



Evidence Informed Policymaking in Education in Europe

EIPEE Final Project Report

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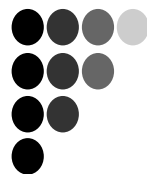
PROJECT FINAL REPORT

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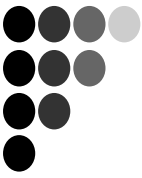
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Abbreviations

CERI	Centre for Educational Research and Innovation
DG EAC	Directorate General for Education and Culture
EC	European Commission
EIPEE	Evidence Informed Policy in Education in Europe
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
ESRC	Economic and Social Research Council
EU	European Union
LSDA	Learning and Skills Development Agency
OECD	Organisation for Economic Co-operation and Development
OISE	Ontario Institute for Studies in Education
RSPE	Research Supporting Practice in Education
RURU	Research Unit for Research Utilisation
UK	United Kingdom

SUMMARY



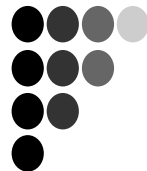


Project components

This is the final report of a thirteen-month project 'Evidence Informed Policy in Education in Europe' (EIPEE) funded by the European Commission Directorate for Education and Culture (grant agreement number 2009-11932). The objective of the call for proposals was to develop knowledge brokerage mechanisms in the field of education and training and to strengthen the links between research, policy and practice.

The EIPEE project contributed to this objective through discovering and exchanging information on the different types of brokerage activities and mechanisms that are used to link research evidence to policy in Europe and provided concrete tools to assist with the discussion and analysis of such information. The project's broad aims were to raise awareness of evidence informed policy in education, create a network of those working in the area, and encourage the adaptation and testing out of new approaches and ideas in evidence informed policymaking in education. The project had five main work packages:

1. **Project planning and management:** to develop the project collaboratively with partners; to establish a broad-based European network of those working in the field;
2. **Data collection and analysis:** to develop and share knowledge of (a) activities used to link research evidence and policy in education in Europe, and (b) relevant empirical research; to design an appropriate analytical framework;
3. **Training curriculum and course:** to develop capacity in this field;
4. **International seminar:** to further develop a network; to discuss and share information and ideas;
5. **Website:** to enable the sharing of information collected and developed by the project; to facilitate continuing discussion on this issue; to enable further networking.



Project outcomes

The EIPEE project represents a further stage in the development of cross-European work in this area, building on other investments by the European Commission, and by the Organisation for Economic Co-operation and Development (OECD) and others internationally. The project's main outcomes and recommendations are listed below.

1. Networks

The project has developed a broad-based European network of those interested and/or working in evidence-to-policy links in education. The 18 project partners based in 11 countries worked collaboratively to develop the project. Communication took place by telephone, email and two planning meetings (25–26 March and 24 September 2010). This core network was further broadened by individuals and organisations engaging in the survey, and by participation of 61 delegates from 20 countries in an international seminar (22–23 September 2010), including representatives from 10 ministries of education. Networking has been further developed through the discussion forum on the EIPEE project website (www.eipee.eu). Towards the end of the project, the original project partners were joined by additional partners to engage in further work funded by the European Commission, resulting in a core membership on this new project of 35 partners in 23 countries across Europe, plus seven affiliate partners from four countries outside Europe.

The success of the networking strategy of the EIPEE project suggests that not only is there considerable interest in this issue, but many are willing to commit time and resources to move it forward. The number and breadth of partners involved in the new project funded by the European Commission indicates that there is significant interest in further work in this area.

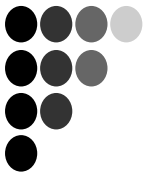
2. Analytical framework

Building on the work of others, we developed a framework to analyse the results of a survey of activities linking research evidence-to-policy in education in Europe. This consisted of a simple model of an evidence production-to-use system and a typology of 27 types of activity and nine mechanisms used to enable the link between research evidence and policy.

This analytical framework provided us with a language to help understand the nature and range of linking activities taking place across Europe. Moreover, in helping to systematise current thinking and understanding about these issues, the framework serves as a conceptual/practical tool that may be adopted/used by others to enable the future identification, analysis and discussion of activities, and, in time, the development of new activities and research in this area.

3. Research evidence-to-policy linking activities identified across Europe

A survey was conducted to provide an overview of the range and nature of activities and the mechanisms they use to enable evidence informed decision-making in education. The survey was not exhaustive and so frequencies of different activities are only indicative and should not be used as



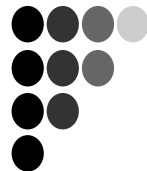
an exact measure of the extent of activity for individual countries. The survey identified 269 examples of linking activities in education in 30 of the 32 target countries in Europe. Some of this activity is achieved through explicit formal processes and some informally. Most of the activities were set up in the last 20 years (many within the last decade). The majority were set up and managed by national governments and/or government-related agencies. The most common activities were those predominantly concerned with producing or communicating research (67%). In comparison, 19% focused predominantly on the use of research. Only 10% of the activities we identified functioned at the intermediary or mediation level and 4% focused on making changes to the entire evidence-to-policy system.

The findings from the survey suggest a high level of activity across Europe and demonstrate that a wide variety of approaches has been taken to try to improve the use of research evidence in policy settings. However, there appears to have been relatively little collaboration and coordination of this work at a trans-European level. Activities are largely at a national rather than international level. Furthermore, much of this commitment is being driven by national governments and government agencies, suggesting that while there has been significant 'buy in' from policymakers, there remains enormous scope for action by other non-governmental bodies in this area. For those who are considering setting up similar schemes in their own organisation/country, the findings from the survey and the many examples of activities can be used to promote discussion and ideas about the development of new activities and mechanisms for linking research evidence with policy.

4. Map of research

As part of the project, a systematic search was conducted to identify the empirical research that has examined the nature, process and/or efficacy of activities used to link research evidence to educational policymaking in Europe. Although there is a great deal of discussion on this issue and opinion pieces are not hard to find, very little empirical research was identified.

At present, therefore, while there is lots of activity taking place in this area, as suggested by the survey, the existing evidence base cannot demonstrate which ones are effective in which contexts. Although this is a disappointing finding, it demonstrates a clear need for research investment in this area. The focus of future research can be informed by the work of the EIPEE project, firstly, through consideration of the data that the project has collected on the type of activities being used to link research evidence and policy in education in Europe, and secondly, through consideration of the research on evidence to policy in fields other than education and in countries outside Europe. Much of the available evidence about the effectiveness of strategies to increase the use of research comes from the healthcare field. Although having few clear messages, this literature suggests that passive dissemination of research is largely ineffective and that multi-faceted interventions show the most promise in enhancing the use of research evidence in policymaking. However, even in healthcare, there is a lack of robust evidence about 'what works' to improve evidence use in the policy arena. Existing research is generally characterised by methodologically weak evaluation designs and a lack of independent objective measures used in assessing outcomes. Although we need to be cautious in applying the results of the healthcare literature to education, the current concentration of investment in activities that are primarily concerned with the production and/or communication of research, as suggested by our survey, may be misplaced.



5. Capacity building

The project increased capacity in several ways:

- It developed knowledge and understanding of different activities going on across Europe for linking research and policy in education;
- It developed knowledge and skills for finding, using and interpreting research;
- It provided a framework to assist people in describing, analysing and developing activities;
- It developed a growing network of people who are interested in and/or working on these issues.

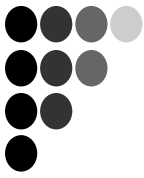
The work done by the project in building capacity in the area of evidence informed policy in education demonstrates that there is a both an appetite and a demand for such efforts across Europe. It also suggests that while our framework represents a significant step in developing a more advanced theoretical framework for understanding the links between research and decision-making and therefore building capacity in this area, it is only a first step and requires further joint enterprise amongst the growing network of people brought together by the project.

6. Ongoing resources

The project website provides access to information and products collected and developed by the project:

- contact details and other information about the project partners/organisations;
- details of the analytical framework and typology;
- a searchable database containing information on the activities identified across Europe for linking research and policy in education;
- a reference list detailing the studies included in the map;
- a fully planned programme structure and slides for future training in this area;
- a list of additional resources, including publications, organisations and other initiatives;
- a publicly accessible discussion forum.

In ensuring that a number of resources are publicly available for those interested in advancing evidence informed policy in education in Europe, the EIPEE project website provides a continuing source of capacity building and networking opportunities. The website also provides sustainability for the project beyond the end of its funding.



7. Dissemination

There were five main ways that the project sought to disseminate its findings (more information is provided in Appendix 8).

- Project staff set up meetings and held discussions with key specialists in the area.
- The website enables the sharing of information collected and developed by the project and facilitates continuing discussion on this issue, thus enabling further networking. Parts of the website have been translated into a further three European languages (French, German and Spanish) to aid dissemination.
- The project engaged with a wider group of people and started to develop a wider network that went beyond the 18 partners included in the EIPEE consortium.
- Project staff have presented findings from the EIPEE project at a number of conferences, including the international seminar organised as part of the EIPEE project. There will also be a symposium event at the European Conference on Educational Research organised by the European Educational Research Association (to be held in Berlin in September 2011).
- The project has produced several publications designed to disseminate the findings, including this project final report and a policy brief. The policy brief has been translated into the European languages of French, German and Spanish to aid dissemination.

Project recommendations

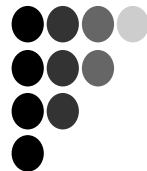
The project has identified a considerable amount of interest within Europe on the issue of evidence informed policy in education. It has been successful in identifying aspects of the current situation and progressing some key parts of this, particularly in relation to networking, developing an analytical model and building capacity in a number of areas. We believe, however, that there is considerable further scope for increasing the use of research in policymaking, and make the following suggestions for helping to achieve this aim using the findings and resources of the current project.

1. Enabling links between research evidence and policy

Efforts should be made to increase the use of activities (including structures and systems) to link research and decision-making. The analytical framework and database of current linking activities identified by the project across Europe can be used to inform the analysis, design, development and implementation of similar or novel linking activities.

2. Increasing quality, relevance and availability of research for informing policy

Efforts should be made to ensure that primary research is 'fit for purpose' in terms of quality, relevance and availability for informing policy. This could include: (i) involving policymakers' perspectives in driving research agendas to ensure relevance of research; and (ii) increasing the use of systematic reviews of research to ensure complete, relevant, quality assured and accessible research evidence.



3. Knowledge, awareness and skills capacity building in all parts of the research evidence production-to-use system

Efforts should be made to increase understanding and skills in relation to the use of research in policymaking in education in each part of the evidence-to-policy system. This could include: (i) participation in networks on this topic; (ii) providing tailored training for individuals and organisations to develop skills and understanding of the different parts of the system; and (iii) providing opportunities to share skills and knowledge through secondments, internships or other working/employment arrangements.

4. Policy decisions to develop evidence informed policy in education

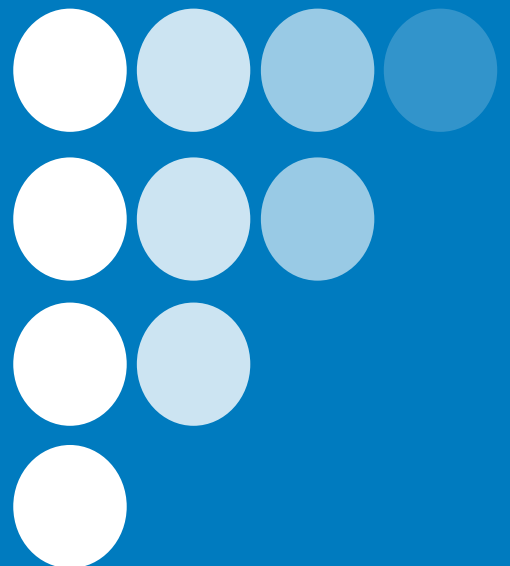
Efforts should be made, at national, regional and local levels, to increase the political and financial commitment to evidence informed education policy and to take the practical steps by which this commitment could have effect in the short, medium and long terms. This could include: (i) acting on the recommendations listed here; (ii) developing systems and programmes of work, including cross-national European initiatives; and (iii) drawing up priorities and targets for achieving evidence informed policy in education.

5. Increasing capacity in research on research generation and use

Efforts should be made to develop evidence informed policymaking as a field of study in order to produce research results to inform the choice of activities for linking research to its use in education in Europe. This could include: (i) building on existing research in education conducted outside Europe and research in other areas of social policy within and outside Europe; and (ii) incorporating the evaluation of implementation and outcomes into all new linking activities.

Some aspects of these recommendations have been built into another project co-financed by the European Commission (grant number EAC-2010-1395).

CHAPTER 1
Background to the EIPEE project



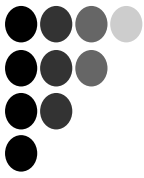


This is the final report of a 13-month project 'Evidence Informed Policy in Education in Europe' (EIPEE) funded primarily by the European Commission Directorate for Education and Culture (grant agreement number 2009-11932) with further funding from the Institute of Education, University of London. This chapter discusses the general concept of evidence informed policy (section 1.1), describes some of the recent developments in evidence informed policy in education in Europe and explains the main aims and components of the EIPEE project (section 1.2), and provides information on the project partners (section 1.3).

1.1 Evidence informed policy

Evidence informed policy has been defined as an approach which 'helps people make well informed decisions about policies, programmes and projects by putting the best available evidence at the heart of policy development and implementation' (Davies 1999). This approach stands in contrast to opinion-based policy, which relies heavily on either the selective use of evidence, for example policy based on results from a single survey irrespective of quality, or on the untested views of individuals or groups that may be inspired by ideological standpoints, prejudices or speculative conjecture (Segone and Pron 2008). As evidence is just one imperative in effective policymaking, and decision-making itself is inherently political, in this report the term 'evidence informed' is preferred to the more oft-cited 'evidence based', which, although now part of the language of academics, policy people, practitioners and even client groups, can obscure the sometimes limited role that evidence can, does, or even should play (Duncan 2005; Nutley et al. 2003: 30).

Putting to one side debates about terminology, there is little agreement about what the term 'evidence informed policy' means in practice. The breadth of what is considered evidence is wide and dynamic; it can include expert knowledge, published research, statistics, stakeholder consultations, previous policy evaluations, internet, costings of policy options, and/or output from economic and statistical modelling; thus, research-based evidence is just one source amongst many (Nutley et al. 2003). Similarly, decision-making involves consideration of a wide range of factors, including political priorities, the availability of resources, other contextual factors, and information such as research and other forms of evidence (see, for example, Campbell et al. 2007; Davies 2004; Gough 2007; Nutley et al. 2007). The relationship between the use of evidence and decision-making can be complex, involving many direct and indirect processes, and many attempts have been made to create models of these complex sets of relationships. These include linear models, where evidence is understood to inform decision-making in a one-way process, more dynamic models that emphasise the relationships between producers and users of evidence, and systems models that recognise the structures and systems that shape such interactions (see, for example, Best and Holmes 2010; Davies and Nutley 2002; Graham et al. 2006; Nutley et al. 2007; Walter et al. 2005). These models emphasise, to different extents, the push from producers of research evidence, the pull from users of such evidence, and the interactions between evidence production and its use in decision-making. They also include a number



of related concepts to describe the evidence-to-use process, such as knowledge transfer, knowledge translation, knowledge exchange, knowledge mobilisation and knowledge-to-action. However, despite the growing interest in the development of conceptual understanding of this issue, empirical evidence on the impact of strategies to increase evidence use by policymakers and practitioners working within education appears underdeveloped.

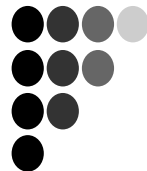
1.2 The Evidence Informed Policy in Education in Europe project (EIPEE)

Over the last few years, there has been a growing interest in the use of evidence in policymaking in education in Europe. Evidence informed policy and practice in education is one of the immediate priorities of the European Commission (EC) as described in, for example, the ET2020 strategic framework (European Commission 2009b) and the Staff Working Document *Towards More Knowledge-Based Policy and Practice in Education and Training* (European Commission 2007).

In 2007, the German Presidency of the Council of the European Union organised a major conference entitled 'Knowledge for Action in Education and Training' (German Institute for International Educational Research [DIPF] 2007) and members of 11 Member States participated in peer-learning activities on evidence informed policy and practice in education and training (Rickinson 2007). Furthermore, the Organisation for Economic Co-operation and Development (OECD) has had a programme of work on research and development in education, including national reviews of educational systems in five countries. As part of this work, it also organised four international workshops held between 2002 and 2006 that led directly to the new Centre for Educational Research and Innovation (CERI) project 'Brokering Educational Research' and the book *Evidence in Education: Linking Research and Policy* (Burns and Schuller 2007). However, despite growing interest in this issue across Europe and some initiatives to progress and coordinate work in the context of education, relatively limited international collaboration and coordination has taken place. The current project is, therefore, a contribution to furthering progress in this area.

The EIPEE project was one of three projects funded through the European Commission's *Call for proposals EAC/26/2009 Evidence based-policy and practice: call for proposals to develop networks of knowledge brokerage initiatives* (2009/C 142/04) (European Commission 2009a). The project had 18 partners (see Section 1.3 and Appendix 1) and was led by the EPPI-Centre at the Institute of Education, University of London. The other projects were the 'Evidence-Based Policy and Practice: Developing Networks of Knowledge Brokerage Initiatives Project' coordinated by the City of Antwerp in close cooperation with Antwerp University, and the 'Linked – Leveraging Innovation for a Network of Knowledge on Education' project coordinated by European Schoolnet. The European Commission has further described the importance of research to developing strategic objectives for education in Europe (European Commission 2009b; European Union 2009).

The objective of the European Commission's original call was to 'develop knowledge brokerage mechanisms in the field of education and training ... to strengthen the links between research, policy and practice ... [and] to bring research to the attention of policy and decision-makers and practitioners' (European Commission 2009a).



The EIPEE project contributed to this objective through discovering and exchanging information on brokerage mechanisms and providing concrete tools to assist with the discussion and analysis of such information. The project's main aims were to raise awareness of evidence informed policy in education, create a network of those working in the area and encourage the adaptation and testing out of new approaches and ideas in evidence informed policymaking in education. This would increase knowledge, practice and innovation in the field, and enable the development of new infrastructures and methods for the use of evidence.

The project had the following five main components:

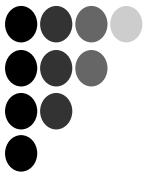
1. Project planning and management: developing the project collaboratively with project partners to:
(a) enable a broad based European perspective in project planning; and (b) build a network of those working in the field in Europe.

2. Data collection and analysis: developing and sharing knowledge of evidence-to-use activities and research in Europe through:
(a) a survey of activities linking research evidence to policy: that is, those initiatives, strategies, processes, and/or resources that assist, strengthen, encourage, promote, enable and/or facilitate the connections or interactions between research and policymaking; (b) a systematic map of studies on research evidence-to-policy linking activities; and (c) designing an appropriate analytical framework.

3. Training curriculum and course: developing capacity in: (a) evidence informed policy and practice; (b) quality assurance of research; and (c) systematic mapping and synthesis of research to inform policy and practice.

4. International seminar: to (a) help further develop a network in the field; (b) share information on evidence to policy links; and (c) share and discuss preliminary findings of the project on activities and research across Europe.

5. Website: to enable sharing of information collected and developed by the project, facilitate continuing discussion on this issue, and enable further networking, through the provision of: (a) a database of activities used to link research evidence to policy and a list of relevant research; (b) a discussion area; (c) training materials and access to other training resources on other websites; and (d) information on the international seminar.



1.3 Project partners

The project was a collaborative venture with a lead partner and partners across Europe.

Lead partner / applicant

1. Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre), Institute of Education, University of London, UK

Other partners

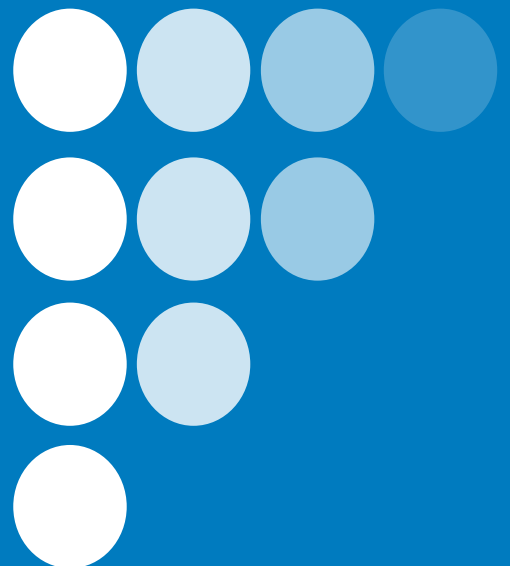
2. Athens Institute of Education and Research (ATINER), Greece
3. Campbell Collaboration
4. Danish Clearinghouse for Educational Research, Denmark
5. Department of Sciences of Education and Cultural and Formative Processes, University of Florence, Italy
6. Directorate for Knowledge Management, Ministry of Education, Culture and Science, the Netherlands
7. Educational Evidence Portal (EEP), UK
8. European Association for Practitioner Research on Improving Learning (EAPRIL)
9. German Commission of Education Organization, Education Planning, Education Law (KBBB), Germany
10. German Institute for International Educational Research (DIPF), Germany
11. Hungarian Institute for Educational Research and Development (OFI), Hungary
12. Institute for Effective Education (IEE), University of York, UK
13. Ministry of Education and Research, Norway
14. National Union of Teachers (NUT), UK
15. Research Unit for Research Utilisation (RURU), University of Edinburgh, UK
16. Swiss Coordination Centre for Research in Education (SKBF/CSRE), Switzerland

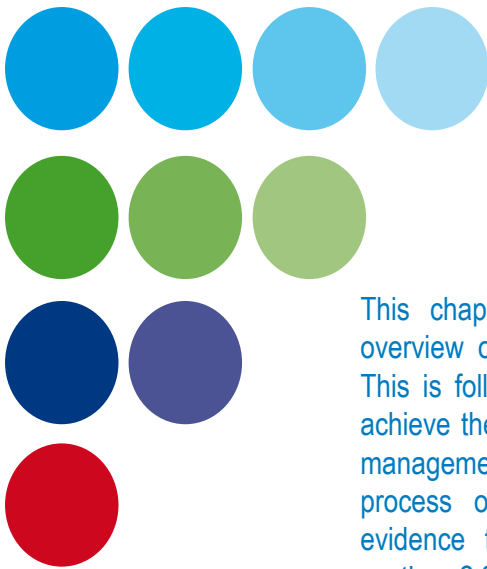
Individual support

17. Annette Boaz, Lecturer in Translational Research, Kings College London
18. Tracey Burns, Centre for Educational Research and Innovation (CERI), OECD

Further details of all project partners and members of the EPPI-Centre project team are provided in Appendix 1.

