was a 10% taxpayer and she was a non-taxpayer. £5,000 tax was recovered.

TOP was featured on the BBC’s Moneybox programme in May 2004.

Major grants – 2003



There is currently much discussion of how far people should fund their own long-term care and whether they should be means tested. The Foundation is funding work which examines the different policy options and their cost implications.

see text	£95,699	Pensions Policy Institute Ms Alison O'Connell, Mr Chris Curry Evaluating long-term policy reform options in the UK pension system
see text	£74,273	Personal Social Services Research Unit, London School of Economics/Nuffield Community Care Research Unit, University of Leicester Dr Adelina Comas-Herrera, Ms Ruth Hancock, Ms Linda Pickard, Mr Raphael Wittenberg Paying for long-term care for older people in the UK: moving forward by modelling the costs and incidence of a comprehensive set of options
	£35,340	Third Age Employment Network Mr Patrick Grattan, Ms Sarah Spencer To enable the Equality and Diversity Forum to build on its dual role and to employ a part-time researcher/manager for 12 months
	£29,934	Community Transport Association Mr Dai Powell Personal mobility and inclusive transport
	£28,047	Dementia Voice Professor Jane Gilliard Investigating enabling domestic environments for people with dementia

Education

Nuffield continues to promote innovative work, characterised by critical rigour, to influence education policy and practice. Four priority areas were announced during the year.

New directions

2003 saw the Trustees of the Foundation consolidating the strengths of Nuffield’s education work by further defining the priorities for future support. There are four priority areas: assessment, 14-19 education, curriculum policy and practice, and speech and language difficulties. These are all areas where Nuffield support has in the past been distinctive and has led to influential work. We therefore celebrated during the year some notable achievements as well as the launch of new developments in these fields.

A related change is the introduction of a new way of working, intended to stimulate activity and ensure effective impact on policy and/or practice. We are moving away from the reliance of previous years on responsive mode grant programmes and towards a more developmental approach, to nurse fewer, but larger, projects. So, for example, the Foundation announced its interest in 14-19 education and training by commissioning a major long-term Review of the area (see pages 22 and 23). Of course, we also need to continue to be open to new ideas and timely opportunities. One route to this, now well established, is a monthly seminar series, which gives researchers an opportunity to discuss findings on a range of topics with practitioners and policy-makers.



The settled traveller community in the New Forest will have enhanced education provided by a grant given for the Forest Bus inclusion project.

Assessment

A series of small grants made in past years to support research and development in assessment have paid substantial dividends during the year. The issue of ‘high-stakes testing’ linked to performance management of the education system has become prominent in educational policy development. There is growing interest in other approaches to assessment and

Paul Black and Dylan Wiliam’s seminal work on assessment for learning, and the careful work of the Assessment Reform Group more generally, continues to underpin proposals for reform. A new, substantial grant to the Assessment Reform Group builds on this stream, to explore the role of teacher assessment in assessment systems for the future.

Speech and language difficulties

The Foundation completed support for a longitudinal study of children with specific language impairments (SLI) with a large grant to Gina Conti-Ramsden and her team at Manchester University. Support for the study originated almost ten years ago when the study cohort entered primary school. The present phase covers their transition out of compulsory education. SLI is a language-specific communication disorder which affects children’s learning; longitudinal data of this kind are essential to help understand the implications of a developmental disorder like this for children and for the education system. The Foundation’s growing interest in speech and language delays and disorders was reflected in a number of seminars and meetings on various aspects, most notably in a large seminar for policy-makers and professionals convened jointly with the British Psychological Society.

Major grants – 2003



Terezinha Nunes and her colleagues will address how deaf children might be better taught to read and write by developing a new literacy programme for 9-12 year olds.

see text	£486,000	Department of Educational Studies, University of Oxford Professor Richard Pring, Dr Geoff Hayward, Dr Ann Hodgson, Professor Ewart Keep, Dr. Ken Spours, Mrs Jill Johnson Nuffield Review of 14-19 Education
see text	£204,000	School of Education, University of Manchester Professor Gina Conti-Ramsden, Ms Emma Knox, Ms Nicola Botting Young people with Specific Language Impairment: the transition from compulsory education to adult life
see text	£164,852	Department of Psychology, Oxford Brookes University Professor Terezinha Nunes, Dr Ursula Pretzlik, Ms Diana Burman Literacy teaching for deaf pupils: morphological and visual inputs
see text	£100,000	Faculty of Education, University of Cambridge Professor Wynne Harlen, Dr Mary James, Professor Paul Black, Professor Richard Daugherty, Professor John Gardner, Dr Gordon Stobart Assessment systems for the future: the place of assessment by teachers
	£88,825	Institute of Education, Manchester Metropolitan University Mr Stuart Naylor, Ms Brenda Keogh, Professor Shirley Simon, Ms Jane Maloney, Ms Brigid Downing Puppets promoting engagement and talk in science (The PUPPETS Project)
	£47,565	Department of Educational Studies, Goldsmiths College, University of London Dr Jim Anderson Developing language-specific curriculum frameworks in community languages
see text	£40,986	New Forest and Romsey Mobile Community Project Ms Jane Peacock The Forest Bus inclusion project
	£38,106	Faculty of Education and Language Studies, The Open University Dr Rupert Wegerif, Professor Neil Mercer, Dr Karen Littleton, Ms Pat Cajee Thinking together around ICT in the primary mathematics curriculum: improving classroom practice
	£26,833	Advisory Service for the Education of Travellers Ms Lucy Beckett Using ICT to enhance learning for mobile Traveller children

Curriculum policy and practice

The school curriculum is an important theme in our work in education. The Nuffield Curriculum Centre aims to explore new approaches to teaching and learning by developing, managing and supporting curriculum projects. It has been given an enhanced role in guiding the Foundation's wider curriculum work, in addition to undertaking its own range of projects. This is again an instance of the Foundation seeking to build on strength, this time consolidating the reputation of Nuffield for innovative, independent curriculum work. In addition to leading large projects, the Curriculum Centre supports exploratory activities including seminars and workshops, small-scale development work and pilot projects with the aim of identifying fresh opportunities for curriculum innovation.