CHAPTER 2
Project components





This chapter describes the main components of the EIPEE project. An overview of the project, including the timelines, is presented in section 2.1. This is followed by information on working with colleagues across Europe to achieve the outcomes for four of the project components: project planning and management, training, seminar and website (section 2.2). Details about the process of identifying and collecting data on activities linking research evidence to policy and the map of research literature are presented in section 2.3, and information about the development and application of the analytical framework in section 2.4. Full details about the methods used in the EIPEE project can be found in Appendices 2 and 3. Chapter 3 outlines the findings from the survey of activities and the mapping of relevant research literature.

2.1 Project overview and timelines

The EIPEE project was a 13-month project which ended in April 2011, but continues as a web based resource at www.eipee.eu. The main timelines for the project were:

March 2010

First partners' meeting in London (2 days)

May 2010

Start of the survey of research evidence-to-policy linking activities and literature mapping exercise

June 2010

Launch of EIPEE website

September 2010

Training workshop (2 days)

International seminar (2 days)

Second partners' meeting (1 day)

March 2011

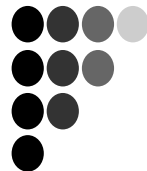
Consultation on draft report

June 2011

Publication of the typology and database of activities on the website

Submission of final report.





2.2 Working with colleagues across Europe

This section presents information on working with colleagues across Europe to achieve the outcomes for four of the project components: project planning and management, training, seminar and website.

2.2.1 Project planning and management

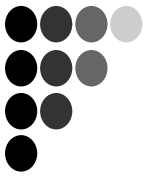
The project was led by the EPPI-Centre and supported by a further 17 European project partners selected to provide breadth culturally and geographically, and representing different types of interests in evidence informed policy and practice in education (see Appendix 1 for details about the partners and research team). The project partners played a central role in guiding and contributing to the undertaking of the project. Communication took place by telephone and email, two planning meetings (25-26 March and 24 September 2010) and an international seminar (22-23 September 2010) held in London. As the EPPI-Centre team is based in London and our experience is largely limited to the UK education system, successfully working with partners was key to broadening the focus of the project.

The March 2010 partners' planning meeting was used to develop common understandings of the approach to the project that should be adopted and to share ideas about how it should progress. As the lead applicant, the team based at the EPPI-Centre outlined the basic components of the project as set out in the original application for funding and made initial suggestions as to how to implement these plans. Through a combination of whole and small group discussions, these proposals were then refined and developed in more detail. Thus, at the outset of the project, the project partners played a central role in deciding the scope and conceptual framework for the work.

The September partners' planning meeting focused on discussing (i) the overall progress of the project to date and further plans to complete the project; (ii) outcomes from the international seminar immediately preceding the meeting, including general feedback and specific action points; and (iii) partners' thoughts on the analysis undertaken so far.

In subsequent months, the partners played a further key role in enabling contact with other interested parties across Europe and supporting the data collection (described in section 2.3 and Chapter 3).





2.2.2 International seminar

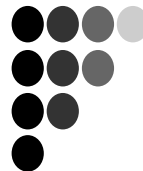
The international seminar provided important opportunities for further user engagement. It included keynote speeches from the European Commission's Directorate for Education and Culture and the Directorate for Research, and drew participants from 20 countries, including representatives from 10 European ministries of education.

We had four aims for the seminar (see Appendix 6 for details of the programme). A main aim of the seminar was to situate the EIPEE project within the context of ongoing and planned international processes and activities in knowledge brokerage for educational policies. Planning for the seminar therefore involved the identification and engagement of individuals and organisations/institutions interested in the issue of evidence informed policy in education in Europe, many of whom presented their work to the whole group or in parallel sessions. A second aim of the seminar was to fill in gaps in our understanding. In bringing together major stakeholders from across Europe and beyond who were interested in moving forward on this issue, the seminar allowed us to draw on their different experiences and perspectives when gathering feedback on the preliminary findings of the project. The third aim of the seminar was to provide participants with an opportunity to propose and devise future proposals for evidence informed policy in education in Europe, and the event ended with a panel discussion led by representatives from a number of ministries. A final aim was to facilitate the process of building sustainable networks of those interested in these issues across Europe.

2.2.3 Training curriculum and course

A two-day training workshop was provided for participants at the international seminar who wished to develop their understanding of the use of research in policy and the nature of systematic reviews and their role in policy decision-making (see Appendix 7 for details of the programme) using lectures and small group work. The training workshop was based on selected parts of the [MSc in Evidence for Public Policy and Practice](#) provided by the EPPI-Centre at the Institute of Education, University of London. The workshop included participants from 12 countries, including representatives from seven ministries of education.





2.2.4 Website

A website was developed (www.eippee.eu) to enable the sharing of information collected and developed by the project, and facilitate discussion of issues relating to evidence informed policy in education in Europe. The website is freely available and links with existing structures and evidence portals (for example, www.eep.ac.uk). The final website contains the draft and final project reports and accompanying discussion area, a database of research evidence-to-policy linking activities across Europe, a list of studies relating to such activities, and access to training materials.

2.3 Data collection (for the survey of activities and mapping of research)

A core component of the EIPEE project was identifying and describing:

- the range of activities (both formal and informal) that are used across Europe for linking research evidence and policymaking in education; and
- the scope and nature of studies that have examined the extent, process and/or efficacy of such activities.

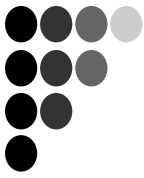
The EIPEE project builds on previous work conducted in this area that describes the nature of national educational systems and national evidence policy initiatives (European Commission 2007; Eurydice 2007) and characterises the range of approaches used to link research to policymaking in education across Europe, using an analytical framework to capture similarities and differences between them. Activities were identified through an email and telephone survey sent to project partners, ministries of education across Europe, and other lead actors in the field of research evidence and policy in education. In total, we sent requests to 104 country and regional ministries and contacted a further 14 individuals and 14 different organisations working in this area.

The systematic mapping of the research literature examining such activities involved a systematic search of electronic bibliographic databases, specialist journals and websites; reference checking of key papers; the use of Google; and requests for information from the contacts used in the survey of linking activities.

The survey of activities and mapping of relevant research literature were major exercises that raised many definitional and practical issues. The methods used for both pieces of work are described in Appendices 2 and 3 and the results are presented in Chapter 3.

2.4 Development of an analytical framework

The aim was to develop a framework that could be used to classify the activities that we identified, in order to help ourselves and others understand the nature and range of different activities taking place across Europe to link research evidence with policymaking.



This analytical framework consisted of three interrelated parts:

- a simple model of an evidence production-to-use system (which includes research literature on that system);
- mechanisms for linking research evidence to policy within that model;
- activity types using such mechanisms.

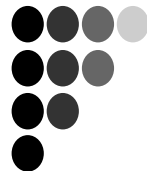
The remainder of this chapter describes the process we went through to develop the framework. Section 2.4.1 summarises the approach we took for development of the simple model, and section 2.4.2 outlines the development of the classification system for mechanisms and activity types.

2.4.1 Development of an evidence-to-policy model

A number of evidence informed policy and practice models have been developed (see for example, the list of conceptual frameworks on the Research Supporting Practice in Education website: http://www.oise.utoronto.ca/rspe/KM_Products/Conceptual_Frameworks/index.html). Some are quite complex but there are also models that list the basic components of the link between evidence and policy and we used these to build a simple model for the current project. Although all of these models separate out different stages and components, in practice they are often interlinked, for example, in those situations where evidence production and use are combined, such as in action research by decision-makers.

In the current project, we initially focused on the basic components of the process: the production of evidence, the use of such evidence and the mediation between the two. Several authors, including the European Commission (2007), Levin (2004) and Nutley et al. (2007), have articulated this framework. However, the terms 'producers' and 'users' may imply a one-way flow of information and a passive role for 'users', when in fact, relationships between 'producers' and 'users' run in multiple directions. Furthermore, 'users' are active constructors of knowledge and action in their own setting; they are not just passive recipients of the work of researchers (Levin 2009). We therefore added a further three components. Firstly, we acknowledged the engagement of other stakeholders (while the producers and users of evidence are central to the process, others may also be involved). Secondly, we added the evidence informed system itself, in recognition that, in addition to being considered separately, the working of all the components together should also be considered (Best and Holmes 2010). Thirdly, we added research on evidence production and use. This takes into consideration that the nature of these components and systems, and how they can vary and to what effect, is itself a growing area of research.

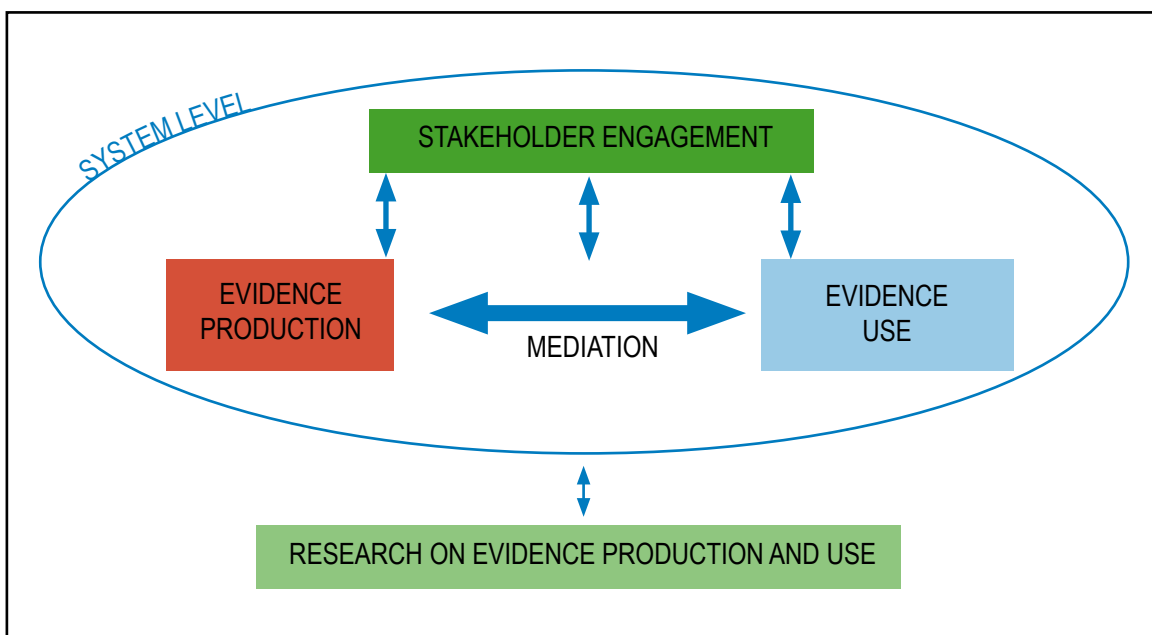
In refining our model, we consulted two leading academics working in this field. We sought the advice of Professor Sandra Nutley, director of the UK Research Unit for Research Utilisation (RURU) at the University of Edinburgh, and Professor Ben Levin, who leads the Research Supporting Practice in Education (RSPE) programme at the Ontario Institute for Studies in Education (OISE), University of Toronto.

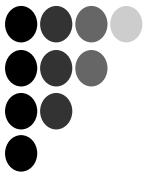


Building on the work of the authors listed above in this way provided the basis for us to create a simple model with the dimensions listed below and summarised in Figure 1. Note that the model can include processes at the individual, organisational and structural or system level.

- **Evidence production:** In theory, this includes both producing relevant research and enabling it to be produced, as well as communicating evidence to make it more accessible and available for use.
- **Mediation:** This involves connections between evidence production and use with the overt purpose of bringing together producers and users of evidence. As such, a central characteristic of mediation is a brokerage function acting as an intermediary between the two communities.
- **Evidence use:** Our definition of use encompasses the direct use of evidence in changing policymakers' behaviour (and ultimately policy itself) but also the indirect (more conceptual or enlightened) uses of evidence in shaping policymakers' knowledge and understanding of, and attitudes towards issues (Gough and Elbourne 2002; Nutley et al. 2007). Of interest here are the views, capacities, processes, structures etc. through which various stakeholders are able – or limited in their ability – to find, understand and use evidence (Levin 2004). Evidence is, of course, only one factor influencing decision-making. Other factors, such as values, contexts and resources, are also important.
- **Stakeholders:** Although the producers and users of evidence are central to the process, this dimension recognises the engagement of other stakeholders. They may be involved in any part of the process, and can include the media, other professionals, social partners, civil society organisations, employers' associations and trade and industry organisations.
- **The evidence informed system itself:** This encompasses all of the elements above as a whole system, which is qualitatively different from examining the components on their own. It emphasises

Figure 1: The evidence production-to-use system





the importance of coordinated and effective interventions with the readiness and sufficient capacity for both the production of effective policy-relevant evidence, the mediation between policy and evidence, and the successful use of evidence by policymakers (Best and Holmes 2010: 154).

- **Research on evidence production and use:** This refers to research examining the relationships between the contexts of evidence production and use, such as the work of the previously mentioned Research Unit for Research Utilisation and the Research Supporting Practice in Education programme.

As mentioned in Chapter 1, the definition of evidence is broad, and any evidence can have implications for use. Although the model applies to all forms of evidence, the focus in this project is on one particular type of evidence: research evidence, particularly that arising from social research.

2.4.2 Development of a typology of mechanisms and activity types

The simple model outlined in Figure 1 provides a way to understand and discuss evidence informed policymaking generally. However, in itself, it was not a sufficient framework for the EIPEE project, which was more specifically concerned with understanding activities being used to link research evidence and use. We were aware that we had identified a relatively large number of examples of such activities and we needed to find a way that would allow us to discuss them in relation to the evidence production-to-use system. This led us to develop a classification system that could be used to categorise the activities in two ways: (i) by activity type, grouped according to similarity in form and content, and (ii) in terms of the key mechanism employed to enable evidence informed policy.

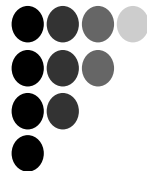
For this, we turned to an existing taxonomy of interventions to enhance the impact of research use developed by Walter et al. (2003, 2004) and Nutley et al. (2009). Whilst this classification system closely fitted the needs of the EIPEE project, we needed to make some adjustments in order for it to work effectively with the activities and mechanisms that we were identifying. There are several possible reasons why these adjustments were necessary, including the broader focus of Walter et al. on a cross-section of social policy, rather than education alone, and their inclusion of practitioners' use of research. See Appendix 3 for full details of the development of our typology, and its difference from that of Walter et al. (2003, 2004).

Having made the necessary adjustments, the result was a typology of nine mechanisms and 27 types of activity.

- **Activity type:** refers to activities that have been proposed as helping to further research evidence-to-policy links in education in Europe in some way.
- **Mechanism:** refers to the means by which the particular activity enables research evidence informed policymaking.

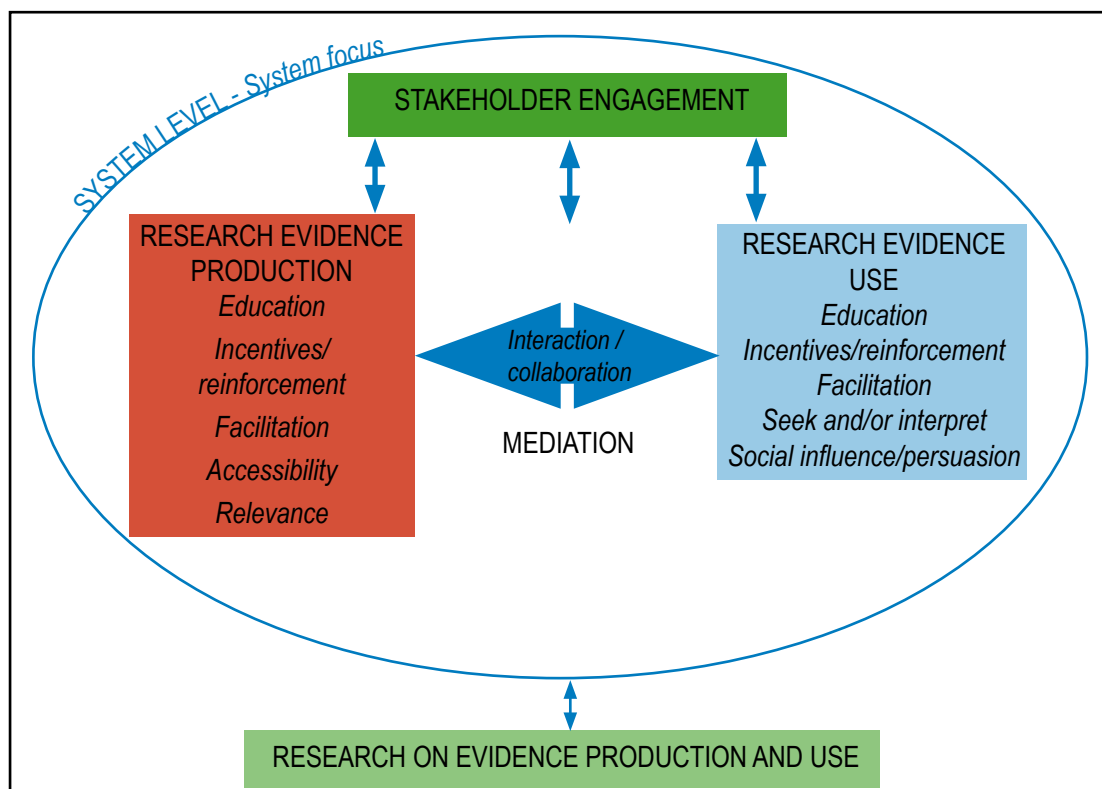
The nine mechanisms were:

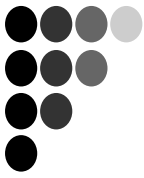
1. Accessibility: ensuring policymakers have access to research by making it more easily available or usable.



2. Relevance: ensuring that there is a relevant evidence base from which policymakers can draw.
3. Education: increasing awareness, knowledge and skills in understanding, producing, finding, communicating and/or using research.
4. Incentives/reinforcements: encouraging researchers or policymakers to change their attitude/behaviour towards producing, communicating or using research by controlling external stimuli.
5. Social influence/persuasion: relying on influential others to prompt attitude/behaviour change in policymakers.
6. Facilitation: providing technical, financial, organisational and/or emotional support to either researchers or policymakers in producing, communicating or using research.
7. Seek and/or interpret: seeking out and/or analysing/interpreting research evidence in order to inform decision-making.
8. Interaction/collaboration: enabling the two-way flow/production of information and knowledge between producers and users of research evidence.
9. System focus: emphasising the (strategic) importance of focusing on the evidence-to-policy system as a whole.

Figure 2: Expected location of the mechanisms within the research evidence production-to-use system





Due to the complexity and multifaceted nature of the activities linking research evidence and policy that we identified, many made use of more than one mechanism to enable evidence informed policy. Activities connecting research and policy can have many different aims and means of enabling evidence informed policy and, therefore, it is not easy to compartmentalise them in terms of specific mechanisms. It is therefore worth bearing in mind that our framework of mechanisms is an artificial construct to help distinguish between different aspects of the activities we found.

According to the particular mechanism(s) being employed by the activities to link research-to-policy, we located each activity within the evidence production-to-use system. This decision was based on where we expected these mechanisms would have their effect within the evidence production-to-use system. The mechanisms are shown in italics in Figure 2 on p.25. We thought that the mechanisms of education, incentives/reinforcement and facilitation could occur in both the production of evidence and its use. Being concerned with ensuring access to and relevance of research, the mechanisms of accessibility and relevance were located only in the dimension of evidence production, while the mechanisms of social influence/persuasion and seek and/or interpret were located only in the dimension of evidence use (as they are predominantly concerned with the behaviour of policymakers). The mechanism of interaction/collaboration was thought to occur primarily within the dimension of mediation. Of course, all the mechanisms can be understood in terms of 'mediation', since they are all concerned, at some level, with making links between researchers and policymakers. However, seeing them solely in these terms was not very useful. Therefore, a distinction was made between those mechanisms that are overtly and primarily concerned with a mediating role, and those that also have an emphasis on other parts of the model. Finally, the mechanism of system focus was located at the system level, as this is the only mechanism that emphasises consideration of and action in the entire evidence-to-policy system.

Our typology also included 27 activity types. In order to make our analysis and presentation of results clearer, these were grouped into eight overarching categories according to how similar they were in the form they took and what they were doing (see Table 1).

Full details on how the typology was developed for mechanisms and activity types, including the resultant definitions, are presented in Appendices 3 and 4.

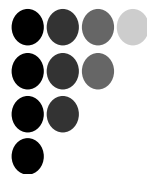


Table 1: Types of activity and their overarching groups

Overarching group	Types of activity
Advisory	Advisory/monitoring groups/committees Experts External consultancy
Capacity building	Training
Information services	Bibliographic databases/libraries Other web-based information services
Interpersonal networks and events	Informal relationships Meetings (incl. seminars/conferences) Networks
Research outputs	Analytical reports Newsletters Specialist journals Summary reports of research/policy briefs
Research and analysis	Government-related/public bodies Ministry internal analytical services/departments Professional organisations Research centres/units/institutes Research programmes Research projects Systematic reviews Think tanks Other types of activity
Staffing arrangements	Secondments/internships Staff roles
Strategy, investment and development	Funding Marketing Programme of work

In summary, building on the work of Best and Holmes (2010), Levin (2004), Nutley et al. (2007) and, Walter et al. (2003) we created an analytical framework consisting of three interrelated parts: (i) a simple model of an evidence production-to-use system (which included the research literature on that system), (ii) mechanisms for linking research evidence-to-policy within that model, and (iii) activity types using such mechanisms. This framework was subsequently used to classify the activities that we identified in education across Europe. Where an activity employed more than one mechanism (which was particularly common in our codings of organisations that offered several types of activities), we sought to identify the dominant mechanism that was being used and locate the activity within the system according to this.

CHAPTER 3
**Activities and research on evidence
informed policy in education in
Europe**





This chapter presents the findings of the EIPEE project's survey of activities used to link research evidence to policymaking in education in Europe, and our search for studies examining such linking activities.

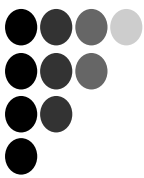
The survey will not have identified all qualifying activities. Firstly, we were unable to survey all those who might have been able to inform of us of relevant activities. Secondly, even if people knew that activities were being undertaken, they might not have understood these as having an evidence production-to-use function. Furthermore, the classification of activities and the mechanisms through which they enable evidence informed policy is not a perfect science. Our aim, however, was not to achieve an exhaustive survey and accurate classification process. Rather, it was to expand our knowledge of the range of activities and mechanisms being undertaken, and to develop a common language that would help people to understand more about these activities and mechanisms and how they could be built upon.

Section 3.1 presents a brief overview of the 269 examples of linking activities identified by the project. The remainder of the chapter presents our classification of the activities, according to the framework described in Chapter 2. Section 3.2 presents data for each of the nine mechanisms we identified, outlining the relationship between the different mechanisms and the activities (grouped according to type). Section 3.3 discusses the locations of the activities within our simple model of the evidence production-to-use system. Section 3.4 then indicates where the different mechanisms were operating within the system. Finally, section 3.5 presents the findings from our mapping of the empirical research literature that has examined research-to-policy linking activities in education in Europe.

In addition, while it has not been possible to describe all the activities identified by the survey, we have provided an example of each of the eight overarching categories of types of linking activities on pages 34-35.

3.1 Overview of the linking activities

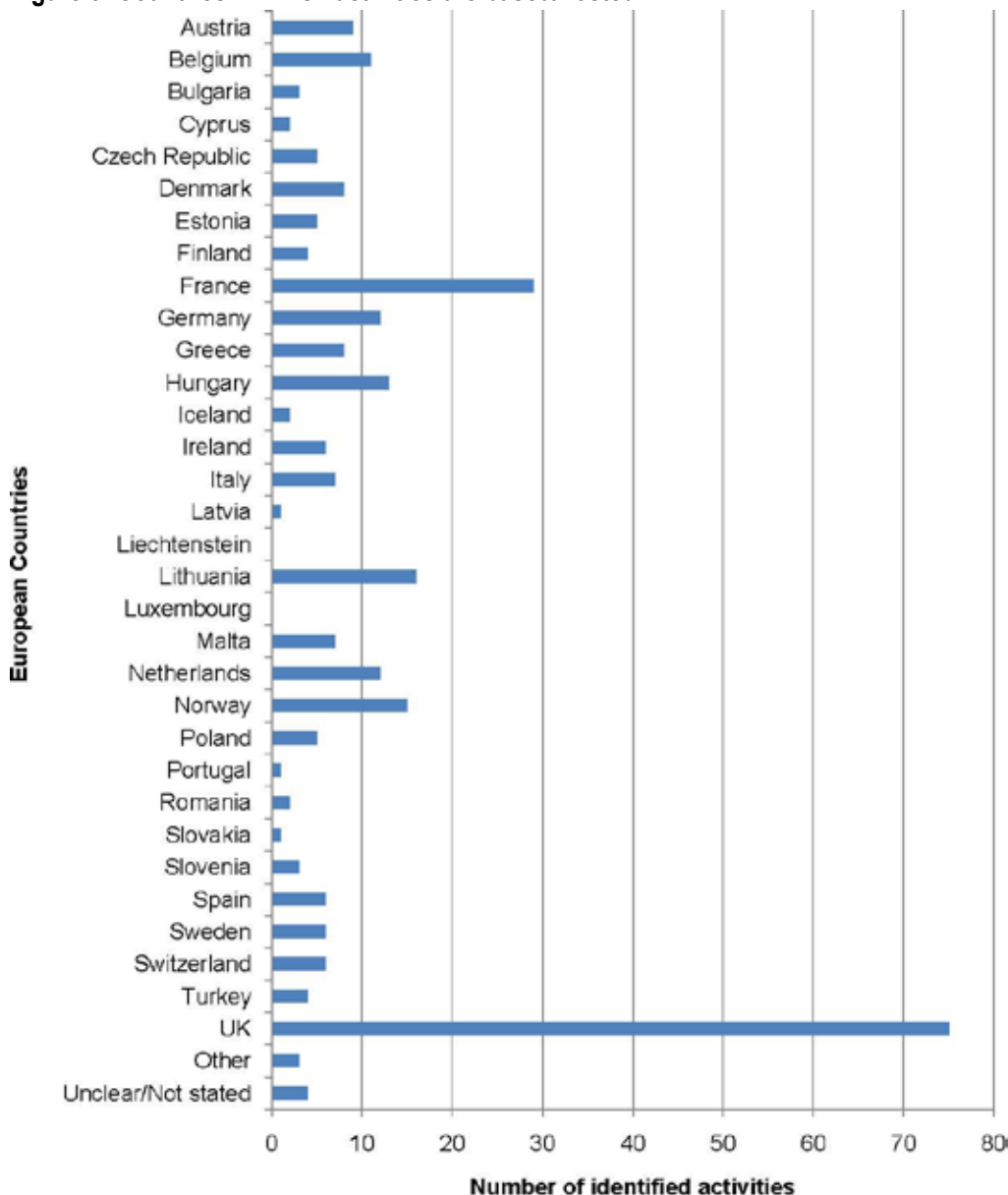
In total, we identified 269 examples of activities used to link research evidence with policymaking in education across Europe. We identified activities based/hosted in 30 of the 32 countries studied (see Figure 3). Five activities were based/hosted in more than one country in Europe: these included four different series of workshops/meetings held in different countries in Europe and a programme of work that involved three separate research projects in several European countries. Three of the 269 activities were based in countries outside our target group; however, as they operated within this geographical area, they were considered relevant to the project (these are labelled 'other' in Figure 3).

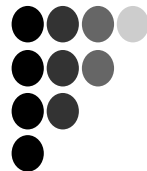


It is important to stress that the data presented in Figure 3 should not be used as an exact measure of the extent of such activity for individual countries. The distribution of activities 'by country' is likely to reflect the methods of data collection and the ease of identifying relevant activities in some countries rather than others. Whilst Figure 3 shows a high level of activity in the UK, some of this may be because EIPEE is primarily a UK-based project undertaken in English. Although we attempted to diminish this effect with the help of our European partners and other experts (for example by contacting 104 regional and country ministries), there remains a bias effect due to our greater knowledge of different activities in the UK. It is also important to emphasise that the activities identified may not be the most effective ones. However, despite these caveats, the data does clearly demonstrate that there are many activities linking research evidence to policy in different countries in Europe and provide 269 examples of these activities.

Figure 3 illustrates where activities are based/hosted. We also explored the international focus (if any) of activities (as shown in Figure 4). The majority of those we identified (79%) appeared to be

Figure 3: Countries in which activities are based/hosted





undertaken within a single country. The remainder (21%) operated at a transnational level, having ongoing active work with international partners and/or being formally focused internationally. For 9% of all activities, this international dimension extended to Europe only, whereas 10% of all activities had both cross-European and broader international connections. For the remaining 2% of activities, it was unclear whether this ongoing international work was broader than Europe.

Figure 4: International focus (if any) of activities (shown as percentages)

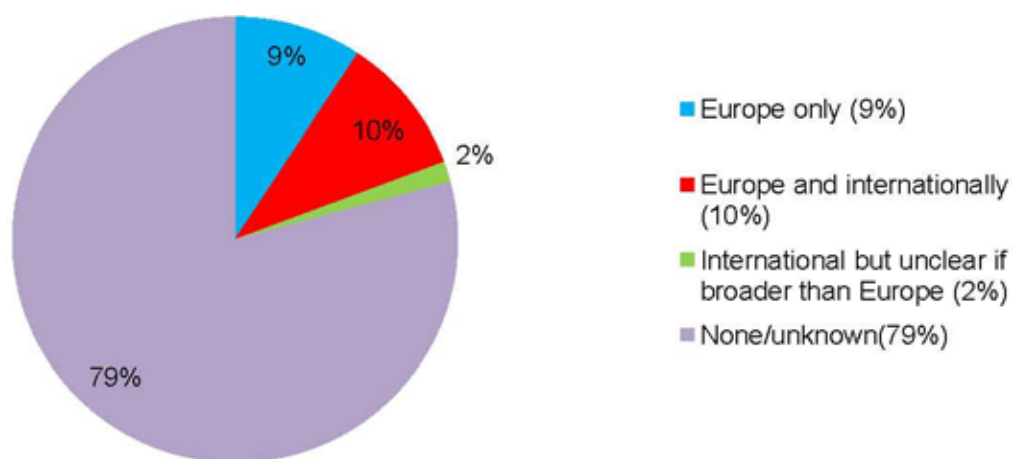
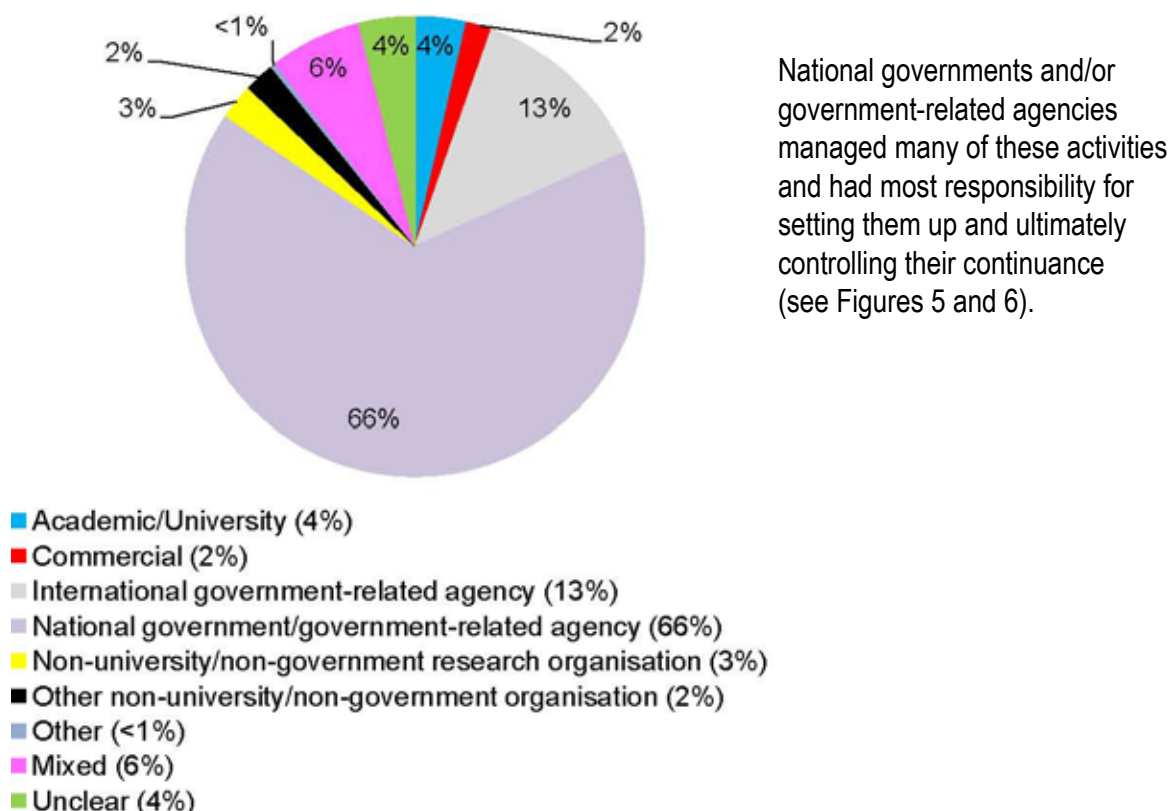


Figure 5: Type of organisation responsible for setting up the activity and ultimately controlling its continuance (shown as percentages)



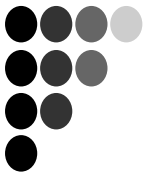


Figure 6: Type of organisation responsible for managing the activity (shown as percentages)

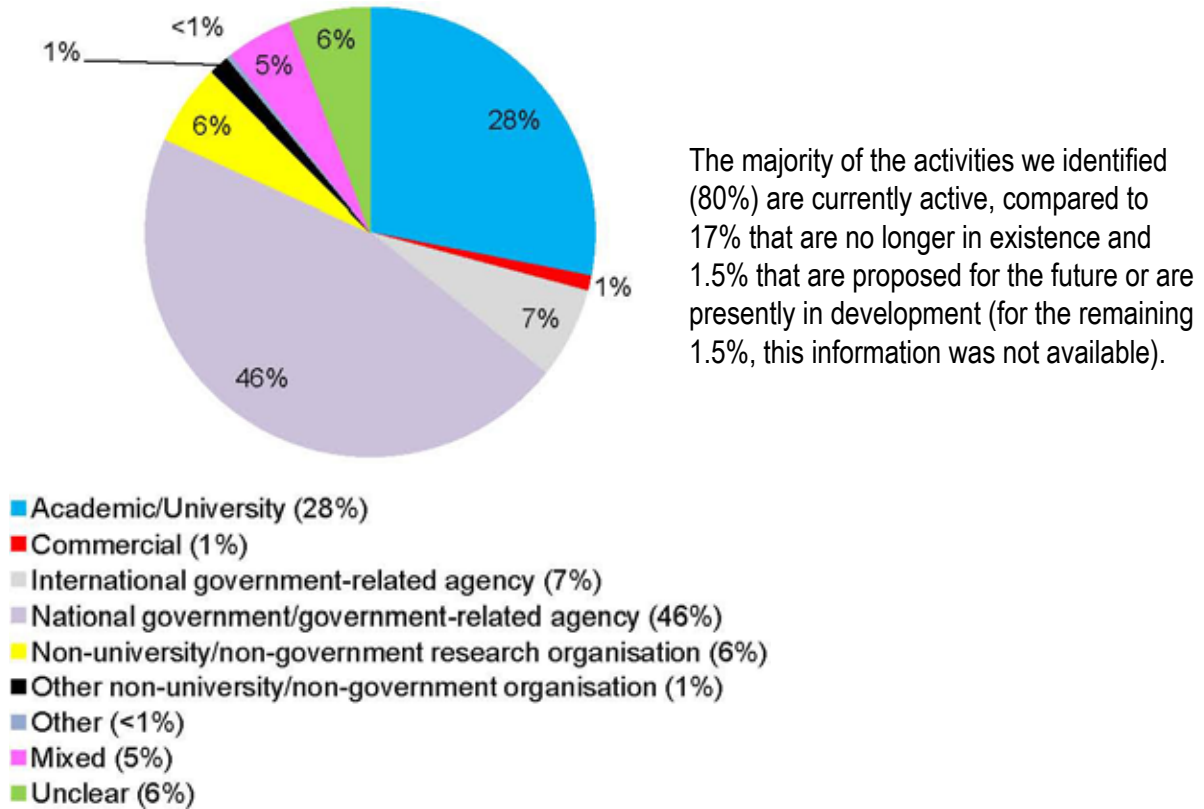
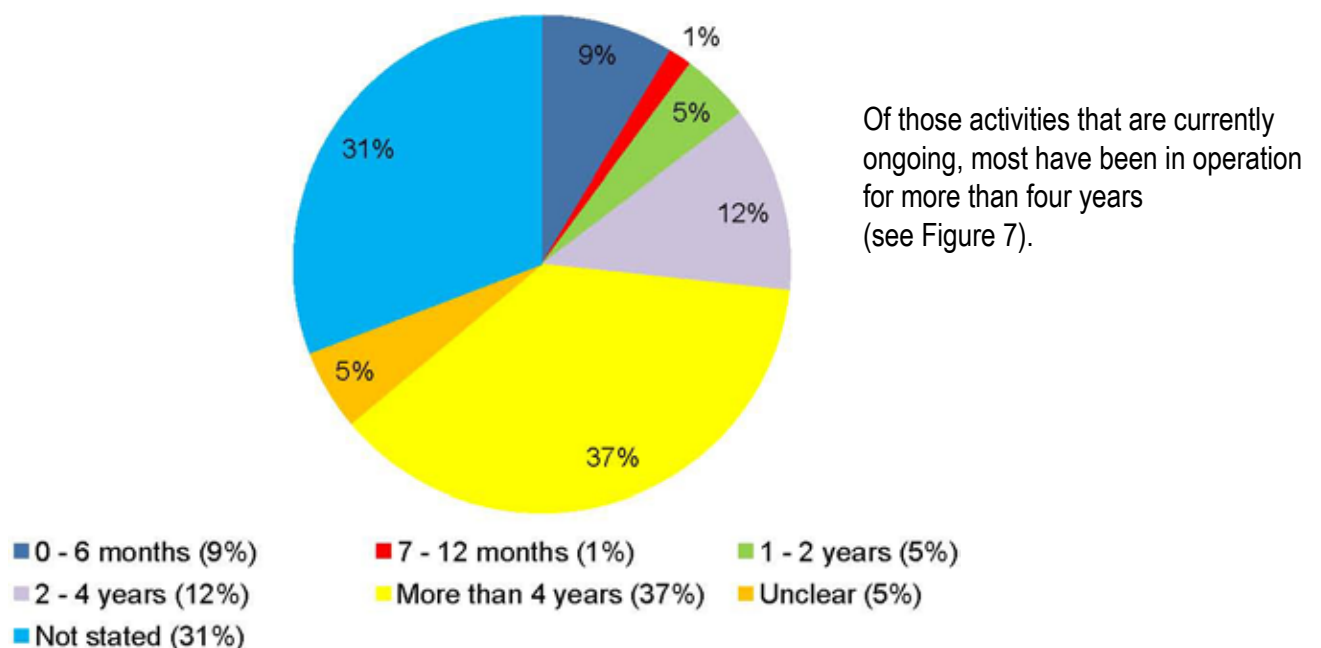


Figure 7: Length of time in existence (shown as percentages)



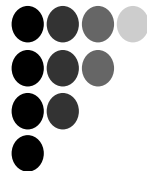
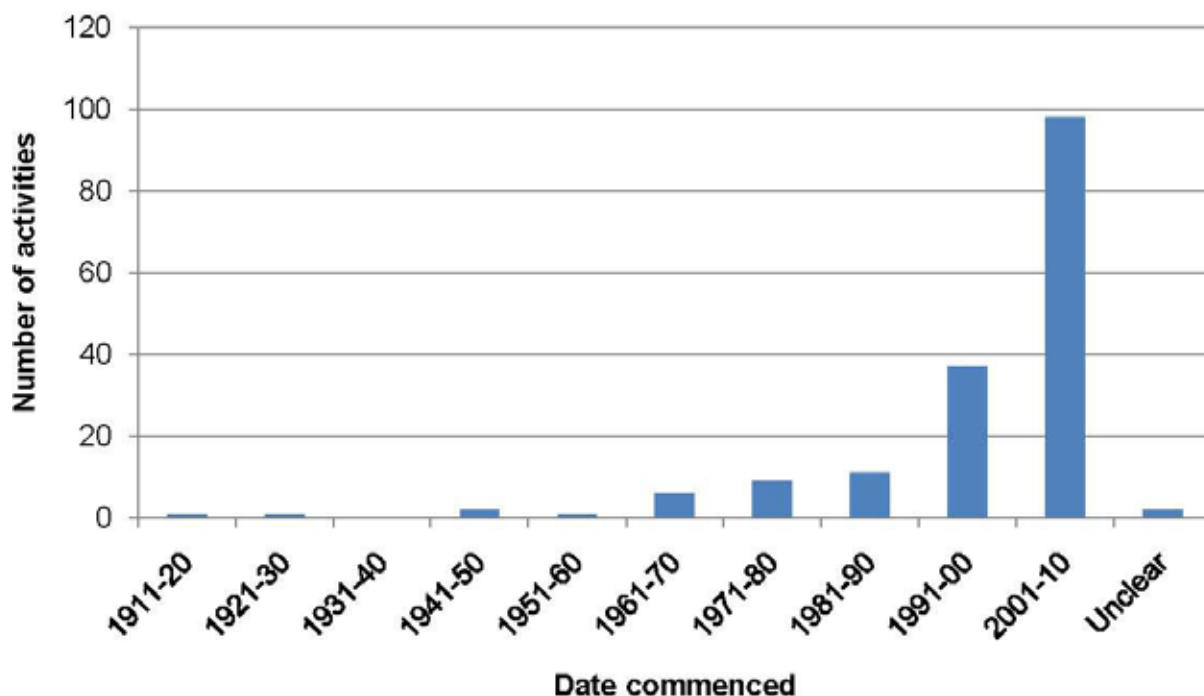
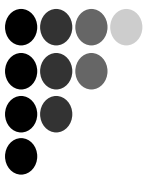


Figure 8 shows when the linking activities that we identified commenced. Most were set up in the last 10 years, which may be due to an increasing interest in this area or to new initiatives being easier to identify (particularly if older projects had already ended).