Science education

The Centre is working closely with the University of York Science Education Group on two major science projects: one to bring a fresh approach to Advanced Biology, the other to pilot and evaluate a radically different set of aims and methods for the science taught to 14-16 year olds. (www.advancedbiology.org and www.21stcenturyscience.org).

The work of the Centre is not limited to the main development

phase of projects. Continuing support is essential for effective implementation. The science projects will collaborate with the new national network of Science Learning Centres to provide the courses needed by teachers adopting the new programmes.

New ways of learning

Both science projects create opportunities to continue to explore the place of electronic resources for teaching and learning. These now include short videos, animations, simulations and interactive activities. The well-established Nuffield Advanced Chemistry course has also been exploring the role of ICT in education with a website for students that responds to their concerns and answers their questions (www.chemistry-react.org).

Major projects need a publisher to realise and market the products from their project teams. However, the Centre has the in-house expertise to create attractive resources on a smaller scale which it can make freely available on its website. The web-based resources for post-16 mathematics are particularly extensive thanks to the work of June Haighton (see opposite).

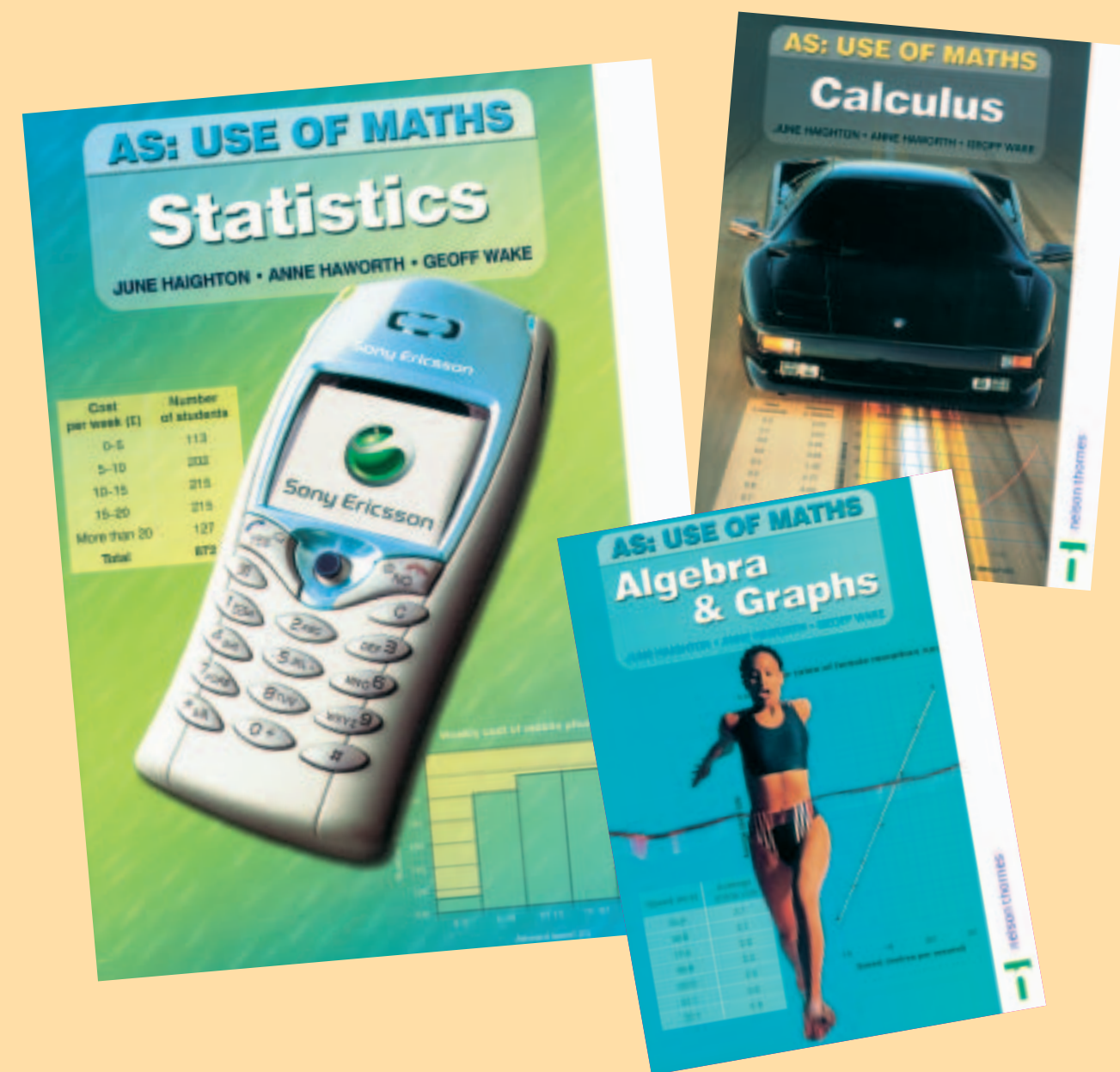
Creativity in the primary phase

The Primary Design and Technology website also has much to offer teachers with guidance as well as teaching

materials. Now that there is growing interest in giving more emphasis to creative subjects in the primary curriculum, David Barlex has had many opportunities to run workshops for teachers to show them how they can teach Design & Technology effectively and imaginatively with the resources devised by his project team (www.primarydandt.org).

Educating citizens

Citizenship education spans the interests of the Nuffield Foundation. Jenny Wales has been working with teachers in a wide variety of schools to identify ways of engaging young people with key issues. She has written a book for teachers which both provides a rationale for Citizenship Education and offers a range of approaches for teaching citizenship effectively across the secondary curriculum, illustrated with case studies.



Use of mathematics

The new AS Use of Mathematics course is ideal for post-16 students who do not intend to take the subject as far as a full A-level, but who want to learn how to apply advanced mathematics in real contexts which can include their other studies and their wider

interests. A team led by Geoff Wake at the University of Manchester has developed all the materials needed to support the new course including textbooks, a CD-ROM with software and the resources on a section of the Curriculum Centre website (www.fsmq.org).



The Review Team

The Review is based for a three-year term at the University of Oxford Department of Educational Studies. The Directorate is an expert group of researchers with wide-ranging interests in the field: Professor Richard Pring and Dr Geoff Hayward from Oxford University, Dr Ann Hodgson and Dr Ken Spours from the Institute of Education, University of London, Mrs Jill Johnson from the Universities and Colleges Admissions Service and Professor Ewart Keep from the University of Warwick Business School.

The education and training of young people 14-19

‘The time has come to stop tinkering and develop a coherent approach to the curriculum that meets the learning needs of all young people.’ (Tomlinson Working Group)

‘It’s all changed since I was at school’ is a common refrain. But has it? There are surface differences of course – O Level has become GCSE and there are new GNVQs, SATs and AS Levels. One factor which has stubbornly resisted change is the unacceptably large proportion of young people who emerge from secondary schooling with very poor qualifications. The Government itself recognises that piecemeal changes are now not enough and that more radical change is needed to do justice to the talents and aptitudes of all young people. And so the Tomlinson Working Group was set up, to make proposals for the far-reaching reform of 14-19 qualifications and assessment. ‘The time has come to stop tinkering and develop a coherent approach to the curriculum that meets all the learning needs of all young people’ is how the Working Group presents its ambition.

The Nuffield Foundation has for some time been pursuing the same ambition. With our independent stance, and ability to take a long and a broad view unconstrained by the specific concerns of Government, the Foundation has been working to establish a comprehensive analysis of this phase of education as a sound basis for policy development. This came to fruition during the year with the launch of the Nuffield Review of 14-19 Education and Training.

What will the Review cover?

The Review will address all dimensions of the education and training of the whole cohort of 14-19 year-olds in England and Wales: participation, curriculum, qualifications and assessment, policy, organisation and funding, progression. It will seek to develop a comparative analysis, both within and beyond the U.K. Significantly, it will analyse the fundamental aspects of the current context for 14-19 education: values, aims and purposes, and the history of how we arrived at where we are. Without addressing that kind of fundamental underpinning, any proposals for change risk compounding the sin of tinkering.

What will it do?

The Review will not itself generate new research, but there will be careful examination and synthesis of existing research and data, and an assessment of how adequately these support the direction of policy development. It will also identify areas where new research or new data might be needed. The purpose will be to assess the evidence on all aspects of young people’s experiences of education and training.

Getting to work

At the heart of the Review is a series of Working Days. Each explores a specific theme, featuring a set of papers commissioned from experts, discussed with specialists drawn from the spectrum of interests in this phase – policy-makers, teachers, academics, voluntary workers, employers. The first Working Day, in December 2003, established the essential nature of the enquiry with an analysis of aims, philosophy, history and the comparative context. By the end of the first year, five Working Days will have been held, exploring participation and progression, organisation and provision, the policy process and the performance management of the system.

Finding out

The Review will generate papers and syntheses on a continuing basis. The first point of contact is the website www.nuffield14-19review.org.uk. There will be a programme of targeted dissemination to policy-makers and professionals as well as contributions to the major research conferences. An Annual Review will be published in the Autumn and the Review will be holding its own annual conference in November.

Social Science Schemes

The Foundation runs two Social Science Schemes which aim to develop social science research capacity and support social scientists at the beginning of their research careers.

Small Grants Scheme

The Social Science Small Grants Scheme funds around 85 small self-contained and pilot research projects a year across all social science disciplines. We reviewed the work of this long-running Scheme in 2003. The review showed that the Scheme was distinctive in providing small-scale funding across a wide range of disciplines and with a flexible and ‘light touch’ application process. The Foundation’s Trustees agreed to continue the Scheme, increasing the normal limit for awards to £7,500. A summary of the review paper was posted on the Foundation’s website, giving applicants the opportunity to see what Trustees hope to achieve in providing funding for the scheme.

The Scheme is concerned with supporting the development of new research capacity. It does this by giving priority to those in the early stages of their research careers, and making possible work – either as self-contained small projects or as pilots for larger projects – that would not otherwise be fundable. It can maintain this emphasis on supporting research capacity by funding the marginal extra cost of carrying out the research. Awards are therefore made to meet only these research costs, including the costs of research assistance, travel, and other direct research expenses.