Figure 8: Date that activities commenced



Eight examples of the different types of activities linking research evidence and policy in European countries are presented on the following two pages (web addresses correct at time of publication). Further details about all 269 activities can be found in the EIPEE database, available through the project website www.eipee.eu.



Examples of types of linking activities across Europe

1. Advisory

Mokslo Ir Studiju Stebėsenos Ir Analizės Centras (MOSTA) [The Research and Higher Education Monitoring and Analysis Centre], Lithuania

MOSTA is a state budgetary institution, an analytical and advisory body. MOSTA draws up recommendations on the development of national research and higher education system, performs a monitoring function, analyses the state of the Lithuanian research and higher education system and participates in the development and implementation of research and higher education policies. It collaborates with academic, research and analytical institutions in the public and private sectors at national and international levels. The Centre produces policy briefs and reports for the Ministry.

<http://www.mosta.lt/about-us>

2. Capacity building

Network of Education Policy Centers (NEPC): Civic Education Policy Training

Organised by the NEPC, this training is intended for NGO practitioners and policy coordinators who are responsible for designing and implementing citizenship education projects for schools, local education authorities, teachers' associations etc; and for those that draft, review and advocate education policy in the field of citizenship education. One of the central tasks of the workshop is to teach participants how to support their project or policy ideas with evidence.

http://www.edupolicy.net/index.php?option=com_content&view=article&id=88&Itemid=49

3. Information services

Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica (ANSAS) [National Agency for the Development of Scholastic Autonomy], Italy

Formerly the National Institute of Documentation for Innovation and Educative Research, the agency was established in 2001 and is funded by the Ministry of Education in Italy. ANSAS' main task is to provide students, teachers, scholars and decision-makers with information about educational resources, projects and technologies in order to facilitate educational innovation and research and dissemination of best practice. The agency is responsible for the development of Italian school libraries and resource centres, provides an e-learning platform for the in-service training of teachers of all educational levels, and provides several online information services.

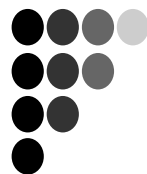
<http://www.indire.it>

4. Interpersonal networks and events

The Fundacio Jaume Bofill Foundation, Spain: Seminars

These seminars were established in 2000 and are funded by the Jaume Bofill Foundation (created in 1969). Among other things, the Fundacio Jaume Bofill Foundation promotes research and convenes seminars with researchers, unions, parent associations and policymakers. The aim of the seminars is to promote dialogue on the basis of practical, concrete issues instead of replicating the main general political discourses on education. For further information see:

<http://www.fbofill.cat/>



5. Research and analysis

Κέντρο Εκπαιδευτικής Έρευνας και Αξιολόγησης (ΚΕΕΑ) [Centre for Educational Research and Evaluation (CERE)], Cyprus

Established in 2008, CERE is an internal department within the Ministry of Education and Culture in Cyprus. Its purpose is to promote evidence-based policy and its employees are teachers-researchers who have postgraduate qualifications (PhDs and Masters) in the sectors of education research and evaluation. The aims of CERE are to undertake and promote research and evidence-based policy in the educational system, monitor the progress of the system and assure quality in education.

http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=179&Itemid=108&lang=el

6. Research outputs

Revue Éducation & Formations [Education and Training Journal], France

It is unclear when this journal was established, but it ceased publication in 2008. It was a quarterly journal funded by the French Ministry of Education, which reviewed studies and statistical information covering a variety of themes related to schools. A publication of a scientific nature, it was open to all research stakeholders in education. However, most submissions came from policymakers rather than researchers.

<http://www.education.gouv.fr/pid317/revue-education-formations.html>

7. Staffing arrangements

Ministry of Education, Lifelong Learning and Religion, Greece

Since 2009, the General Secretary of the Ministry of Education, Lifelong Learning and Religion in Greece has also held a position as Professor of Education in the Department of Social and Educational Policy at the University of Peloponnese.

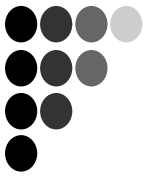
www.ypepth.gr/en_ec_home.htm

8. Strategy, investment and development

European Commission (2009a) 'Call for proposals EAC/26/2009 Evidence based-policy and practice: call for proposals to develop networks of knowledge brokerage initiatives' (EAC/26/2009)

Funded by the European Commission's Directorate General for Education and Culture, the EIPEE project was one of three projects funded under this call. The two other projects are 'Evidence-Based Policy and Practice: Developing Networks of Knowledge Brokerage Initiatives', coordinated by the City of Antwerp in close cooperation with Antwerp University, and 'LINKED – Leveraging Innovation for a Network of Knowledge on Education' coordinated by European Schoolnet. The call for proposals was to support international cooperation in the development of 'knowledge brokerage' mechanisms in the field of education and training.

http://ec.europa.eu/education/programmes/calls/2609/index_en.html

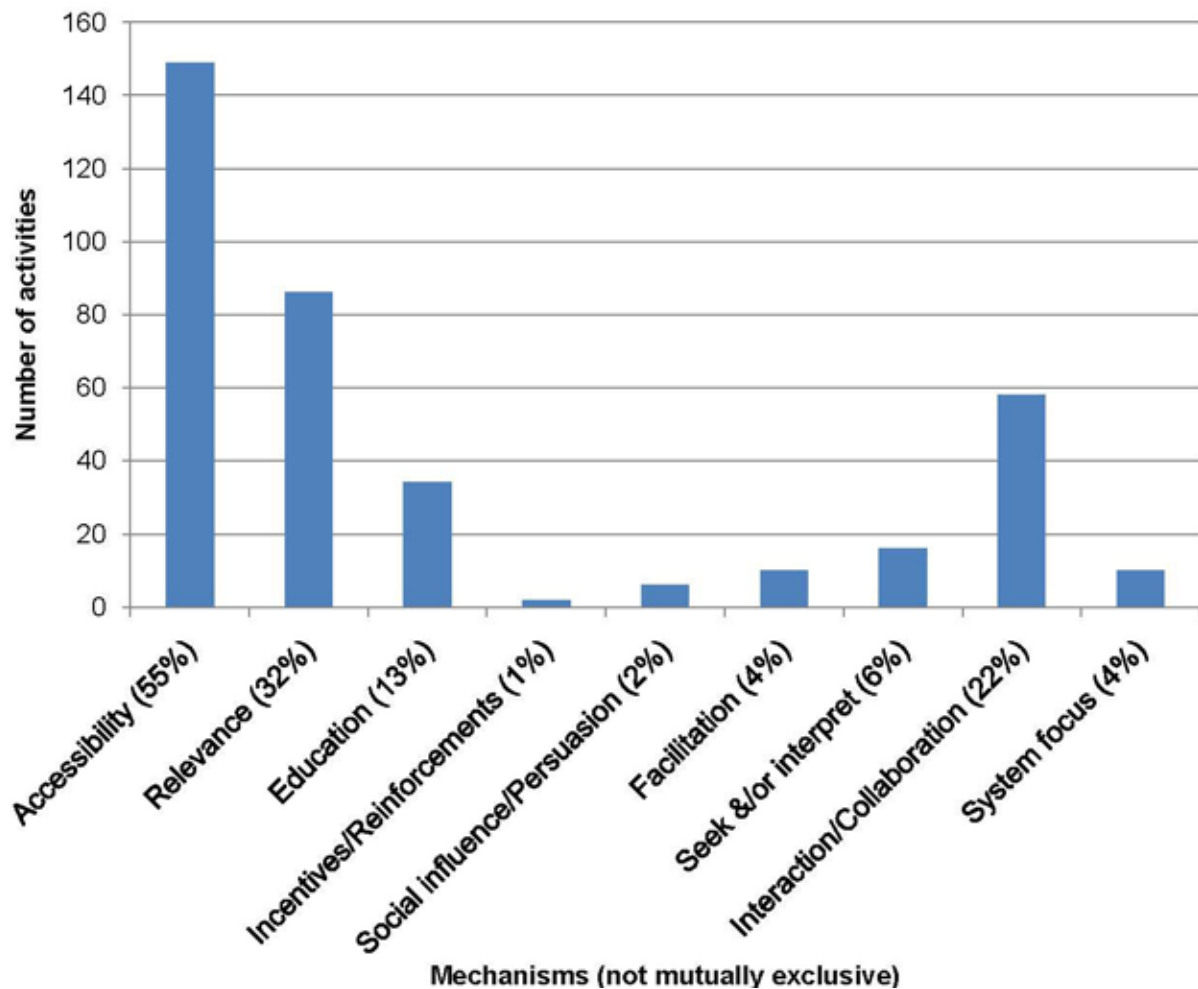


3.2 Mechanisms of the identified activities

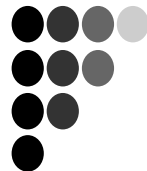
For each of the 269 activities we identified, we specified the different mechanisms by which they attempted to enable evidence informed policy.

Figure 9 gives an idea of the number of activities using each of the nine mechanisms. We found that most linking activities employed the mechanism that sought to improve the accessibility of relevant research, being used by a total of 149 activities. In contrast, the mechanism of incentives/ reinforcements was used by only two activities and social influence/persuasion by just six. Appendix 5 provides an additional overview of the activity type/mechanism relationship (for each of the 27 activity types, the number of activities using each mechanism is detailed).

Figure 9: Mechanisms used by the activities to enable evidence informed policy



The remainder of section 3.2 presents information about each of the nine mechanisms in turn, outlining the types and number of activities employing each mechanism.



ACCESSIBILITY:

This mechanism emphasises the importance of ensuring/increasing policymakers' access to research evidence, either by making research outputs available (more 'readily found') or making them usable (more 'user-friendly'). 'Research outputs' refer to research reports and other publications detailing research findings, research resources/tools and/or relevant research-related information (such as details about future research).

Making research outputs available (more 'readily found')

One way of making research outputs more 'readily found' relates to the physical location of materials. Relevant research outputs need to be gathered together and located somewhere that makes them easily identifiable for policymakers. We identified examples of different **Information Services** across Europe that fulfil this function.

A second approach involves ensuring that people other than the authors themselves know that the research actually exists through announcements of research findings and circulation of reports and other outputs. We identified several examples of **Research and Analysis** activities (such as research programmes and research centres) and consultancy firms (classified under **Advisory**) that seek to increase decision-makers access to research through changes to the way research is communicated/disseminated. A proposed media centre that plans to act as a single access point for journalists and other media professionals to find out about research in education (grouped as **Strategy, Investment and Development**) will also use this mechanism.

A third approach to making research more available involves setting up advisory/monitoring bodies to routinely feed into the policymaking process by providing information for decision-makers (classified under **Advisory**).

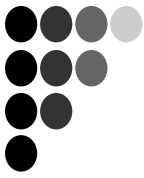
Finally, increasing policymakers' access to research might also be achieved interpersonally through activities that bring people together, such as networks, seminars and other meetings (grouped as **Interpersonal Networks and Events**).

Making research outputs usable (more 'user-friendly')

A key way of making research outputs more 'user-friendly' is to tailor materials according to the needs of the specific audience – i.e. policymakers – thus, taking into consideration the length/conciseness of the written material, and the language/terminology used etc. Different types of **Research Outputs** fulfil this function.

Summary of activity types using this mechanism:

- **Information Services (39)**: web-based information services (25); bibliographic databases (14)
- **Research and Analysis (35)**: research programmes (5); research projects (3); research centres/units (17); government-related bodies (7); ministry internal departments (2); other types of activity (1)
- **Interpersonal Networks and Events (39)**: networks (16); meetings (23)
- **Advisory (10)**: advisory/monitoring bodies (9); consultancy (1)
- **Research Outputs (25)**: analytical reports (2); research summaries/policy briefs (15); specialist journals (4); newsletters (4)
- **Strategy, Investment and Development (1)**: marketing (1)



RELEVANCE:

This mechanism emphasises the importance of ensuring that there is a relevant evidence base from which policymakers can draw (whether or not it is made available), either through the production of relevant research and/or by enabling relevant research to be produced.

Production of relevant research

We identified examples of policy-relevant publications (categorised as **Research Outputs**) that contribute directly to the evidence base from which policymakers can draw. In some cases, these may be the products of research projects or research programmes (grouped under **Research and Analysis**).

We found examples of research centres, government-related bodies and ministry internal departments (also grouped under **Research and Analysis**) that are involved in the production of relevant research (although, in some cases, this is not their main function).

Some networks (classified under **Interpersonal Networks and Events**) also contribute to the evidence base from which policymakers can draw.

Finally, we also identified an example of a parliamentary library that, in addition to providing information services for ministers, also provided research analyses (grouped under **Information Services**).

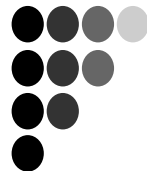
Enabling relevant research to be produced

Here, the focus is on changing how researchers do research by influencing how research is designed and/or managed. Some **Advisory** type activities fulfil this function. We identified examples of advisory bodies made up of policymakers being used by researchers to ensure that the research they are conducting is informed by decision-makers' needs and concerns. We also identified examples of decision-makers using advisory bodies (whose membership included researchers) to shape research programmes.

Funding research also ensures that relevant research can be produced. We identified an example of a professional organisation that sought to contribute to evidence informed policymaking in this way (grouped under **Research and Analysis**).

Summary of the activity types using this mechanism:

- **Research Outputs (3):** analytical reports (3)
- **Research and Analysis (56):** research projects (3); research programmes (9); research centres (25); government-related public bodies (9); ministry internal departments (6); professional organisation (1); systematic reviews (3)
- **Interpersonal Networks and Events (7):** networks (7)
- **Information Services (1):** web-based information services (1)
- **Advisory (19):** advisory/monitoring bodies (16); consultancy (3)



EDUCATION:

Developing/increasing knowledge, understanding, awareness and/or skills in relation to five areas: understanding, producing, finding, analysing and using relevant research. The underlying mechanism here is learning.

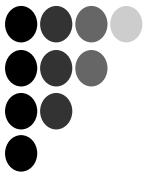
As expected, workshops, courses and other training events, such as professional development activities (grouped under **Capacity Building**) emphasise the importance of 'learning' in enabling evidence informed decision-making. We also identified examples of secondments in which researchers and/or policymakers were transferred from their regular organisation for temporary assignment elsewhere (e.g. researchers to government organisations and decision-makers to academic units) with the aim of facilitating the development of skills and knowledge exchange (grouped under **Staffing Arrangements**).

For the other types of activity using this mechanism, training was one aspect of a wider package of services/functions undertaken. We identified networks (see **Interpersonal Networks and Events**) that organised workshops as well as offering training (including bespoke training). We also found examples of research programmes that offered training in order to build capacity in research methods amongst researchers and examples of research centres that offered training for researchers and for decision-makers (grouped under **Research and Analysis**).

We also identified a planned marketing activity that proposes to act as a single access point for journalists and other media professionals to find out about research in education. The activity includes plans to run workshops for education researchers to develop their understanding of the media and for journalists/policymakers to gain insights into research (grouped under **Strategy, Investment and Development**).

Summary of the activity types using this mechanism:

- **Capacity Building (22)**: training (22)
- **Staffing Arrangements (4)**: secondments/internships (4)
- **Interpersonal Networks and Events (4)**: networks (4)
- **Research and Analysis (3)**: research programmes (2); research centres/units (1)
- **Strategy, Investment and Development (1)**: marketing (1)



INCENTIVES/REINFORCEMENTS:

This mechanism assumes that behaviour can be influenced by controlling external stimuli, such as through the provision of incentives or any other reinforcements. Incentives/reinforcements can be offered at the individual or the organisational level, and may be targeted at researchers and/or decision-makers.

We identified two activities that sought to motivate individuals to change their behaviour by offering incentives. In one example, funded placements were offered to young researchers to encourage them to develop their research projects and skills in laboratories abroad (grouped under **Staffing Arrangements**). The other example is a funding system for assessing the quality of research in higher education institutions that rewards researchers for dissemination activities (grouped under **Strategy, Investment and Development**).

Summary of the activity types using this mechanism:

- **Staffing Arrangements (1):** secondments/internships (1)
- **Strategy, Investment and Development (1):** funding (1)

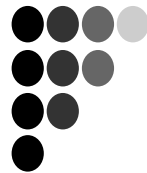
SOCIAL INFLUENCE/PERSUASION:

Relying on influential others (influential due to social/professional standing/status) to provide information about research and to persuade them of its value. This mechanism emphasises the importance of the attitudes and/or behaviour of 'significant others' in prompting change in attitudes and/or behaviour amongst decision-makers.

Different activity types use this mechanism to try to enable evidence informed policymaking. We identified examples of decision-makers drawing on the expertise of 'significant others'. For example, we found one ministry that relies on advisors with academic backgrounds to persuade them of the value of research and a network of researchers that offer advice and support to decision-makers at national, regional and European levels (grouped as **Advisory** activities). In another example, an all-party parliamentary group held breakfast meetings to bring together politicians and experts from academia and elsewhere to discuss particular issues (see **Interpersonal Networks and Events**). We also identified examples of informal relationships between key academics and decision-makers being used to inform the latter about research and persuade them of its value (grouped under **Interpersonal Networks and Events**).

Summary of activity types using this mechanism:

- **Advisory (2):** experts (2)
- **Interpersonal Networks and Events (4):** meetings (1); informal relationships (3)



FACILITATION:

This mechanism emphasises the importance of providing technical, financial, organisational and/or emotional support to either researchers or policymakers in producing, communicating or using research.

Only one example was found of practical assistance being given to researchers; however, we did find several examples of ministries employing staff who were also actively working in academia (see **Staffing Arrangements**) and an example of a ministry setting up a specific competency framework (and accompanying training module in evidence informed policymaking), which all staff were required to complete (grouped under **Capacity building**).

In addition, we identified examples of ministry internal departments (grouped under **Research/Analysis**) encouraging evidence informed policymaking through the provision of practical assistance (such as the provision of support to researchers carrying out research in schools).

Summary of activity types using this mechanism:

- **Staffing Arrangements (7):** staff roles (7)
- **Capacity Building (1):** training (1)
- **Research and Analysis (2):** ministry internal departments (2)

SEEK AND/OR INTERPRET:

This mechanism is characterised by a focus on the importance of seeking out and/or analysing/interpreting research evidence in order to inform decision-making.

We found a number of internal analytical departments within ministries that are actively seeking out and/or analysing/interpreting research evidence in order to inform decision-making. Think tanks, which typically/predominantly focus on coming up with practical solutions based on sound evidence, thus blurring the boundaries with policymaking, also use this mechanism (see **Research and Analysis**).

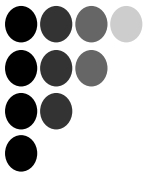
We found examples of Commissions of Inquiry/Select Committees (grouped under **Advisory**) being set up and used by policymakers to investigate and scrutinise issues at hand (i.e., various aspects of government activity). As part of their duties, such Commissions/Committees often seek out the results from relevant research to use as a base for the coming political governmental process.

We found examples of panels of experts and other advisory type bodies (see **Advisory**) being set up in response to requests from policymakers to undertake the seeking out and/or interpreting of research (either to address an immediate issue or to provide information as and when decision-makers need answers – i.e., on a long-term basis).

Ministries are also organising meetings to which they invite key academics, as a means of seeking out research evidence to inform policymaking. Finally, we identified an example of policymakers using informal relationships with key academics and decision-makers to seek out available research papers and reviews (grouped under **Interpersonal Networks and Events**).

Summary of activity types using this mechanism:

- **Research and Analysis (6):** ministry internal departments (5); think tank (1)
- **Advisory (7):** experts (4); advisory/monitoring bodies (3)
- **Interpersonal Networks and Events (3):** meetings (2); informal relationships (1)



INTERACTION/COLLABORATION:

This mechanism emphasises the importance of a two-way flow/production of information/knowledge, through the development of stronger links and collaborations between the research and policy communities (individuals and/or groups).

We found different types of activity using the mechanism of interaction/collaboration. These activities were set up with the explicit aim of enabling evidence informed policymaking and/or were specifically given a 'knowledge brokerage' role. They are characterised by their principle focus on bringing together the research and policy communities, and developing stronger links and collaborations between the relevant actors.

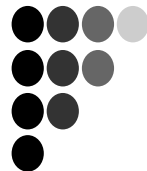
Summary of activity types explicitly using mechanism:

- **Research and Analysis (10):** research centres/units (6); ministry internal departments (3); other type of research/analysis activity (1)
- **Interpersonal Networks and Events (13):** networks (2); meetings (10); informal relationships/meetings (1)
- **Strategy, Investment and Development:** marketing (1)
- **Capacity Building (2):** training (2)

Not surprisingly, a number of other activity types also brought the research and policy communities together, and so can be seen as using the mechanism 'interaction/collaboration'. However, this was not the dominant mechanism for these activities.

Summary of activity types using this mechanism as secondary:

- **Staffing Arrangements (4):** secondments/internships (4)
- **Capacity Building (1):** training (1)
- **Research and Analysis (4):** research centres (1); research projects (2); government-related public bodies (1)
- **Interpersonal Networks and Events (19):** networks (6); meetings (13)
- **Advisory (2):** advisory/monitoring groups (2)
- **Information Services (2):** web-based information service (2)



SYSTEM FOCUS:

This mechanism emphasises the (strategic) importance of focusing on the evidence-to-policy system as a whole. It is a multi-faceted category, which at any time can encompass one or more of the eight prior listed mechanisms. However, it also encapsulates the principle of 'the sum is greater than the parts'.