Many Small Grant awards lead to further research or to other outcomes. For instance, some of the pilot studies funded under the Small Grants Scheme have led to larger projects funded either by the Foundation or other funders. Other projects have made direct contributions to policy debate or development, or to professional practice. While these practical outcomes are welcome, they are not required as they are with the larger grants made by the Foundation.

New Career Development Fellowship Scheme

The New Career Development Fellowship Scheme supports social scientists who are at the beginning of their independent research careers, have the potential to become outstanding social scientists, and who are looking to enhance their research capacity, either by acquiring a new body of knowledge or substantial new research skills. This is a partnership Scheme, and Fellows work with a more experienced social scientist. The aim is to give newer social scientists a period of time free from teaching or other responsibilities during which they can broaden their skills or acquire knowledge of a sort not easily assimilated during a PhD.

We make awards for up to three years and pay each Fellow’s salary and research expenses, as well as making

some funds available for the experienced partner. Trustees have recently agreed to fund the Scheme for a further five years, with some revisions, including an increase in the maximum award to £150,000.

Dr Colm Harmon was awarded a two-year New Career Development Fellowship in 2001. He held the Fellowship in partnership with Professor Richard Blundell, at the Department of Economics, University College London, for research on Policy Options and Policy Effectiveness – Experimental and Non-Experimental Evaluation of Labour Market Programmes. Dr Harmon has moved on to become director of The Institute for the Study of Social Change at University College, Dublin.

New career development Fellowships – 2003

£119,892	School of Historical, Political and Sociological Studies, University of Exeter, and Department of Politics and International Relations, University of Oxford Dr Amrita Narlikar and Dr Andrew Hurrell Emerging powers and international regimes: a comparative study of Brazil, China and India
£119,329	Centre for South Asian Studies, University of Edinburgh Dr Manuela Ciotti and Professor Patricia Jeffery Popular democracy in northern India: an ethnographic study of political participation amongst historically marginalised women
£118,441	Centre for the Research in the Arts, Social Sciences and Humanities, University of Cambridge Dr Jude Browne and Professor Bob Hepple Enforcing egalitarianism? The practical fit between normative theory and law
£118,186	Centre of West African Studies, University of Birmingham Dr Katharine Skinner and Dr Lynne Brydon Adult education and citizenship in Ghana: educating for wealth or well-being?

Some examples of Social Science Small Grants – 2003

£9,950	Department of International History, London School of Economics Dr Kirsten Schulze Conflict in the Spice Islands
£7,554	School of Psychology, University of Aberdeen Dr Rebecca Bull Acquisition and representation of basic numerical information by deaf and hearing children
£6,482	Age Concern Institute of Gerontology, King’s College London Dr Fay Wright The role of advocacy for older people resident in care homes
£5,483	Department of Law, Robert Gordon’s University Professor Rebecca Wallace The Immigration Appellate Authority’s (IAA) gender related guidelines, November 2000: an analysis of their application within the UK asylum determination process
£5,100	Department of Criminology, Keele University Dr Anette Ballinger Reprieving domestic abuse victims in capital cases in England and Wales 1900-1965

Support for Young Scientists

Promoting access to science to encourage research careers and build scientific research capacity.



Over 250 undergraduates carried out summer research projects during 2003.

Attracting young people into science, engineering and mathematics, and providing opportunities for career development, are the aims of the Foundation's four science schemes. The results, we hope, will lead to more enthusiastic, creative, professional scientists, contributing to the well-being and economic development of the UK.

In 2003, over 1,000 young scientists were supported ranging from school students through undergraduates to new lecturers.

School science often leaves students wondering what scientists do. For 680 year 12 students, last summer provided some answers as they worked

alongside practising scientists and contributed to projects in universities, hospitals, research laboratories, museums, commercial companies, field centres and zoos. The **Nuffield Science Bursary** scheme is featured on pages 28 and 29.

The transition from science student to researcher may be led by aptitude or curiosity, but the life of the researcher and the daily pleasures and perils need to be experienced before committing to research degrees. **Undergraduate Research Bursaries** offer up to ten weeks support for a supervised project during the long summer vacation. Undergraduates become researchers, find out about leading edge science and often publish their work or help to open new lines of research for their supervisors. Recent years have attracted highly competitive applications. Surveys of past bursaries have revealed that over 95% of the students take up science careers, with over 50% in PhD training after two years.

Through these schemes, the Foundation offers relatively modest amounts of money to large numbers of young scientists. The dedicated research career requires considerably more support both materially and through mentoring.

Achieving independence, establishing a research career and educating the next generation of

scientists are the daunting tasks facing the **Newly Appointed Lecturer**. The first substantial research grant will only be achieved after developing a clear research strategy based on pilot results and discussions with senior researchers. Each year around 85 flexible awards of up to £6,000 are available to support this critical phase in realising the potential of the truly professional scientist.

The Trustees have devoted the resources of the Oliver Bird Fund, for the next five years, to the new **Oliver Bird Rheumatism Programme**. The Programme creates an outstanding opportunity for students interested in leading edge biosciences related to bone, joint and rheumatic disorders. A total of £3,000,000 has been awarded to five UK academic institutions to establish a cohort of 25 highly talented young scientists who will receive comprehensive doctoral training in rheumatic disease research. We hope that the Programme will help produce the next generation of leading experts in bone, joint and rheumatic disease research, but the long term and most important aim, is to benefit the people who suffer from these chronic conditions for which, at present, there is no cure.

Five Collaborative Centres, described opposite, will be developed in UK universities in an innovative five-year programme.



In 1947, Oliver Bird, a wealthy businessman who suffered from osteoarthritis, wrote to the Foundation enquiring about research in Rheumatic diseases. His enquiry led to the setting up of the Oliver Bird Fund, which has funded research in the field for over 50 years.

Oliver Bird Collaborative Centres		
£581,025	Department of Rheumatology, Guy's, King's & St Thomas' School of Medicine Professor Costantino Pitzalis Translational research in rheumatoid arthritis – an integrated laboratory and clinical approach including: embryonic stem cells in joint damage and repair; novel target identification using phage display technology; osteoclasts and joint erosions; immunomodulatory and anti-inflammatory action of stress proteins & biological mechanisms of fatigue	
£581,025	Centre for Rheumatology, University College London Professor David Isenberg From Bones to B Cell Biology – ranging from immunology, fibrosis and genetics to bone metabolism	
£549,025	Department of Medicine & Therapeutics, University of Aberdeen Professor David Reid Integrated programme for research into the pathogenesis of bone and musculo-skeletal disease – examining potential therapeutic targets in rheumatoid and osteoarthritis, osteoporosis and Paget's disease using basic molecular and cellular biology techniques	
£549,025	Division of Immunology, Infection & Inflammation, University of Glasgow Professor Iain McInnes Elucidating immune mechanisms in inflammatory arthritis – understanding novel pathways promoting synovitis in inflammatory arthritis, utilising novel imaging and analytic techniques applied within an integrated translational research programme	
£549,025	Department of Rheumatology, University of Newcastle Professor Tim Cawston Prevention and treatment of joint inflammation and damage – a clinically integrated programme studying novel mechanisms of joint destruction, cell surface molecules and signalling pathways and investigating how to switch off inflammation	

Some of the scientists



Noor Jaward from The Henrietta Barnett School on her project at the National Institute for Medical Research, Mill Hill. The aim of Noor’s project was to characterise the expression of a number of chick EST clones (Expressed Sequence Tag) in various stages of chick embryo development.



Linda Fennel of Sutton Coldfield School on her project in the Mechanical and Manufacturing Engineering Department at the University of Birmingham. Linda worked on the development of a micro-machining database.



Tim Burgess from Altrincham Boys' Grammar School researching conservation biology of the smalltooth sawfish at the Mote Marine Laboratory, Sarasota, Florida.



Michael Smith from Bournemouth School won the London International Science Forum prize for his project investigating the age and growth relationship of pike residing on different sites. His results supported the theory of different strategies and survival mechanisms between habitats.



Hester Baverstock from Bexhill Community College spent her placement in a Kent hospital, investigating the effects of flowers on hospital wards. She will represent the UK at the QinetiQ Stockholm International Youth Science Seminar in December, where she will have the opportunity to meet Nobel Prize winners.



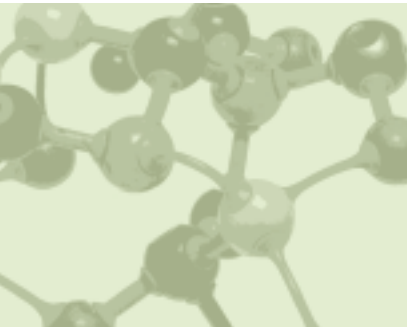
Linden Webster from Beeslack Community High School, Penicuik, examined violins of varying qualities to determine their attributes, and to identify common features of the superior instruments. Her project, based at the University of Edinburgh, involved analysing the violins’ sound signals in terms of frequency and time. She was awarded the Intel International Science and Engineering Fair prize for her work.

Aspiring scientists

Nuffield offers bursaries to year 12 science students to undertake their own science project in the summer holidays, working alongside practising scientists.

Sixteen-year-old science students face a familiar dilemma. Schools and colleges can help prepare young people for the world of work, but they cannot provide the real experience of work which helps make career choices. Nuffield bursaries are a means of helping young people make an informed choice about a career in science. Around 650 young people a year, from across the UK, are given the opportunity to spend their summer holiday doing a piece of real science, a planned project, alongside practising scientists in a real working environment. The students come from over 320 schools and colleges, and there are more than 250 project providers.

The scheme began as a pilot with 40 students in 1994 and grew over the next few years to its present size. It receives annual contributions from the Wellcome Trust and the Royal Society. Several of the



Research Councils support placements. Its rationale has more relevance than ever as national concern intensifies over the declining numbers of young people opting to pursue science as a career. Nineteen regional co-ordinators match successful applicants with one of a wide range of partners, who provide the institutional and support context for the young scientist’s project. Organisations involved in this capacity include businesses, research organisations, universities, museums, medical centres, hospitals – all contexts in which the pursuit of science, in many forms, is a daily activity.

In 2003, a thoroughgoing review of the Science Bursary Scheme was commissioned from Professor Alan Smithers and Dr Pamela Robinson of Liverpool University’s Centre for Education and Employment Research. The purpose was to establish not only the value of the scheme over the last five years but to assess whether the changing context implied a future for the Scheme and, if so, in what form. The review outcome was unequivocal: ‘Our main recommendation is to leave well alone. Both in terms of its principles and practice the Nuffield Bursary Scheme is very successful’.

The evidence indicated that the more objective assessment of the

Scheme’s strengths was matched by a very positive endorsement from the many hundreds of young people who had received support, with 97.5% of bursary holders agreeing that it was ‘an enjoyable and interesting experience.’