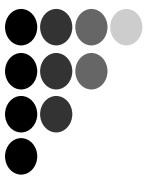
We identified examples of programmes of work (grouped under **Strategy, Investment and Development**) that set out proposals to implement changes to the evidence-to-policy system as a whole (internationally and/or within particular national contexts).

Also using this mechanism were different **Interpersonal Networks and Events** that took a holistic approach to enabling evidence informed policymaking: meetings (i.e., international conferences) and networks.

Similarly, we identified research projects and a research centre focusing specifically on the issue of evidence informed policy and practices that are underpinned by this mechanism (grouped as **Research and Analysis**).

Summary of activity types using this mechanism:

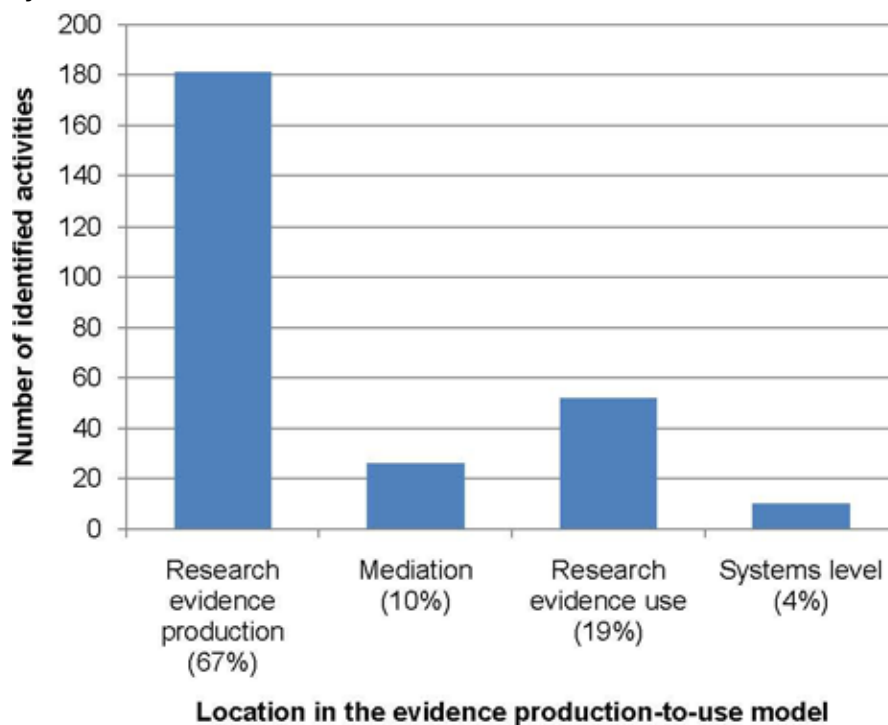
- **Strategy, Investment and Development (4)**: programme of work (4)
- **Interpersonal Networks and Events (4)**: meetings (1); networks (3)
- **Research and Analysis (2)**: research projects (1); research centre (1)



3.3 Location of activities in the research evidence production-to-use system

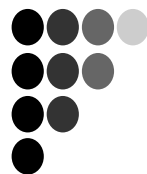
Based on the dominant mechanism being used to enable evidence informed policy by the linking activities, we located the activity types (27 in total) within our model of the research evidence production-to-use system. Figure 10 details the focus of the 269 linking activities within this system. The next four charts then look at the proportion of activity types (combined into the eight overarching groups) identified in each of the four locations in the model and detail the specific mechanisms being used by each activity type in these locations. See Figure 11 for those activities and mechanisms predominantly concerned with research production and/or communication, Figure 12 for mediation, Figure 13 for research use, and Figure 14 for systems level.

Figure 10: The focus of European linking activities within the research evidence production-to-use system



The majority (67%) of the activities we identified were predominantly concerned with producing or communicating research. In comparison, less than a fifth of activities (19%) focused predominantly on the use of research. Only 10% of the activities we identified functioned at the mediation (or intermediary) level and an even smaller number (4%) were specifically focus on making changes to the entire evidence-to-policy system.

As mentioned in Chapter 2, these statistics may reflect the ease of identification of certain types of activity. It is also important to know that although we have coded each activity according to its predominant place in the model, some of the activities were involved (to a greater or lesser extent) in several parts of the model. A number, for example, involved both the production of policy-relevant



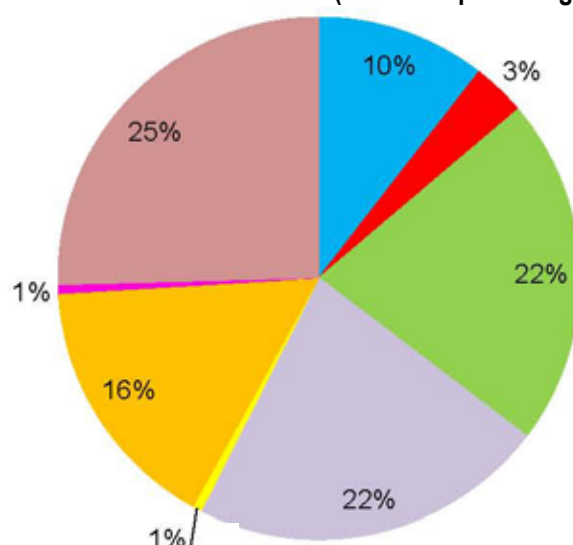
research and its use. These included those offering training to both researchers and policymakers in how to understand, produce, find, use or interpret relevant research, and ministry internal analytical departments that were actively seeking out and interpreting research in addition to improving access to research findings within their own departments or acting to ensure that relevant research was produced.

The low number of mediation activities may at first seem surprising, given that we know that knowledge brokerage exists in other fields and in other countries. Within the context of education in Europe, what we found was that, whilst many activities used the mechanism of interaction/ collaboration, this comprised only one aspect of what they were doing to enable evidence informed policy and is not the explicit purpose guiding the activity. As such, although the mechanism of interaction/collaboration was used by a broad range of activities, only a fraction of them have been located within the mediation dimension of the model.

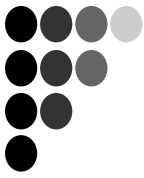
3.3.1 Research production and/or communication

We identified a total of 181 different examples of activities involved in the production and/or communication of research evidence, representing a broad range of activities predominantly concerned with this dimension of the evidence production-to-use system (see Figure 11).

Figure 11: Activity types (by overarching group) predominantly concerned with research production and/or communication and the mechanisms used (shown as percentages)



- Advisory (10%): Mechanisms used: accessibility, relevance
- Capacity building (3%): Mechanisms used: education
- Information services (22%): Mechanisms used: accessibility, relevance
- Interpersonal networks and events (22%): Mechanisms used: accessibility, relevance, education
- Staffing arrangements (1%): Mechanisms used: incentives/reinforcements
- Research outputs (16%): Mechanisms used: accessibility, relevance



The activities used a number of different mechanisms to enable evidence informed policymaking (also shown in Figure 11), accessibility and relevance being those most commonly used.

Production of relevant research

The survey identified the following types of activities that are directly involved in the production of relevant research:

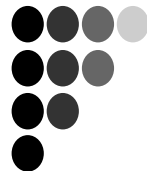
- **Research outputs:** policy-relevant publications, such as analytical reports, that contribute directly to the evidence base from which policymakers can draw.
- **Research and analysis:** dedicated research projects and research programmes; policy-focused research centres, government-related bodies and ministry internal departments that are involved in the production of relevant research (although, in some cases, this is not their main function).
- **Interpersonal networks and events:** networks that, alongside their main function of facilitating the discussion and sharing of ideas and information, also conduct research.
- **Information services:** a parliamentary library that, in addition to providing information services for ministers also provides research analyses.

Activities that enable relevant research to be produced, by influencing how research is designed, conducted and/or managed, include:

- **Advisory:** advisory bodies used by researchers to ensure that the research they are conducting is informed by decision-makers' needs and concerns; decision-makers also use advisory bodies (whose membership includes researchers) to shape research programmes.
- **Research and analysis:** organisations (for example, professional associations) that seek to ensure the relevance of new research by funding it themselves; ministry internal departments providing practical assistance and support to researchers carrying out research in schools; research programmes which include training in research methods.
- **Capacity building:** courses etc. that offer methods-related training with the goal of improving the quality and relevance of educational research.
- **Interpersonal networks and events:** networks that offer methods-related training.
- **Staffing arrangements:** secondments that offer funded placements to young researchers to develop their research skills.
- **Strategy, investment and development:** funding systems for assessing the quality of research in higher education institutions that reward researchers for dissemination activities.

Communication of research

Communication can take place through different communication channels, at different stages and for different purposes, and can comprise active as well as passive elements (Nutley et al. 2007). Passive knowledge communication includes untargeted activities, such as databases; unplanned ad hoc forms of activity, such as informal meetings between researchers and policymakers; and more targeted forms of activity, such as publication of research findings in specialist academic journals. Active



communication activities are characterised by (i) translating and tailoring research products to a target audience, such as through the use of research summaries, and (ii) a more 'dynamic flow of information from the source', as in the case of advisory groups being set up to routinely provide information for decision-makers.

Examples of the different forms of passive communication activities we identified include:

- **Information services:** databases, websites, portals and specialist libraries.
- **Research outputs:** newsletters and specialist journals.
- **Research and analysis:** a ministry internal analytical department's use of illustrated monthly research display boards, posters and other untargeted displays.
- **Advisory:** a consultancy firm's dissemination of a range of relevant publications.

Examples of the different forms of active communication activities we identified include:

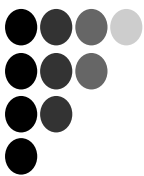
- **Advisory:** the setting up advisory/monitoring bodies to feed routinely into the policymaking process by providing information for decision-makers.
- **Research outputs:** activities, such as the production of summaries of research findings or policy briefs and analytical reports, which tailor materials according to the needs of their specific audience, taking into consideration the length/conciseness of the written material, the language/terminology used, etc.
- **Interpersonal networks and events:** activities that bring people together, such as networks, seminars and other meetings, to facilitate the sharing of information through personal communication, and/or to offer training in the production of more user-friendly research outputs, such as research summaries (this is typically only a small part of what these networks do).
- **Capacity building:** courses etc. that offer training related to the communication of research findings.

For some activities, it was not possible to classify them as taking an active or passive approach to communication. Overall, we found passive communication activities to be more common.

3.3.2 Mediation

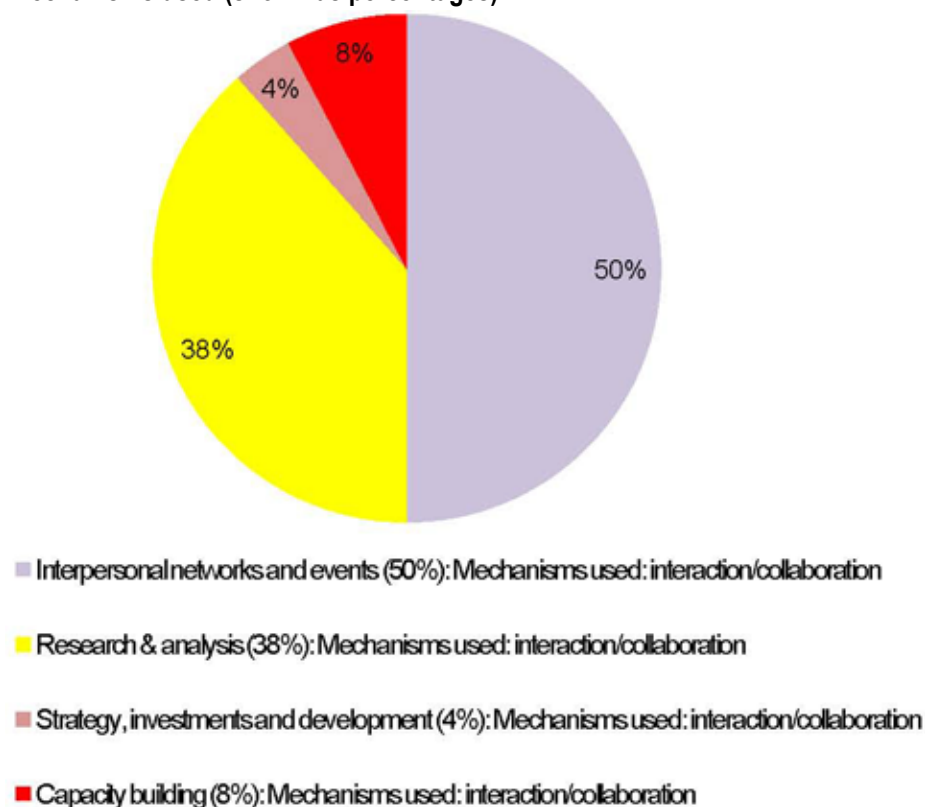
We identified 26 activities (many of them organisations) that perform mediation or intermediary roles within the evidence production-to-use process (see Figure 12).

These activities all use the mechanism of interaction/collaboration – that is, they all emphasise the importance of a two-way flow/production of information/knowledge, through the development of stronger links and collaborations between the research and policy communities. What sets these 26 activities/organisations apart from others that use this mechanism is that they have been set up with the explicit aim of enabling evidence informed policymaking and/or have been specifically given a 'knowledge brokerage' role. The types of activity performing mediation roles fall into four overarching categories: interpersonal networks and events; research and analysis; strategy, investment and development; and capacity building:



- **Interpersonal networks and events:** European-wide networks and seminars/conferences (both national and international) that perform mediation roles.
- **Research and analysis:** specialist centres and bodies set up to improve the use of research evidence by decision-makers; research centres performing a mediation role, many of which conduct systematic reviews (although none of these institutions explicitly labelled themselves as knowledge brokerage agencies); specialist units/departments within ministries of education, which were set up with the precise aim of trying to build or establish bridges between the policy and research communities.
- **Strategy, investment and development:** proposed media centre that will fulfil a specific brokering function between researchers, journalists and other media professionals.
- **Capacity building:** workshops explicitly focused on bringing together researchers and decision-makers.

Figure 12: Activity types (by overarching group) predominantly concerned with mediation and the mechanisms used (shown as percentages)



3.3.3 Research use

We identified 52 different examples of activities predominantly concerned with the use of research. The mechanisms most commonly used by activities located in this part of the model were those of education and seek and/or interpret. The activities fall into five overarching categories: advisory; capacity building; interpersonal networks and events; research and analysis; and staffing arrangements (see Figure 13).

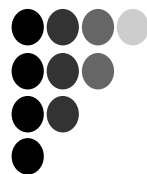
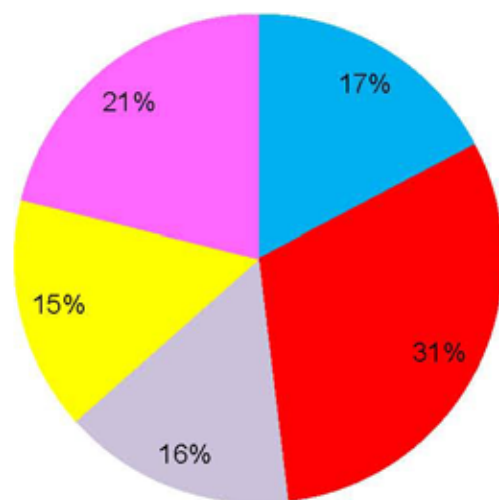
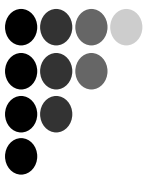


Figure 13: Activity types (by overarching group) predominantly concerned with research use and the mechanisms used (shown as percentages)



- **Advisory (17%):** Mechanisms used: social influence, seek &/or interpret
- **Capacity building (31%):** Mechanisms used: education, facilitation
- **Interpersonal networks and events (16%):** Mechanisms used: social influence/persuasion, education, seek &/or interpret
- **Research & analysis (15%):** Mechanisms used: facilitation, seek &/or interpret, accessibility, education, relevance
- **Staffing arrangements (21%):** Mechanisms used: education, facilitation

- **Advisory:** ministries that rely on advisors with academic backgrounds to persuade them of the value of research; panels of experts and other advisory type bodies being set up in response to requests from policymakers to seek out and/or interpret research (either to address an immediate issue or to provide information as and when decision-makers need answers); Commissions of Inquiry/Select Committees set up and used by policymakers to investigate and scrutinise specific issues that seek out and use the results from relevant research.
- **Capacity building:** workshops, courses and other training events, such as professional development activities, that emphasise the importance of 'learning' in enabling evidence informed decision-making; a ministry setting up a specific competency framework (and accompanying training module in evidence informed policymaking) which all staff were required to complete to build internal capacity and ensure that all staff had the necessary skills to find, use and interpret relevant research evidence.
- **Interpersonal networks and events:** formal networks that organised workshops and other training events (including bespoke training); breakfast meetings held by parliamentary group to bring together politicians and experts from academia and elsewhere to discuss particular issues; decision-makers' use of informal relationships with key academics; meetings organised by ministries to which key academics were invited.

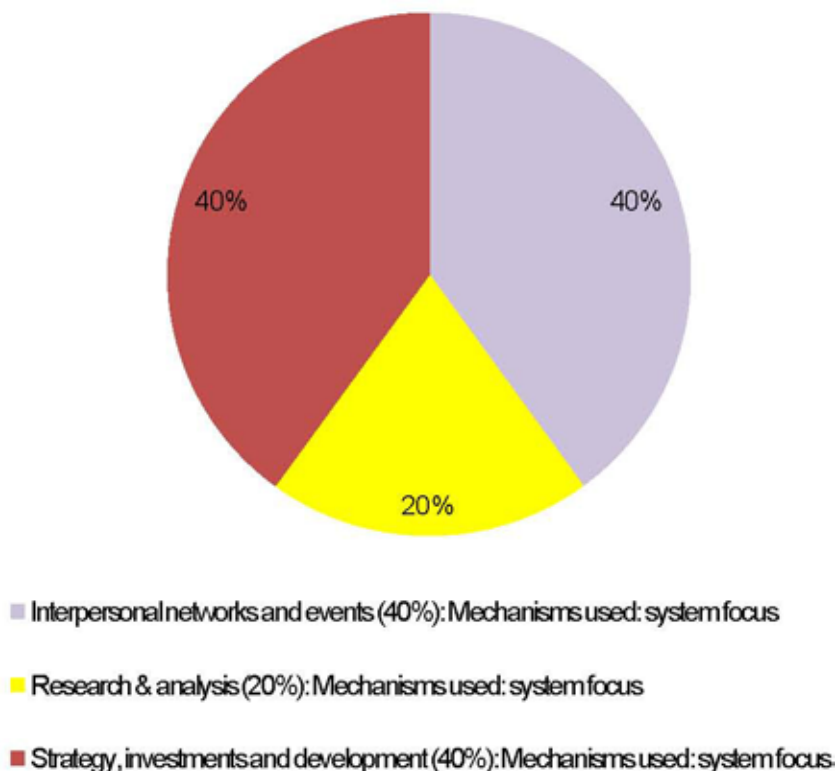


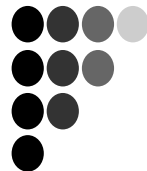
- **Research and analysis:** research centres that offer capacity-building training for decision-makers; internal analytical departments within ministries that actively sought and/or analysed/interpreted research evidence in order to inform decision-making; think tanks that typically/predominantly focused on coming up with practical solutions based on sound evidence, thus blurring the boundaries with policymaking.
- **Staffing arrangements:** secondments in which researchers and/or policymakers were transferred from their regular organisation for temporary assignment elsewhere (i.e., researchers to government organisations and decision-makers to academic units) to facilitate the development of skills and knowledge exchange; ministries' recruitment of staff members who also worked in academia and/or who had a research background; ministries that actively supported members of staff in acquiring research skills.

3.3.4 Systems level

Activities operating at the system level are uncommon; 10 in total were identified by our survey. Figure 14 shows that those that do exist fall into three overarching categories: interpersonal networks and events; research and analysis; and strategy, investment and development. These activities focused on the evidence-to-policy system as a whole, taking a holistic approach to enabling evidence informed policymaking.

Figure 14: Activity types (by overarching group) predominantly concerned with systems level and the mechanisms used (shown as percentages)





The survey identified the following examples of systems level activities (given the strategic importance of such activities, unlike the activities located in the other three dimension of the model, these 10 activities have been specifically named):

- **Interpersonal networks and events:** networks (the Strategic Forum for Research in Education, the National Education Research Forum and the Coalition for Evidence-Based Education: all based in the UK), and a European Commission-funded international conference held in Germany in 2007.
- **Research and analysis:** a research project ('Knowledge and Policy in Education and Health Sectors': commonly referred to as KNOW&POL) and a research centre (the UK-based Research Unit for Research Utilisation) – both of which focus specifically on the issue of evidence-informed policy and practice..
- **Strategy, investment and development:** programmes of work that set out proposals to implement changes to the evidence-to-policy system as a whole within particular national contexts (these include the UK Economic and Social Research Council (ESRC) Strategic Plan 2009–2014 *Delivering Impact Through Social Science*; the work of the OECD's Centre for Educational Research and Innovation (CERI) over the past fifteen years or so; the Norwegian Ministry of Education's current programme of work aimed at providing more knowledge-based policy for education; and the European Commission's funding of three projects under the *Call for Proposals EAC/26/2009 Evidence based-policy and practice: call for proposals to develop networks of knowledge brokerage initiatives (2009/C 142/04)* (European Commission 2009a).