And for some, it brings high accolades. Twenty-seven Nuffield Bursary students were chosen to present their projects at the British Association CREST Science Fair held in February 2004 at the Royal Society, London. They scooped eight of the twelve prizes, including the AstraZeneca Young Scientist of the Year and the QinetiQ Stockholm International Youth Science Seminar Prize.

the review outcome was unequivocal: ‘Our main recommendation is to leave well alone. Both in terms of its principles and practice the Nuffield Bursary Scheme is very successful’

The Elizabeth Nuffield Educational Fund

The ENEF gives childcare grants to women studying for higher education qualifications in order to improve their employment prospects.

The Fund helps student mothers aged between 21-50 who meet a range of eligibility criteria. Applicants' ability to complete their chosen course successfully is taken into account by the award-making Committee, not just their financial need.

In line with previous years' experience, most recipients of new grants made in 2003 were NHS bursary holders, mainly nursing and midwifery students. The awards cover some but not all of the costs of formal and informal care.

Outcomes and Achievements

ENEF grants make a real difference to the lives of the women receiving them. Most of them are lone parents, bringing up their children on very tight budgets, and in many cases in severe financial hardship. Nine out of ten students receiving ENEF support successfully complete their course.

A long-term survey, commissioned by the Fund as part of the five-year review of its activities undertaken in 2003, found that eight out of ten ENEF award holders got jobs relevant to their qualification, usually within six months of graduation. The research team, based at King Alfred's College, Winchester, reported that the award holders typically regard the grants as instrumental to their success in studying and obtaining employment: 'Respondents talked of their pride in

their achievements, of being a positive role model to their children, and of a huge growth in their self-esteem.' One interviewee said that having the grant from the Fund had 'lifted a great burden from the family'.

For the first time, a 'block' grant of £15,000 was made directly to the Refugee Education and Training Advisory Service (RETAS). This enabled 26 refugee women – almost half of them Iraqi doctors – to undertake training for professional re-qualification.

Overall, the Fund received 234 completed applications for childcare support in 2003. Some 180 awards were made at the Committee meetings, chaired by Mrs Anne Sofer, in March and October.

Challenges and Opportunities

As well as making awards, the Fund seeks to influence policy in its sphere of concern. For the last few years it has played an active role in the public policy discussion of childcare. Early in 2003 it commissioned four policy papers highlighting specific gaps in funding and provision affecting student mothers. The lack of statutory childcare support for NHS bursary holders was a key area of concern. However, in September 2004 the Department of Health is introducing a Childcare Allowance for NHS students – for formal care only – for children under 15 (or 17 in the case of those with special needs).

The numbers of such students applying to the ENEF is likely therefore to fall, although many will still rely on informal care. The focus of the Fund's grant-making activities is consequently under review. Given that the costs of caring for disabled and special needs children tend to be much higher than those for other children, the ENEF may seek to devote more resources to helping them and their families. The increasing numbers of refugee women seeking to re-qualify may also present opportunities to develop further the work of the Fund to help widen participation of women in higher education.

Highlights of 2003

- Distributed £479,243 to 179 eligible student mothers
- Gave an average individual award of £2,806
- Made awards to around three-quarters (77%) of applicants
- Enabled refugee women from Iraq, Afghanistan, Congo, Iran, Kenya, Kosovo, Sudan and the Ukraine to pursue professional re-qualifications



The majority of women helped by ENEF in 2003 were NHS students.

The Nuffield Council on Bioethics

The Nuffield Council on Bioethics examines ethical issues raised by new developments in biology and medicine, aiming to anticipate public concern and inform policy.

Introduction

Advances in medicine and biology are occurring at an unprecedented pace. The Nuffield Council on Bioethics was established by the Nuffield Foundation in 1991 to identify and consider ethical issues raised by these developments. Funded jointly by the Foundation, the Medical Research Council and the Wellcome Trust, the Council has achieved an international reputation for addressing public concerns, and providing independent advice to assist policy makers and stimulate debate in bioethics.

Current work

During 2002, the work programme focused on a number of different topics. The Council's eighth Report, *Pharmacogenetics: ethical issues*, was launched in September 2003. Pharmacogenetics – the study of how genetic variation affects our response to medicines – could promise safe and more effective treatments in the future. However, both the research and its applications raise important ethical, legal, social and regulatory issues and it will be necessary to address legitimate concerns if the potential benefits of this new technology are to be realised.

A new Working Party was established in February 2003 to consider the ethics of research involving animals. Seven meetings and additional fact-finding meetings were

held over the past year. This is a topic that people feel very deeply about, and more than 160 individuals and organisations responded to a consultation exercise. The final Report will be published in Spring 2005.

Follow up

Assessing the impact of a Report and its recommendations is a difficult but necessary task, if the Council is to monitor its effectiveness. This activity has formed a significant part of the Council's work over the past year.

In the first year after publication, Reports are widely disseminated, and recommendations are drawn to the attention of policy makers and other interested parties. Eighteen to 24 months after publication, additional follow up is undertaken in the form of a workshop or through the production of a short publication. In addition to the Discussion Paper on genetically modified crops in developing countries (see opposite), recent follow-up work includes:

• *The ethics of research related to healthcare in developing countries*

A Workshop was held in Cape Town in February 2004, to consider developments which have taken place since the publication of the Council's Report on this topic in 2002. Delegates considered how guidance is implemented in practice, and the difficulties that may be encountered

when different guidelines provide conflicting advice. Fifty-eight delegates, from 28 countries, attended the meeting.

• *Human Tissue: ethical and legal issues*

The draft Human Tissue Bill establishes the requirement for consent as a cornerstone of new legislation to govern the use of human tissue. Although supportive of the draft Bill in principle, the Council expressed concerns that some of the new requirements for consent might be too onerous, and that research leading to potential benefits would suffer.

• *Genetic Screening: ethical issues*

It is now ten years since the publication of the Nuffield Council's first Report *Genetic Screening: ethical issues*. A Discussion Paper which will discuss developments in the ten years since its publication will be published later in 2004.

Future work

The Council's next Working Party will consider ethical, legal and social issues raised by advances in the treatment of fetuses and the newborn. This topic was discussed at a Workshop held in June 2003. In July 2004, a Workshop will explore the ethics of public health. The main focus of the meeting will be an examination of the tensions between individual choice and community benefit.

The use of genetically modified crops in developing countries

The Council provoked considerable discussion with the publication of its report, *Genetically modified crops: ethical and social issues*, in 1999. The report concluded that there was a moral imperative for making genetically modified (GM) crops readily and economically available to people in developing countries who wanted them. In 2003, the Council agreed it was important to examine whether the arguments for this conclusion remained valid. A small Working Group reviewed evidence of recent developments in science and public policy, and published a Discussion Paper in December 2003. Since the perspective of developing countries is often neglected in discussions in the UK, the Paper was timed to contribute to the 'GM nation?' debate on GM crops organised by the Government. The Paper concluded that the use of GM crops, in appropriate circumstances, can have considerable potential for improving agriculture and the livelihood of poor farmers in developing countries. The Council took the view that there is an ethical obligation to explore the potential of GM crops responsibly, and recommended that research into GM crops should be directed towards the needs of small-scale farmers in developing countries.



NIC DUNLOP/PANOS

Finance

The Trustees aim to have a sustainable and consistent level of expenditure over the long term. We think that spending a combination of income and capital gains is the best way to achieve this balance.

Spending policy

The published accounts of the Foundation show what was spent and what income was received, but do not show how this relates to the Trustees’ spending policy.

The core of our annual spending is determined by taking 4% of the average value of the Foundation’s investments over the last 12 quarters. This ‘averaging’ smoothes the impact of stock market volatility. 4% is our estimate of the long-term return on our investment portfolio (after protecting it against inflation). In 2003 this average figure was £8.1m. Dividends and interest amounted to £5.7m so in effect £2.4m was taken from capital growth accumulated in past years. To this is added any non-investment income (2003: £0.7m). This total provides the basis for the expenditure budget.

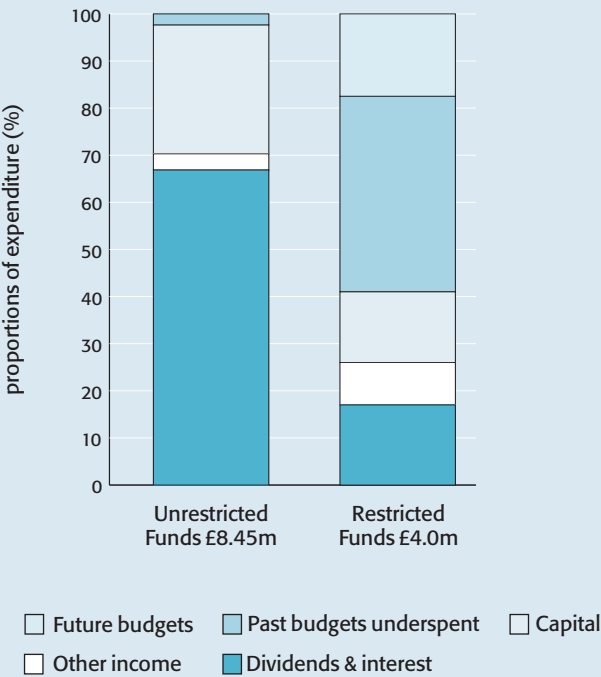
Having established this base figure adjustments are made reflecting whether or not past budgets were fully spent (or over spent). Unusually large commitments (eg the 2003 rheumatism grants) can be made in one year but funded from future budgets. In this way the trustees can make long-term (or large) expenditure commitments without feeling unduly constrained by annual budgets which do not change from year to year. This supports longer term planning and makes for better grants.

The chart illustrates the proportions of these components in 2003. It is divided between Unrestricted Funds (where the trustees have sole discretion about how the fund is spent) and Restricted Funds. The latter have donor-imposed conditions that must be satisfied in spending the fund – for example the Oliver Bird Fund is restricted to supporting our rheumatism programme.