3.4 Location of mechanisms within the research evidence production-to-use system

In Figure 2 in Chapter 2, we indicated where we expected to identify the mechanisms in the model of the research evidence production-to-use system. Figure 15 shows where we actually found the mechanisms to be operating (the mechanisms are shown in italics). With only two exceptions, the mechanisms were identified in the same place within the system as we had previously supposed. The exceptions were that we did not find any examples of linking activities using the mechanism of incentives/reinforcements on the research use side (both examples we identified involved the offering of incentives to researchers). In addition, our survey found examples of linking activities that used the mechanism of interaction/collaboration within the three areas of research evidence production and/or communication, mediation and research evidence use. (As mentioned earlier, however, while many activities do bring the research and policymaking communities together, only a fraction have this as an explicit purpose and warrant being classified as mediation activities).

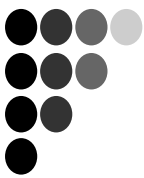
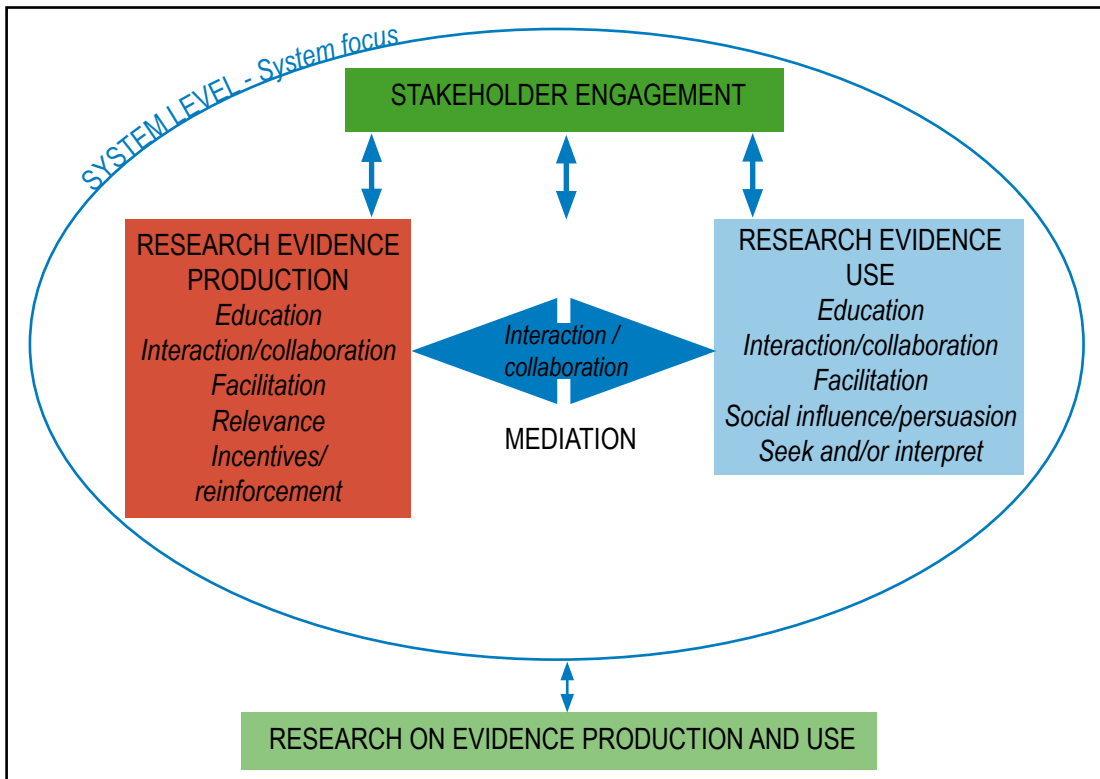


Figure 15: Actual location of the mechanisms within the research evidence production-to-use system



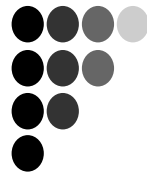
3.5 Research on activities used to link research evidence and policymaking

We also sought to identify empirical studies that have examined the extent, process and/or efficacy of activities that are used across Europe to link research and policymaking in education. Only two studies were identified which met the inclusion criteria. One study, conducted in the UK, examined a series of

seminars for researchers and policymakers convened by the then Department for Education and Skills, setting out to identify the factors for effective interaction at such seminars, which might then lead to research evidence linking with the policymaking process more effectively (Norman 2004). The second study, based on qualitative interviews with 12 German ministerial personnel (Dedering 2009) described the nature and range of activities (such as attendance at lectures, networking and recruiting experts) used to enable the use of findings from the PISA 2000 study in educational decision-making.

Whilst this paucity of evidence may seem surprising, it reflects the education and European focus of the EIPEE project. Studies that empirically examine knowledge brokerage in education have been conducted outside Europe, and on other topic areas within Europe and elsewhere, particularly healthcare.

In the context of education, there is an emerging body of research conducted outside Europe, for example, the RSPE programme of research and related activities undertaken by a team of researchers



at OISE, University of Toronto (www.oise.utoronto.ca/rspe/). They have initiated a number of studies, including one examining the increasingly prominent role of intermediaries in strengthening connections between research, practice and policy in education (Levin et al. 2009).

However, the majority of the empirical research in this area has been in the field of healthcare, and much has been subject to systematic review. This has highlighted that many types of intervention can be used to promote the use of research evidence; with several reviews of research drawing similar conclusions about what are effective strategies. Bero et al. (1998) and Grimshaw et al. (2001) both found passive dissemination of information to be generally ineffective whilst multi-faceted (or multi-component) interventions targeting different barriers to change (generally through the use of more than one mechanism) were more likely to be effective than single interventions. Findings about other types of intervention have been inconclusive. A recent systematic review by Harris et al. (2011) found that the effectiveness of journal clubs in supporting clinical decision-making was not clear. Grimshaw et al. (2001) found that when opinion leaders were used, there was variable effectiveness in achieving the desired behaviour change in healthcare providers. Similarly, Oxman et al. (1995) and the review by Thomson O'Brien et al. (2000) found that interventions using opinion leaders tended to be moderately successful.

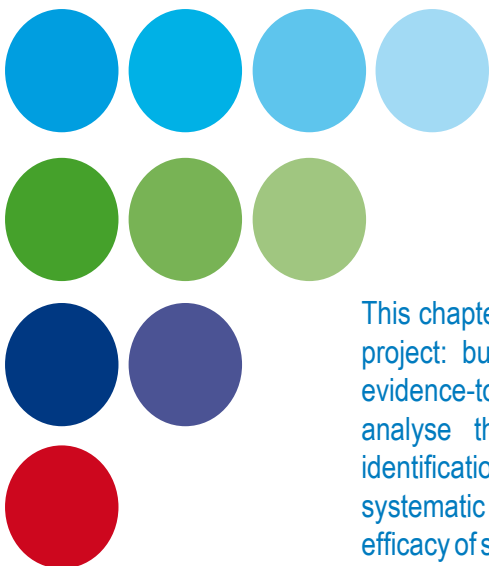
In their 2003 study for the UK Learning and Skills Development Agency (LSDA), Nutley et al. (2003a) found no rigorous evaluations outside healthcare. They therefore explored the transferability of experiences across contexts, with the aim of offering recommendations to the learning and skills community. Based on an examination of both empirical literature and theoretical evidence from four sectors (health care, education, social care, and criminal justice), this review found that multi-faceted approaches showed most promise in enhancing the use of research evidence in policymaking and practice. A further important lesson to emerge was the need to take a long-term view, as few immediate effects of research on policy or practice were found (Nutley et al. 2003). A recent cross-disciplinary review of research on the role of research mediators, including think tanks, in policymaking and practice also found little research outside health, although it did identify some studies in political science (Sebba 2011).

In addition to having few clear messages, the research to date has methodological limitations. Few standardised measures appear to have been used to assess impacts and outcomes. A number of reviews have found that the research on the efficacy of interventions is often descriptive and qualitative, drawn from interview studies with policymakers (Hanneley et al. 2003; Mitton et al. 2007; Nutley et al. 2003). They have also noted that there have been few attempts to scale or score the degree of impact.

In sum, there is very little empirical research on activities linking research to policy in education in Europe. Research in this area has been conducted outside Europe and mostly in healthcare. The research in health is more extensive than in education; however, it is generally characterised by methodologically weak evaluation designs and a lack of independent objective measures used in assessing outcomes. The research literature suggests that passive dissemination of research is largely ineffective and that multi-faceted interventions show the most promise in enhancing the use of research evidence in policymaking.

CHAPTER 4
Project outcomes and
recommendations





This chapter concludes the report and presents the main outcomes of the EIPEE project: building further networks of those interested in developing research evidence-to-policy links (section 4.1); developing an analytical framework to analyse the results of a survey of linking activities (section 4.2); the identification of 267 linking activities in education across Europe (section 4.3); the systematic search for empirical research examining the nature, process and/or efficacy of such linking activities (section 4.4); the capacity building work undertaken throughout the duration of the project (section 4.5); the ongoing resources produced as part of the project (section 4.6) and the dissemination activities undertaken to publicise the project and its findings (section 4.7). Section 4.8 sets out the recommendations made on the basis of these outcomes.

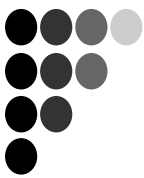
4.1 Networks

A main aim of the project was to build further networks of those interested in the development of research evidence-to-policy links in education in Europe. The project has developed a broad-based European network of those interested and/or working in this area. The 18 project partners based in 11 countries worked collaboratively to develop the project. This core network was broadened by the 132 individuals and organisations engaging in the survey, and by participation of 61 delegates from 20 countries in the international seminar. The networking aspect of the EIPEE project has been further developed through the discussion forum on the EIPEE project website. 15 of the original project partners have now been joined by an additional 20 partners to engage in further work in this area funded by the European Commission (agreement number EAC-2010-1395). This has resulted in a core membership for this new project of 35 partners that span 23 countries across Europe. In addition, a further seven affiliate partners are involved in this project from four countries outside Europe.

The success of the networking strategy of the EIPEE project demonstrates that there is a high level of interest in the issue of evidence informed policy across Europe and more widely. It also shows that many are willing to commit time and resources to move this issue forward. This is evidenced, among other things, in the good response to our survey and in the attendance at the two events hosted as part of the project. It also indicates that there is significant appetite for further work in this area, demonstrated by the number and breadth of partners involved in the further project funded by the European Commission (see www.eipee.eu for further details).

4.2 Analytical framework to understand and develop activities linking research evidence and policymaking

Another major aim was to describe the nature of activities used to link research evidence-to-policy-making in education across Europe. To help systematise current thinking and understanding about this issue, we developed an analytical framework comprised of three interrelated parts: a simple model to understand the nature of these links, a typology of 27 activity types and nine mechanisms that enabled



the link between research evidence-to-policy.

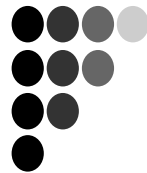
The development of this framework has provided us with a language to help understand the nature and range of linking activities taking place across Europe. Moreover, the framework serves as a conceptual and practical tool to all those interested in evidence informed policy, which not only provides information about the different ways that research has and is being linked to policy in education across Europe but also offers ideas, information and real-life examples to help design, adopt and implement similar activities.

4.3 Research evidence-to-policy linking activities identified across Europe

The survey conducted as part of the project provides an overview of the range and nature of activities and the mechanisms being used to enable evidence informed decision-making in education across Europe. The survey identified 269 examples of linking activities in 30 of the 32 target countries, which indicates that there is considerable energy across Europe in linking research to education policy. This is being achieved in part through explicit formal processes such as the establishment of strategic intelligence units within ministries of education containing staff trained in how to produce, find, analyse and use relevant research and in part informally through more casual, ad hoc relationships between academics and decision-makers. Most of the activities were set up in the last 20 years (many within the last decade) and the majority are both set up and managed by national governments and/or government-related agencies.

The majority (67%) of examples we identified were predominantly concerned with producing and/or communicating research. Of these, most were concerned with the latter and employed active communication strategies. The mechanisms most commonly used by activities located in this part of the model were accessibility and relevance. In comparison, 19% of all activities focused predominantly on the use of research. Particularly common here were training activities using the mechanism of education to increase policymakers' awareness, knowledge and skills in understanding, producing, finding, using and/or analysing research. The second most common mechanism used by activities located in this part of the model was seek and/or interpret. A tenth of all activities that we identified functioned at the intermediary or mediation level. These activities were characterised by their use of the mechanism interaction/collaboration to develop stronger links between research and policy communities through the two-way flow of information or the joint production of knowledge. Only 4% of activities operated at a system level (using the mechanism labelled system focus) and focused on making changes to the functioning and/or coherence of the entire evidence-to-policy system.

The findings from the survey suggest a high level of activity across Europe and demonstrate that a wide variety of approaches have been taken to try to improve the use of research evidence in policy settings (although the frequencies of different activities are only indicative and thus should not be used as an exact measure of the extent of activity for individual countries). Many activities (21%) had ongoing active work with international partners. Thus, there is already considerable interest in cross-country cooperation and collaboration on this issue. Furthermore, many of the activities to date have



been driven by national governments, suggesting that there has been significant commitment or 'buy in' from policymakers to the issue. There remains enormous scope for action by non-governmental bodies in this area.

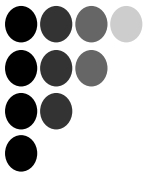
The complexity of evidence informed policy issues and the difficulties raised by the number of different languages and political systems in place across Europe highlights the inherent difficulties posed by undertaking such a project. Thus, while we exercise caution in interpreting and generalising our results, the survey does represent a significant step forward in advancing our knowledge and understanding about the different ways that research evidence is being linked to policymaking in education across Europe. It offers an important resource for those who are considering setting up similar schemes in their own organisation/country in that the findings from the survey can be used to promote discussion and ideas about the development of new activities and mechanisms for linking research evidence with policy. Moreover, it once again emphasises the need for greater levels of international cooperation in this field.

4.4 Map of research

As part of the project, a systematic search was conducted to identify the empirical research that has examined the nature, process and/or efficacy of activities used to link research evidence to educational policymaking in Europe. Very little empirical research was identified.

At present, there is an inadequate evidence base for doing evidence-informed knowledge brokerage in education. While there is lots of activity taking place in this area, as suggested by our survey, it is not clear from the literature which ones are effective in which contexts. Although this is a disappointing finding, it demonstrates a clear need for research investment in this area. The focus of future research can be informed by the work of the EIPEE project, firstly, through consideration of the data that the project has collected on the type of activities being used to link research evidence and policy in education in Europe, and secondly, through consideration of the research on evidence-to-policy in fields other than education and in countries outside Europe.

Much of the available evidence about the effectiveness of evidence use strategies comes from the healthcare field. Although more extensive than the research in education, the research in health is generally characterised by methodologically weak evaluation designs and a lack of independent objective measures used in assessing outcomes. Although we need to be cautious in applying the results of the healthcare literature to education, it suggests that the current focus of investment in this area may be misplaced. Rather than continuing to concentrate investments in activities that are primarily concerned with producing or communicating research (particularly those that pay little regard to the quality and relevance of the research made available for the decision-making process), it is important that future investment also considers multi-faceted interventions using more than one mechanism. Such activities have shown the most promise in enhancing the use of research evidence in policymaking in the healthcare sector.



4.5 Capacity building

The project increased capacity in several ways:

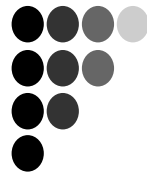
- The development of experience and understanding of the subject from engagement in the project. This occurred through the central team working with the project partners as well as the engagement with the wider group of participants that were involved in the survey and those that participated in the international seminar.
- The development of the knowledge and skills of partners and others through formal training materials such as the training workshop and the resources on the website.
- The provision of information on the range and type of research evidence-to-policy linking activities in education in Europe summarised in this report and available in greater detail in the database on the project website.
- The provision of an analytical framework, which includes a typology for describing, analysing and developing activities to link research evidence to policy. This framework provides the capacity for the identification, discussion and analysis of further activities existing in Europe and the development of new activities for the future.
- The development of a growing network of individuals and organisations to further progress work in this area across Europe. The original project network has increased to include those involved in the survey, those participating in the training workshop and seminar, and those currently and in the future accessing the project website. It also includes the many new partners involved in a further European Commission project referred to in section 4.1.

The capacity building work done by the project in the area of evidence informed policy in education demonstrates that there is a both an appetite, and demand, for such efforts across Europe. It also suggests that while the project represents significant progress in developing a more advanced theoretical framework for understanding the links between research and decision-making, it is only a first step and requires further joint enterprise amongst the growing network of people brought together by the project.

4.6 Ongoing resources

The EIPEE website provides information on the project and access to information and products collected and developed by the project. In doing this, the project ensures that there are a number of resources available to all those interested in advancing evidence informed policy, including:

- contact details and other information about the project partners/organisations;
- details of the analytical framework and typology;
- a searchable database containing information on the 269 activities we identified across Europe for linking research and policy in education. This enables people to see more clearly the different things that are going on and where, to find further information and ideas about how such activities were organised and who was involved, and locate sources of further information that can be followed up;



- a reference list detailing the studies included in the map;
- a fully planned programme structure and slides for future training in this area;
- a list of additional resources, including publications, organisations and other initiatives;
- a publicly accessible discussion forum.

In ensuring that there are a number of resources available to all those interested in advancing evidence informed policy, the EIPEE project website provides a continuing source of capacity building and networking opportunities that is publicly available to any person/organisation interested in evidence informed policy. This provides sustainability for the project beyond the end of its funding. It also facilitates the future discussion of issues in this area.

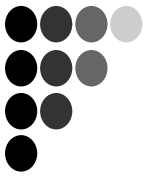
4.7 Dissemination

There were five main ways that the project sought to disseminate its findings (more information is provided in Appendix 8).

- Project staff set up meetings and held discussions with key specialists in the area.
- The website enables the sharing of information collected and developed by the project and facilitates continuing discussion on this issue, thus enabling further networking. Parts of the website have been translated into a further three European languages (French, German and Spanish) to aid dissemination.
- The project engaged with a wider group of people and started to develop a wider network that went beyond the 18 partners included in the EIPEE consortium.
- Project staff have presented findings from the EIPEE project at a number of conferences, including the international seminar organised as part of the EIPEE project. There will also be a symposium event at the European Conference on Educational Research organised by the European Educational Research Association (to be held in Berlin in September 2011).
- The project has produced several publications designed to disseminate the findings, including this project final report and a policy brief. The policy brief has been translated into the European languages of French, German and Spanish to aid dissemination.

4.8 Project Recommendations

The project has identified a considerable amount of interest and activity in evidence informed policy and practice in Europe. It has been successful in identifying aspects of the current situation and progressing some key parts of this, particularly in relation to networking, developing an analytical model, contributing to knowledge about the current situation, and building capacity in a number of areas. We believe that there is considerable further scope for increasing the use of research in policymaking. We make the following suggestions for helping to achieve this aim using the findings and resources of the current project.



1. Enabling links between research evidence and policy

Efforts should be made to increase the use of activities (including structures and systems) to link research and decision-making. The analytical framework and database of current linking activities identified by the project across Europe can be used to inform the analysis, design, development and implementation of similar or novel linking activities.

2. Increasing quality, relevance and availability of research for informing policy

Efforts should be made to ensure that primary research is 'fit for purpose' in terms of quality, relevance and availability for informing policy. This could include: (i) involving policymakers' perspectives in driving research agendas to ensure the relevance of research; and (ii) increasing the use of systematic reviews of research to ensure complete, relevant, quality assured and accessible research evidence.

3. Knowledge, awareness and skills capacity building in all parts of the research evidence production-to-use system

Efforts should be made to increase understanding and skills in relation to the use of research in policy-making in education in each part of the evidence-to-policy system. This could include: (i) participation in networks on this topic; (ii) providing tailored training for individuals and organisations to develop skills and understanding of the different parts of the system; and (iii) providing opportunities to share skills and knowledge through secondments, internships or other working/employment arrangements.

4. Policy decisions to develop evidence informed policy in education

Efforts should be made, at national, regional and local levels, to increase the political and financial commitment to evidence informed education policy and to take the practical steps by which this commitment could have effect in the short, medium and long terms. This could include: (i) acting on the recommendations listed here; (ii) developing systems and programmes of work, including cross-national European initiatives; and (iii) drawing up priorities and targets for achieving evidence informed policy in education.

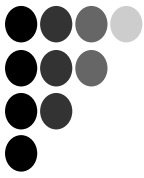
5. Increasing capacity in research on research generation and use

Efforts should be made to develop evidence informed policymaking as a field of study to produce research results to inform the choice of activities for linking research to its use in education in Europe. This could include: (i) building on existing research in education conducted outside Europe and research in other areas of social policy within and outside Europe; and (ii) incorporating the evaluation of implementation and outcomes into all new linking activities.

Some of these aspects have been built into another project co-financed by the European Commission (grant number EAC-2010-1395).

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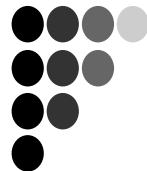
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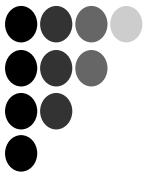
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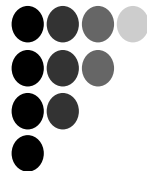
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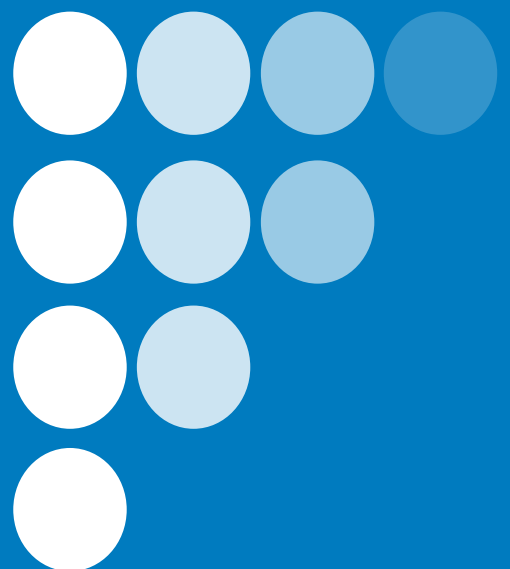
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Appendices





APPENDIX 1

List of EIPEE Project Partners

Lead partner / applicant

1. Evidence for Policy and Practice Information Coordinating Centre (EPPI-Centre), Social Science Research Unit, Institute of Education, University of London, UK



Institute of Education, University of London
18 Woburn Square, London WC1H 0NR

The work of the EPPI-Centre is concerned with the development of methods and tools, and training in systematic methods of knowledge production and use. From 2001 to 2009, the Centre was funded by the UK department responsible for education – Department for Education and Employment (DfEE), then Department for Education and Skills (DfES), then Department for Children, Schools and Families (DCSF) – to be the Centre for Evidence Informed Policy and Practice in Education. It is a formal partner of the Campbell Collaboration, undertakes much work with the Cochrane Collaboration and provides EPPI-Reviewer software and training courses for partners in the UK, Scandinavia, North America and Singapore.

Project staff:

Director: Professor David Gough

Researchers: Janice Tripney, Dr Caroline Kenny, Dr Mark Newman, Dr James Thomas

Professional support: Cecile Besrest-Butler, Phil Rose, Leo Geissler

Visiting researcher: Dr Elisabeth Buk-Berge

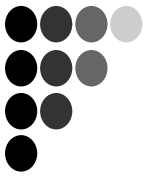
<http://eppi.ioe.ac.uk>

Other partners

2. Athens Institute of Education and Research (ATINER), Greece

8 Valaoritou Street, Kolonaki
10671 Athens





The Athens Institute for Education and Research (ATINER) was established in 1995 as an independent academic organization with the mission to become a forum, where academics and researchers – from all over the world – could meet, exchange ideas on their research and discuss the future developments of their discipline. Since 1995, ATINER has organised more than 100 international conferences and has published over 80 books. Academically, the Institute consists of four research divisions and nineteen research units. Each research unit organises at least an annual conference and undertakes various small and large research projects.

Contact: Dr. Gregory T. Papanikos, Director

<http://www.atiner.gr>

3. Campbell Collaboration



P.O. Box 7004, St. Olavs Plass
N-0130, Oslo

The Campbell Collaboration is an international research network that produces systematic reviews of the effects of social interventions. Campbell is based on voluntary cooperation among researchers from a variety of backgrounds. Its strategic and policymaking body is the Steering Group. Campbell currently has six Coordinating Groups: Social Welfare, Crime and Justice, Education, Methods, International Development and Users. These groups are responsible for the production, scientific merit and relevance of Campbell Collaboration systematic reviews and provide editorial services and support to review authors. Each Coordinating Group has two representatives on the Steering Group.

Contact: Eamonn Noonan, CEO

http://www.campbellcollaboration.org/about_us/index.php

4. Danish Clearinghouse for Educational Research, Aarhus University

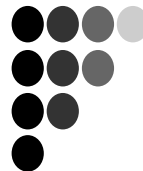


Danish School of Education, Aarhus University
Tuborgvej 164, DK-2400 Copenhagen NV

The Danish Clearinghouse for Educational Research is a new unit at the Danish University of Education established at the end of 2006 with the aim of identifying good practice in education. The clearinghouse helps ensure that politicians and practitioners have access to reliable, informed knowledge about upbringing, teaching and education that can be used in educational practice and policymaking. In addition, the clearinghouse helps research environments gain a greater and more certain overview of existing research as well as an awareness of where there is a need for more research.

Contacts: Professor Sven Erik Nordenbo (Director up to 2010) and Professor Hans Siggaard Jensen, (Director from 2010).

www.dpu.dk/clearinghouse



5. Department of Sciences of Education and Cultural and Formative Processes, University of Florence, Italy

Via Laura, 48
50121 Florence



The department derives from the Institute of Pedagogy, instituted in 1935. It is a leading research department in education with three main research laboratories and a further five main research areas in education. The department aims to develop evidence-based policy and practice through linking research and practice and engagement with other European institutions. Its Educational Technology Laboratory has a long experience in designing methodological models and technological systems for knowledge management in education and in sharing ideas and experiences to develop digital knowledge dissemination systems in the field of educational research. Examples of recent projects by the department include: improving teachers' practice through training and joint research projects with schools and the Ministry of Education; the development of public policies in adult learning; standards for implementing online learning; guidelines on the use of ICT in education through joint research projects with schools and the Ministry of Education; improving social workers' practice in education through training and joint research projects with public and non-profit bodies.

Contacts: Professor Enzo Catarsi, Director; Dr Maria Ranieri, Researcher

<http://www.sciedu.unifi.it/mdswitch.html>

6. Directorate for Knowledge Management, Ministry of Education, Culture and Science, the Netherlands

PO Box 16375
2500 BJ The Hague



The Ministry is responsible for the education system in the Netherlands, as well as for policy in the field of culture and emancipation. Together with the Ministry for Economic Affairs, the Ministry of Education, Culture and Science is responsible for science and innovation.

Contact: Rien Rouw, Deputy Head and Program Manager

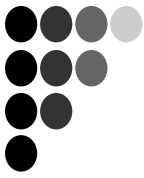
www.rijksoverheid.nl/ministeries/ocw

7. Educational Evidence Portal (EEP), UK

C/o CfBT Education Trust
60 Queens Road, Reading RG1 4BS



The portal helps users to find educational evidence from a range of reputable UK sources using a single search. It is designed for both professional and lay people interested in education and children's



services, and is run by a consortium of 16 organisations and draws on 36 sources. It also runs a support programme to help people make use of evidence.

Contact: Dr Andrew Morris, Senior Advisor

<http://www.eep.ac.uk>

8. European Association for Practitioner Research on Improving Learning (EAPRIL)

Dekenstraat 2 bus 3772
3000 Leuven, Belgium



Within the context of initial and lifelong learning, the aim of EAPRIL is to develop and promote learning and professional development in individuals, teams, organizations and networks. EAPRIL aims to promote and develop educational and training practices in educational, business and professional contexts, including workplace learning. It brings together practitioners, researchers and policy makers in order to support practice-based research and its contribution to practice and theory.

The association promotes practice-based research on learning in different contexts (such as human resource development, consultancy and schools), across fields (such as engineering, medicine, nursing, business and education) and at different levels (individuals, teams, organisations and networks). EAPRIL is unique in bringing together those interested in the crossroads between research and practice and professional learning and education. Its vision is that both academics and practitioners play an important role as researchers in the process of constructing shared knowledge and developing practice and theory.

Contact: Professor Filip Dochy, President

www.eapril.org

9. German Commission of Education Organization, Education Planning, Education Law (KBBB)

Westfälische Wilhelms-Universität, Fachbereich 06
Institut für Erziehungswissenschaft, Abt. Qualitätsentwicklung und Evaluation
Georgskommende 33, 48143 Münster



The German Commission of Education Organization, Education Planning, Education Law (KBBB) is a network of professional researchers within the German Society for Education Research (DGfE). Its members are especially interested in questions of knowledge production (education planning, management and governance) and dissemination into the field of policymaking. The Federal Ministry



for Science and Education funds some of its activities.

Contact: Professor Wolfgang Böttcher, Chairman

<http://www.dgfe.de/sektionen/sektion-4-empirische-bildungsforschung/kommission-bildungsorganisation-bildungsplanung-bildungsrecht.html>

10. German Institute for International Educational Research (DIPF)

Schloßstrasse 29
60486 Frankfurt am Main



The DIPF is a non-university institute delivering scientific infrastructure and research services to researchers, practitioners, administrators and policy-makers in the field of education. It ensures the provision of information in education at a national level while also conducting research and evaluation in the field of education. In accordance with the overall commission of the Leibniz Association, the Institute links fundamental research gained from insights with innovative developmental work and services that are beneficial to society. DIPF has three research centres on educational quality and evaluation, educational governance, and education and human development. It has an information and support function, enhancing an integrated structure of portals by means of modern information and communication technology; provides information and counselling services for empirical educational research; and connects its information services and provisions closely to educational research.

Contacts: Professor Marc Rittberger, Director; Dr. Annika Wilmers

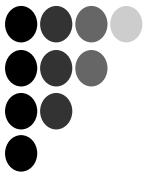
<http://www.dipf.de/>

11. Hungarian Institute for Educational Research and Development (OFI)

Nagydiófa u. 18
1051 Budapest



The Hungarian Institute was formerly the National Institute for Public Education (OFI), created in 1990 as part of the democratic transformation of Hungarian public education. The national institute was formed to undertake research, development and services in the field of public education, with responsibilities determined by the ever-changing needs of a diverse, multi-player system of public education. The governments that founded and maintained OFI expected assistance in the modernisation process of an increasingly pluralistic Hungarian public education, and professional support – both to the educational administration working on the improvement of public education and to those at the institutional and local levels working on innovation in public education. The Institute assists



in making professionally well-founded decisions, improving school teaching and learning, strengthening the innovative ability of education and integrating Hungary's school structure into the European educational environment. As a background institute of the Ministry of Education, it makes efforts to ensure that the government's provisions in renewing education are successful. Besides – and in harmony with – activities performed at the request of the government, the institute is involved in research and development projects in cooperation with Hungarian and international organisations.

Contact: Kálmán Békesi, Junior Researcher and Developer

<http://www.ofi.hu/>

12. Institute of Effective Education (IEE), University of York, UK

Berrick Saul Building, University of York
Heslington, YO10 5DD

Institute for
Effective Education

The Institute for Effective Education (IEE) develops and evaluates innovative education programmes and practices in order to establish what really works in the classroom – and why. The work of the institute is focused on four main areas:

- evaluating education programmes and practices using theoretically and methodologically rigorous randomised studies;
- conducting scientific, systematic reviews of existing research;
- developing innovative new approaches for practitioners;
- encouraging a shift in policy to favour high-quality research.

Too often education research does not influence how children are taught because policymakers and practitioners are unaware of the best available evidence. The institute is working to communicate research on effective practice as widely as possible and to build support for evidence-based education.

Contact: Professor Bette Chambers, Director

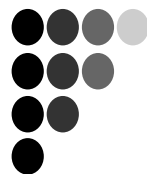
www.york.ac.uk/iee

13. Ministry of Education and Research, Norway

Postboks 8119 Dep., Akersgata 44
0032 Oslo



The Norwegian Ministry of Education and Research has over the years worked to strengthen evidence-based policy and practice. The Ministry has recently evaluated and assessed the need for an



infrastructure for knowledge production and dissemination for the education sector in Norway. The Ministry is also funding the Campbell Collaboration's international secretariat for a 3-year period in Norway in partnership with the national health administration.

Contact: Eli Sundby, Deputy Director General

www.regjeringen.no

14. National Union of Teachers (NUT), UK

Hamilton House, Mabledon Place
London, WC1H 9BD



The NUT organises teachers in England, Wales, the Isle of Man, Guernsey and Jersey and in Service Children's Schools throughout the world. As by far the largest teachers' union, the NUT has the resources and staffing to meet the needs of teachers in all aspects of their professional work. The Union's structure at headquarters, in the English regions and in Wales is designed to meet the needs of all teachers, including head teachers, deputy head teachers, supply teachers and part-time teachers, all of whom may require professional support, advice and guidance at some stage.

As the major professional organisation, the NUT plays a leading role in influencing education and employment policies at national and local levels. It is represented on major national educational bodies, and at local level, NUT representatives participate in the various policy-making, negotiating and consultative bodies. It makes representations to central government on all matters affecting the contracts of teachers and schools, and through its Parliamentary consultants, it seeks to influence education legislation.

<http://www.teachers.org.uk/>

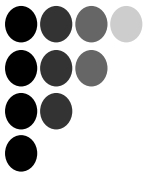
15. Research Unit for Research Utilisation (RURU), University of Edinburgh, UK

University of Edinburgh Business School, William Robertson Building
50 George Square, Edinburgh EH8 9JY

The overall aim of RURU is to facilitate the production and use of practical knowledge that will assist in enhancing the role of evidence in public policy and public services. Developing evidence-based policy and practice requires more than simply the creation of a valid, reliable and accessible evidence base. Ways have to be found to ensure that such evidence impacts on the policy process, professional practice and service organisations. The role of the unit is to develop a resource concerned with examining and improving the utilisation of evidence across the key public policy and public services areas of healthcare, education, criminal justice and social care.

Contact: Professor Sandra Nutley, (Director – Chair of Public Management at the University of Edinburgh's Business School)

www.ruru.ac.uk



16. Swiss Coordination Centre for Research in Education (SKBF/CSRE)

Entfelderstrasse 61
CH-5000 Aarau



The Swiss Coordination Centre for Research in Education (SKBF) is a public entity founded in 1974 by the Federal and the Cantonal governments in Switzerland in order to inform, document and coordinate educational research in Switzerland. The SKBF documents all research projects done in Switzerland in the field of education and makes summaries of these projects accessible in an internet database to the wider public. The database also contains information on the researchers and the research institutions that authored the research projects. Staff of the SKBF regularly publish reports on specific topics that show the state of the art in research knowledge in a specific and policy relevant area. Since 2005, the SKBF has also been responsible for writing the Swiss Education Report, and two have been published to date. These reports assemble and interpret all available information on the current state of the Swiss educational system from kindergarten to adult education, present a synthesis of statistical, administrative and research information and set the information base for evidence informed educational policymaking in Switzerland.

The SKBF also represents Switzerland in international governmental (for example, OECD) and non-governmental (for example, CIDREE) organisations.

Contact: Prof. Stefan C. Wolter, Director

<http://www.skbfc-sre.ch/>

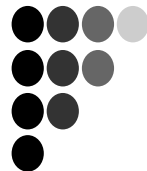
Individual support

17. Annette Boaz, Lecturer in Translational Research, Kings College London

Department of Primary Care and Public Health Sciences, King's College London
7th Floor, Capital House, 42 Weston Street
London SE1 3QD

Dr Annette Boaz is a lecturer in Translational Research at King's College London and is a leading specialist in the study of knowledge use; she is also Joint Managing Editor of *Evidence & Policy*.

www.kcl.ac.uk/schools/medicine/research/hscr/



18. Tracey Burns, Centre for Educational Research and Innovation (CERI), OECD

2, rue André Pascal
75775 Paris Cedex 16

Dr Tracey Burns is an education analyst at the OECD, focusing on human capital development, knowledge management, innovation and change.

http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html



APPENDIX 2

Methods for identifying linking activities and relevant studies

A2.1 Introduction

In an attempt to improve understanding of evidence informed policymaking in education in Europe, a core component of the EIPEE project was to identify and describe:

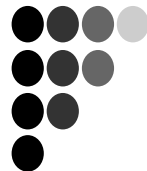
- the nature and range of activities that are used across Europe to link research evidence and policymaking in education; and
- the studies that have examined the extent, process and/or efficacy of such activities.

The approach taken for both products was essentially a survey. For the survey of activities, it was realised that the findings were likely to be partial and not fully representative of all activities in Europe. One reason for this was that the survey was undertaken in English and although we received substantial help from our partners and other survey respondents, there was likely to be a language bias. A second reason was that there may not be high awareness of evidence informed policy or the language used to discuss such issues and so activities that might help link research to policy may exist without being explicitly labelled as such.

For the survey of research, systematic mapping methods were used (Gough 2004). Systematic mapping uses systematic review methods with formal, explicit methods for defining a research question, determining criteria for inclusion of material to address that question, developing a search strategy to find studies through electronic and handsearching, screening studies to ensure that they meet the criteria for inclusion and describing these studies on a range of variables. Standard procedures and processes developed by the EPPI-Centre were used and the review was carried out in EPPI-Reviewer (version 3), the EPPI-Centre's specialist web-based systematic review software programme (Thomas and Brunton 2006).

A2.2 Definitional and conceptual issues

For the purposes of this particular project, the following definitions of the main concepts helped set the boundaries of the project. These formed the basis of the selection criteria used to identify relevant literature (see section A2.5).



Activities refer to initiatives, strategies, processes, and/or resources that assist, strengthen, encourage, promote, enable and/or facilitate the use of research in policymaking. A number of different terms are used in the wider literature to refer to this relationship or cycle, including knowledge mobilisation, knowledge brokerage, knowledge transfer, knowledge exchange and knowledge-to-action. For this project, we have adopted a broad understanding of activities that includes both those overtly labelled using such terms and those not so labelled. We were concerned with formal/routine and informal/embedded activities undertaken at any level: individual, organisational, structural or system-wide (Nutley et al. 2007). Our interest extended to one-off, short- and long-term activities, and included activities currently in place, those that have existed in the past and those planned or in development. This diversity is reflected in our broad understanding of the context in which the link between research and policymaking operates (see Figure 1).

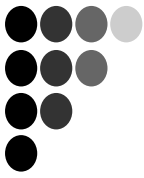
Research refers to ‘a process of knowledge creation that conforms to agreed scholarly standards intended to warrant its validity and trustworthiness’ (OECD 2007). In terms of the research being linked to policymaking, our interest extended to both conceptual and empirical research, and no restrictions were placed on source (for example, academic, governmental), discipline (that is, not limited to educational research), country in which conducted, or date of publication.

Use of research refers to the use of research in its broadest sense: a definition, which encompasses the direct use of research in changing policymakers’ behaviour (and ultimately policy itself), but also the indirect (more conceptual or enlightened) uses of research evidence in shaping policymakers’ knowledge, understanding and attitudes to issues (Gough and Elbourne 2002; Nutley et al. 2007).

Policy refers to policy made by government and government-type organisations that operate to a greater or lesser extent at arm’s length from government (often referred to as non-departmental public bodies – NDPBs – or quangos in the UK). Policymaking is seen as encompassing the development, determination and application of policy. Our focus in this project, however, was limited to policymaking that takes place at a national, regional/federal or local authority level and therefore decision-making at the organisational level (for example, by school head teachers) was not within our scope. Also important to note is our sole focus on the link between research and policy. Resources did not permit a broader investigation of the relationship between research evidence and practice.

Education refers to the imparting and acquiring of knowledge through teaching and learning, where provision contained a formal education component (including, but not limited to, study for formal qualifications). No specific restrictions were placed on the age of student, setting or mode of delivery. Our concern was with the whole system of providing education, and was not limited to students’ experiences, therefore included issues such as school funding, buildings and so forth.

Europe refers to those countries which were eligible to submit proposals to the European Commission’s *Call for proposals: EAC/26/2009 Evidence based-policy and practice: call for proposals to develop networks of knowledge brokerage initiatives* (2009/C 142/04) (European Commission 2009a). This definition includes EU member states, Norway, Switzerland, countries in the European Free Trade Association (Iceland, Liechtenstein) and the candidate country of Turkey.



Studies refers to research that has examined activities used to link research and policymaking. In addition, our definition of studies encompassed the general understanding of research detailed above (i.e. systematic enquiry with an identifiable method), and a number of further restrictions. These additional restrictions were that the research should be (i) empirical research, where empirical is understood as being based on data; (ii) research relating to the field of education and focused on policymaking undertaken at local, regional/federal or national level; and (iii) research conducted in a European country. Further, more specific, details about these additional criteria are provided in section A2.5.

A2.3 Identifying information: search strategy

The search strategy was developed in conjunction with the project partners. A range of sources was searched for information about activities that are used across Europe for linking research and policy and/or studies about such activities. These sources fell into eight different types, which are listed below, along with details of the specific (English-language) sources:

1. Electronic bibliographic databases specialising in education or policy:

- Education resources Information Centre (ERIC)
- British Education Index (BEI)

2. Websites of organisations/research centres/institutions known to have an interest in this area

3. Specialist journals:

- Evidence & Policy: A Journal of Research, Debate and Practice (all volumes)
- Journal of Health Services Research and Policy

4. Expert informants:

- Requests for information were made to expert informants, including project partners, authors working in the field, and others recommended during the review process.

5. Reference checking (systematic and non-systematic on-topic reviews):

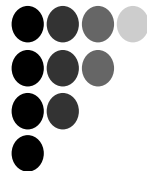
- Almeida and Bascolo (2006)
- Becheikh et al. (2009)
- Nutley et al. (2003)
- Thompson et al. (2006)
- Ward et al. (2009)

6. Google/Google scholar:

- A search string was developed and used to search Google/Google Scholar.

7. European Ministries/Departments of Education:

- Letters were sent to 104 education ministries/departments across Europe to request information about research-policy practices of which they were aware.



8. Key publications:

- Eurydice (2007)
- European Commission (2007)

A number of non-English language sources were also searched (see section A2.7 for further details about this process).

A2.4 Identifying information: searching

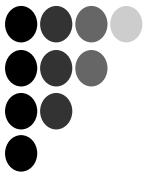
Electronic bibliographic databases were searched using search terms that were developed iteratively. Free-text terms and relevant index terms were identified (both synonyms and antonyms) which could be used to describe the important concepts (research, link, policy, education). Pilot searches were undertaken to test the terms identified, which were refined and used to search the bibliographic databases. The limited timescale of the project required that a specific, as opposed to a sensitive search strategy was developed which employed a limited, rather than an exhaustive range of search terms. For clarity, the full search string used for searching ERIC is detailed in section A2.6.