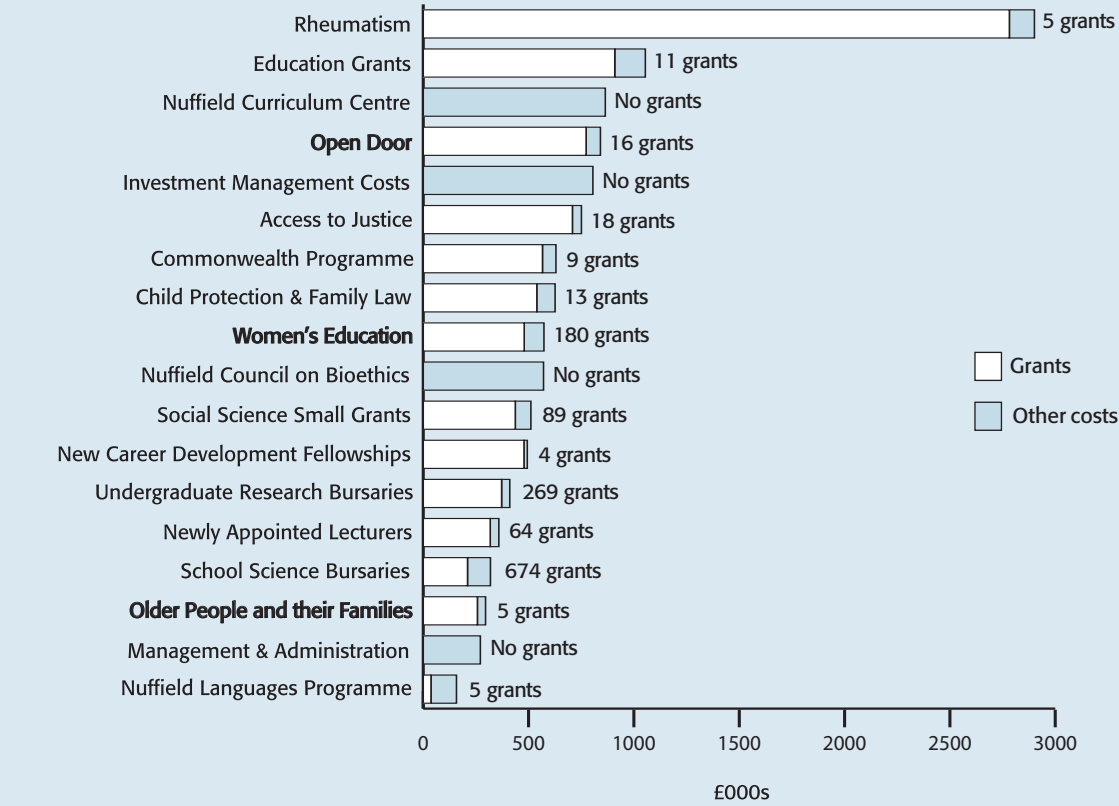
It is difficult to spend the annual budget exactly. In order not to erode the Foundation’s endowment the Trustees will reduce expenditure budgets if there has been a period of accumulated overspending which exceeds a prescribed amount. For our unrestricted funds this amount is £2m.

This flexibility provides further smoothing against market volatility, which has been of particular value in recent years. Conversely where the expenditure budget is underspent the Trustees will seek to spend this sum in the subsequent years, and aim not to allow it to increase above a prescribed amount (again £2m for unrestricted funds).

Sources of funds for expenditure 2003



Expenditure in 2003



Financial review 2003

During the year the Foundation spent £8.9m on grants (2002: £6.4m) – more than usual because five year’s expenditure on new grants for the new rheumatism programme was made in one year. No new grants will be made in this area for another four years, so the Foundation’s annual expenditure should reduce to slightly below its historic level for the next few years.

An important part of the Foundation’s activities is the dissemination of the outcomes of grants (often by means of seminars), regular evaluation of grant programmes together with the day-to-day management of grant making. All these

costs are identified as ‘other costs’ in the chart above. This support of activities – as opposed to grant making itself – is a crucial part of our focus on practical outcomes.

Investment performance showed a refreshing change in direction with the Foundation’s investments gaining £20m (2002: losing £38m). Including income this represented a total return of 15% – slightly lower than the benchmark return of 16%. During the year the investment portfolio was restructured to provide better long-term returns for a reduced level of risk. Details of this policy are provided on the Foundation’s website.

Summary of accounts 2003

Statement of Trustees

The information on this page is extracted from the full Trustees' Report and Financial Statements which have been audited by Horwath Clark Whitehill who gave an unqualified audit report on 10th May 2004. The auditors have confirmed to the Trustees that the summarised financial statements are consistent with the full financial statements for the year ended 31st December 2003. The Trustees' Report and Financial Statements were approved by the Trustees and signed on their behalf also on 10th May 2004. They have been submitted to the Charity Commission.

These summarised financial statements may not contain sufficient information to gain a complete understanding of the

financial affairs of the charity. The full Trustees Report, Audit Report and Financial Statements may be obtained from 28 Bedford Square, London WC1B 3JS, or can be downloaded from the website.

Signed on behalf of the Trustees



The Baroness O'Neill
1st June 2004

Balance Sheet

	2003 £m	2002 £m
Fixed Assets		
Investments	191.44	169.34
Tangible fixed assets	3.56	3.66
Programme related investment	0.10	0.10
	195.10	173.10
Current Assets		
Cash and short-term deposits	2.49	6.80
Other current assets	0.77	1.06
	3.26	7.86
Current Liabilities	(11.01)	(8.27)
Net Current Assets	(7.75)	(0.41)
Total Net Assets	187.35	172.69
Reserves		
Income reserves	(0.96)	3.35
Endowments	188.31	169.34
	187.35	172.69

Summary Statement of Financial Results

	2003 £m	2002 £m
Incoming Resources		
Investment income	6.33	6.11
Other income	0.65	0.69
Total incoming resources	6.98	6.80
Expenditure		
Grants made	8.87	6.37
In-house projects and grant support	2.50	2.69
Charity administration	0.27	0.15
Investment management	0.81	0.44
Total Expenditure	12.45	9.65
Net movement on funds	(5.47)	(2.85)
Investment gains and losses	20.13	(38.28)
Funds at beginning of year	172.69	213.82
Funds at end of year	187.35	172.69



**The
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Foundation**

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