Striking a balance between UK and non-UK material was a key priority and this influenced the design of the search strategy. One aspect of this was the survey sent to relevant European ministries/ departments of education. Secondly, emails were sent to each of the project partners and other expert informants inviting them to provide us with either (i) direct links to relevant data (i.e. by recommending publications or examples of activities), or (ii) indirect links to relevant data (i.e. by recommending individual search sources, such as databases, websites etc. that we would then search for data). Thus, expert informants could be a source of data and a source of a search source. In addition, project partners were asked if they themselves could search non-English language bibliographic databases and websites for relevant studies and examples of activities. Relevant websites were also identified by following up brief references to what appeared to be relevant activities in studies/papers (using Google where necessary).

Some limitations of the data collection process should be mentioned. Although it took up a greater proportion of the project time, the searching for examples of activities was less exhaustive than for the map of studies. There are an infinite number of local practices and the limited timeframe in which to conduct the review meant that it was never going to be possible to comprehensively identify and describe every activity. In practice, the search was focused on identifying some information from all the target countries. Other reasons for the findings not being fully representative are described in section A2.1.

A2.5 Applying selection criteria (screening)

The process for identifying relevant studies for inclusion in the map was that used in a traditional systematic review. Items identified via the electronic database search were manually screened for relevance using pre-specified selection criteria developed iteratively from the conceptual definitions



adopted (see section A2.2). The following exclusion criteria were applied successively to the title and abstracts of the citations:

1. Not about a research-to-policy linking activity;
2. Not about education (broadly defined);
3. Not about education (narrowly defined as provision that contained a formal education component, such as study for formal qualifications);
4. Not policymaking at local authority, regional/federal or national level;
5. Not conducted in a European country (defined as the 27 current members of the EU, plus Norway, Switzerland, Iceland, Liechtenstein and Turkey).
6. Not empirical research (studies with a strong conceptual focus were included only if they contained a relevant empirical element).

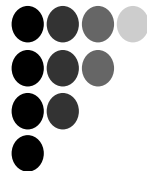
Full reports were obtained for those studies that appeared to meet the criteria or where we had insufficient information to be sure. The exclusion criteria were then re-applied to the full reports and those that met the criteria were included.

Although the selection criteria were developed for the map of the studies, items that did not meet the criteria were considered as sources of information about linking activities. In practice, this meant that the full reports of some excluded items were also obtained (primarily non-empirical papers).

A2.6 Search string used to search ERIC

1. DE information utilization
2. DE research utilization
3. DE evaluation utilization
4. DE educational policy
5. **#1 OR #2 OR #3**
6. **#4 AND #5**

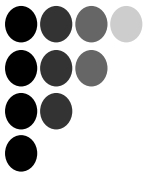
7. DE research(+)
8. DE evidence
9. DE data
10. DE research and development
11. DE literature reviews
12. DE meta-analysis
13. DE research reports
14. DE statistical data
15. TI,AB research
16. TI,AB evidence



17. TI,AB knowledge
18. TI,AB literature review*
19. TI,AB systematic review*
20. TI,AB meta-analy*
21. TI,AB data
22. TI,AB result*
23. TI,AB finding*
24. TI,AB study
25. TI,AB studies
26. TI,AB, information
- 27. #7 OR #8 OR #9 OR #10 OR #11 OR #12 OR #13 OR #14 OR # 15 OR #16 OR #17 OR #18
OR #19 OR #20 OR #21 OR #22 OR #23 OR #24 OR #25 OR #26**

28. TI,AB use
29. TI,AB used
30. TI,AB usage
31. TI,AB link
32. TI,AB application
33. TI,AB exchange
34. TI,AB translation
35. TI,AB brokerage
36. TI,AB utilisation
37. TI,AB utilization
38. TI,AB dissemination
39. TI,AB diffusion
40. TI,AB adoption
41. TI,AB adaptation
42. TI,AB assimilation
43. TI,AB acquisition
44. TI,AB sharing
45. TI,AB generation
46. TI,AB uptake
47. TI,AB up-take
48. TI,AB mobilisation
49. TI,AB mobilization
- 50. #28 OR #29 OR #30 OR #31 OR #32 OR #33 OR #34 OR #35 OR #36 OR #37 OR #38 OR
#39 OR #40 OR #41 OR #42 OR #43 OR #44 OR #45 OR #46 OR #47 OR #48 OR #49**

51. DE education
52. DE learning(+)
53. DE teaching
54. DE kindergarten
55. DE schools(+)
56. DE colleges(+)



- 57. DE universities(+)
- 58. DE students(+)
- 59. TI,AB education*
- 60. TI,AB learning
- 61. TI,AB teaching
- 62. TI,AB kindergarten*
- 63. TI,AB schools*
- 64. TI,AB colleges*
- 65. TI,AB universit*
- 66. TI,AB student*
- 67. TI,AB pupil*
- 68. #51 OR #52 OR #53 OR #54 OR #55 OR #56 OR #57 OR #58 OR #59 OR #60 OR #61 OR #62 OR #63 OR #64 OR #65 OR #66 OR #67**

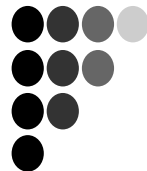
- 69. DE policy
- 70. DE public policy
- 71. DE federal government
- 72. DE local government
- 73. DE state government
- 74. DE city government
- 75. DE decision making
- 76. TI,AB policy*
- 77. TI,AB policies
- 78. TI,AB decision making
- 79. TI,AB decision-making
- 80. TI,AB decision-maker*
- 81. TI,AB local authorit*
- 82. #69 OR #70 OR #71 OR #72 OR #73 OR #74 OR #75 OR #76 OR #77 OR #78 OR #79 OR #80 OR #81**

- 83. #27 WITHIN 5 #50**
- 84. #68 WITHIN 5 #82**
- 85. #83 AND #84**

- 86. #6 OR #85**

A2.7 Non-English language publications

As previously mentioned, EPPI-Reviewer (the EPPI-Centre's in-house web-based reviewing software) was used to collate and store information about the examples of activities and relevant studies. We encouraged the project partners to use this software; they were provided with individual EPPI-Reviewer accounts to enable them to import non-English language references that they had



identified. Online guidance materials were provided to facilitate this process. (A request was also made to project partners to collect the relevant information about these non-English language items; see Appendix 3 for further details about 'coding' the activities and studies).

Project partners from Italy, the Netherlands and Germany conducted searches for relevant information and research. Other partners were directly involved in the completion of the questionnaires sent to ministries of education. The references to a number of potentially relevant publications in the German language (35 in total) were provided by our German partner; we identified online copies of many of the journal articles and reports in this list and the titles/abstracts were translated into English. Where journal articles and/or reports were not available online, and for the books and book chapters in the provided list, we requested copies from the Institute of Education's inter-library loan service. Where it was possible to obtain an English translation, such items were examined for relevance to the project. The focus was primarily on identifying items for inclusion in the map of studies (i.e., the items were screened against the inclusion criteria), but we also examined the items for information about relevant examples of linking activities. The outcome of this process was as follows: library could not locate copy of publication (n=14); title/abstract translated into English and item not relevant (n=11); full text translated into English and item not relevant (n=5); library obtained copy of book but we were unable to translate (n=3); items contained information about relevant examples of linking activities (n=2). English language items were sent by our Italian and Dutch partners; the number of relevant activities identified were four and seven respectively.



APPENDIX 3

Coding of activities and studies and developing a typology

A.3.1 Coding

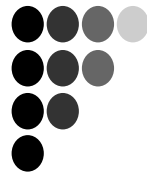
In a process referred to as coding, descriptive information was collected about relevant research-to-policy linking activities and studies that met the inclusion criteria. Two coding tools were developed in collaboration with the project partners; both used a set of questions developed specifically for this project (with there being some overlap between the two tools). The activities/studies were coded on a number of different variables, and textual descriptions provided where possible.

The coding of activities was undertaken on two different levels. Initially, information was collected about individual activities that had been used to link research and policy. Then, where a group of activities could be seen to be part of a 'package' delivered by a single organisation, the organisation (or relevant sub-set of that organisation) was also coded. As the process of coding was limited by the amount of detail provided by the source (website, paper, personal contact etc.) the information collected by the project team may not fully capture the nature of a particular activity.

A3.2 Development of the typology of activities and mechanisms

Analysis of the data collected during the initial coding exercise was sufficient to provide a general overview of the activities, highlighting the range/diversity of approaches being used across Europe. The aim of the EIPEE project, however, was to go a step further and classify the activities in such a way as to be able to make a conceptual distinction between the different types and, in so doing, help systematise current thinking/understanding about this issue. The aims of developing a typology to categorise the activities were thus threefold: firstly, to enable us to organise and describe the range of activities; secondly to give people a conceptual tool for understanding what is going on or what they come across; and thirdly, to give those involved in future development of interventions a tool that could help them decide what to do.

Our starting point was a paper by Walter, Nutley and Davies (2003) which presented a taxonomy of interventions to enhance the impact of research use. The interventions were categorised in two ways: (i) by intervention type, grouped according to similarity in form and content, and (ii) in terms of the key mechanisms at play. We initially attempted to see if there were sufficient parallels between the activities we had collected information on and those identified by Walter et al. that would allow us to categorise our activities according to their taxonomy. In analysing our data, however, we identified a number of activities that could not be classified using their system. We therefore built upon their



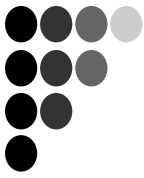
classification system, as necessary, by adapting some of their categories and adding new ones. In this way, we developed a new EIPEE project typology that was derived from a combination of what we had read and the data we had collected, and which was comprised of (i) activity types and (ii) mechanisms:

- **Activity type:** refers to activities that have been proposed as helping to further research evidence-to-policy links in education in Europe in some way.
- **Mechanism:** refers to the means by which the particular activity enables research evidence informed policymaking.

At this stage in the process, we held a teleconference with Professor Sandra Nutley to collect her views on whether we had properly understood her work and whether the typology we had developed was coherent and useful, and how it could be further developed. We also received email feedback from Professor Ben Levin. These discussions led to further refinement of the EIPEE typology, the final version of which is presented in Appendix 4 (including definitions of each of the activity types and mechanisms).

The following is a summary of the changes that were made to the original classification system developed by Walter et al. (2003). Appreciation of the theoretical basis of the mechanisms they identified limited the nature and extent of the changes that were made.

- Three of the mechanisms in the EIPEE typology draw directly on the work presented in the working paper by Walter et al. (2003). As they were a close fit for the activities we had identified, we adopted them as defined. These mechanisms are: social influence, facilitation and interaction/collaboration. We have slightly changed the labelling.
- One of our mechanisms (incentives/reinforcements) is a combination of two mechanisms presented by Walter et al. (it was felt that they were sufficiently similar to use in combination). This is something that the authors did in later work on this issue (Walter et al. 2005).
- We made fine-tuned alterations to two of the mechanisms presented in Walter et al. Building on their mechanism 'dissemination'; we created the mechanism 'accessibility'. Our aim for this category was that it should encompass not only the circulation/presentation of research findings in tailored formats (the focus of the authors' category 'dissemination'), but also the different ways that research can be made more accessible by putting them in a location that would allow decision-makers to find them more easily. We also altered their category 'education' to include the development of skills, in addition to the development of knowledge and understanding. We distinguished between four different areas in which knowledge, understanding and skills could be developed: production, finding, analysing and use of relevant research.
- Three mechanisms are specific to the EIPEE typology (relevance, seek and/or interpret and system focus). They were created in response to finding some activities that did not fit within the 2003 taxonomy developed by Walter et al. The mechanism 'relevance' was created to emphasise the importance of ensuring that there is an existing relevant evidence base from which policymakers can draw. 'Seek and/or interpret' was developed to try to capture the work that is being undertaken (largely) by internal analysis units within ministries of education across Europe. Finally, the mechanism



labelled 'systems focus' is based upon the systems thinking set out by Best and Holmes (2010). This emphasises the importance of coordinated and effective interventions across multiple levels of change (individual, organisational and community) in order to ensure readiness and sufficient capacity for both the production of effective policy-relevant research, the mediation between policy and research and the successful use of research by policymakers (Best and Holmes 2010: 154).

Initial thoughts as to what may account for differences between the typologies include:

- Their work reflected their concern with cross-sector initiatives covering a wide range of policy, practice and organisational targets for research impact. In contrast, our typology is focused solely on education and on enhancing the links between researchers and policymakers.
- Their typology was developed primarily from a register of studies (empirical, conceptual and descriptive literature) relevant to increasing research impact. Much of our information came from web pages, personal communication or responses to our survey, although some information was collected from documented research studies.
- Whereas the EIPEE project was concerned with the whole evidence-to-policy system, their focus was more narrowly focused on the use rather than generation of research (although they note that the two are often interconnected).

A3.3 Application of the typology / presentation of our findings

Following these later stage changes, the final typology was applied to the entire sample and each activity categorised according to activity type and mechanism, which in turn allowed us to locate the activity within the evidence production-to-use system. Whilst the activity types were designed as mutually exclusive categories, it was not always easy to maintain a strict distinction between categories. Furthermore, it should be understood that the categorisations of individual activities are interpretative and are based on our partial knowledge about the activities; as a result, they could be open to (re)interpretation and correction.



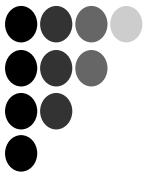
APPENDIX 4

A typology for coding research evidence-to-policy linking activities

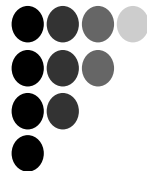
The typology has two elements: activity types and mechanisms (see Appendix 3 for how the typology was developed).

Element 1: Activity types

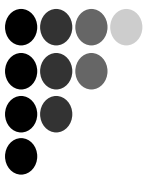
Activity types	Definitions
1. Advisory/monitoring groups/committees	Groups of people representing various stakeholders/agencies that have agreed to participate in a particular initiative (in an advisory and/or monitoring role). These groups (sometimes called committees) are generally set up with the explicit purpose of providing advice/support (however, this may be one of several tasks charged to the group). NOTE difference from consultancy, which can be contracted on a fee-paying basis.
2. Analytical reports	Reports that take a problem, idea or issue and break it down into its component parts to examine how the parts fit together.
3. Bibliographic databases/libraries	Collections of records that are either (a) stored in electronic format and contain bibliographic, numerical or other data, generally structured so that they can be sought and retrieved automatically (the records typically contain citations, abstracts of articles and/or full-text documents), or (b) collections of hard copy documents – kept for reference or borrowing – that are housed in a building.
4. Consultancy	The contracting of individuals or groups of individuals with specialised knowledge and/or skills for a fee to provide specific services to an organisation. NOTE difference from advisory/monitoring groups, which are not contracted on a fee-paying basis.
5. Experts, use of	The employment (formally and informally) of a person or group of persons with specialist skills or knowledge in a particular field – and where the emphasis is on a one-way flow of information. The use of experts can include written or oral assistance (for example, in the discussion, analysis, preparation and/or writing of research reports or guidelines) and in advisory and/or support roles. NOTE difference from ‘meetings (including seminars/conferences)’ where the emphasis tends to be on a two-way exchange of information.



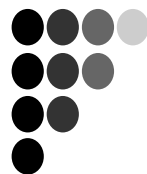
Activity types	Definitions
6. Funding	Provision of financial resources.
7. Government-related (public) bodies	Public bodies have a role in the processes of national government, but are not a government department or part of one. They operate – to a greater or lesser extent – at arm’s length from government. However, they are usually government-funded and the government is ultimately accountable. In the UK, public bodies are often known in government circles as ‘non-departmental public bodies’ (NDPBs). Others often refer to them as ‘quangos’ (‘quasi-autonomous non-governmental organisations’). These terms cover a wide and diverse range of organisations of varying size and responsibilities. Public bodies have a key role in assisting government in developing, implementing and/or monitoring education policy. As such, they are often multi-functional and may be responsible for tasks, such as undertaking research, evaluation and other monitoring activities, as well as advising government.
8. Informal relationships/meetings	Irregular, unofficial and/or casual contact(s) between researchers and decision-makers in which information is exchanged and discussions take place on current, future or planned research/projects.
9. Marketing	Strategy/activity promoting information and/or its use.
10. Meetings (inc. seminars/conferences)	Meetings (or series of meetings) held with the main purpose of facilitating an exchange of ideas: includes seminars and conferences (both of which typically involve the giving of presentations). There is an emphasis on a two-way exchange of information. NOTE difference from ‘training’, where ideas are likely to be exchanged, but where the main purpose is to enrich the skills of participants receiving the training. NOTE difference from ‘experts, use of’ where the emphasis is on a one-way exchange of information.
11. Ministry of Education internal analytical services	Individuals, groups or departments within a ministry/department of education who are responsible for analysis, assessment and/or evaluation, ensuring that education policy is informed by reliable, relevant research evidence. Such individuals, groups or departments may stem from different disciplines and be guided by the explicit aim of evidence-based policy, or may provide a more implicit link between research and practice.
12. Networks	Associations of individuals or organisations that have a common interest, and/or which have been formed to provide mutual assistance and/or helpful information.
13. Newsletters	Brief publications containing news or information of interest, usually geared toward a particular organisation or group with common interests.



Activity types	Definitions
14. Professional organisations	Organisations/bodies that are formally constituted for the purpose of representing and furthering a particular profession or professional practice issues in order to protect the public interest and the interests of professionals. The membership of a professional organisation usually comprises substantial numbers of practitioners in a defined field, but could be cross-disciplinary.
15. Programmes of work	Programme of work to develop capacity and awareness in the system (nationally or internationally). There is an overall focus on trying to change the way things are done.
16. Research centres/ units/institutes	Establishments endowed primarily for doing research. They may differ in (i) focus (for example they may be issue- or methods-focused), (ii) the intimacy of their engagement with policy and (iii) the extent and nature of their communications activity. They may also be interdisciplinary and are often multi-functional (for example, they undertake a range of other services such as training and consultancy). Research centres are not necessarily located in academic settings. NOTE difference from 'think tanks' that have a particular emphasis on advocacy.
17. Research programmes	A coordinated set of projects undertaking related research, often at national or even international level.
18. Research projects	Research-based undertakings that typically take place over an extended period and which can produce a range of different outputs, including a report of the research findings.
19. Secondment/ internship	Temporary transfer of people from their regular organisation for assignment elsewhere.
20. Specialist journals	Periodicals issued by an institution or corporation or a professional or scholarly society containing reports of research activities and/or current news in the field of evidence use.
21. Staff roles	Activities that are concerned with the employment arrangements of individuals. Examples include: (a) where aspects/responsibilities of a position within an organisation involve working on tasks within the contexts of research production and application, (b) where changes have been made to particular aspects/responsibilities of a position within an organisation, (c) individuals are employed as both decision-makers and researchers. This may occur accidentally or through deliberate planning.
22. Summary reports of research findings/ research-based briefings for policymakers	Documents, slides etc. that summarise research evidence and/or provide concise analyses designed to give decision-makers key features of a particular topic. Summaries and briefings often use a less formal, more conversational tone.



Activity types	Definitions
23. Systematic reviews	An approach to reviewing research evidence that aims to reduce the bias, which can occur in approaches that are more traditional. Systematic reviews use explicit and transparent methods to identify what can reliably be said on the basis of the research relevant to a particular re-search question.
24. Think tanks	Organisations/institutions (or individuals) that synthesise, create or disseminate information, research, ideas or advice to the public, policy-makers and the press. They are organised for the intensive solving of problems – in areas such as social policy and political strategy – and characterised by their engagement in advocacy (in addition to research on the topics of interest), and they are generally defined as having significant autonomy from governmental interests.
25. Training	Courses, workshops and other events (such as professional development activities) where the main focus is on developing the skills and understanding of those attending the training and the format used is that of a tutor/lecturer delivering the course materials. NOTE difference from ‘meetings’ (where learning is also likely to take place, but where the main purpose is to facilitate an exchange of ideas and there is a greater focus on a two-way flow of information).
26. Web-based information service (not bibliographic databases/libraries)	Any type of web-based service that provides information (for example, research reports), except for bibliographic databases/libraries (see activity 3 above). This code is used for items described as portals, gateways, or websites. A portal is a website considered as an entry point to other websites; it presents information from diverse sources in a unified way; it is therefore sometime called a gateway, since it acts as a gateway to the internet. Essentially, websites and portals/gateways offer the same service.
27. Other types of activity	Other types of activities that do not fall within the categories listed.



Element 2: Mechanism categories

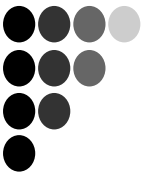
Mechanisms	Definitions
1. Accessibility	Making research outputs accessible/available (i.e., more 'readily found'). This mechanism emphasises the importance of ensuring/increasing policymakers' access to research.
2. Relevance	Ensuring a relevant research base through the production of relevant research and/or by enabling relevant research to be produced. This mechanism emphasises the importance of ensuring that there is an existing relevant evidence base from which policymakers can draw (whether or not it is made available).
3. Education	Developing or increasing knowledge, understanding or awareness and/or skills in relation to four areas: producing, finding, analysing and using relevant research. The underlying mechanism here is learning.
4. Incentives/ reinforcements	Motivating individuals/organisations to change behaviour through incentives or any other reinforcements. This mechanism assumes that behaviour can be influenced by controlling external stimuli.
5. Social influence/ persuasion	Relying on influential others (influential due to social/professional standing/status) to provide information about research and to persuade them of its value. This mechanism emphasises the importance of the attitudes and behaviour of 'significant others' in prompting change.
6. Facilitation	Giving practical assistance to individuals/organisations through technical, financial, organisational and emotional support. This mechanism emphasises the importance of providing the means to take action and removing barriers to that action.
7. Seek and/or interpret	This mechanism is characterised by a focus on the importance of seeking out and/or analysing or interpreting research evidence in order to inform decision-making.
8. Interaction/ collaboration	Developing stronger links and collaborations between the research and policy communities (individuals and/or groups). This mechanism emphasises the importance of a two-way flow/production of information/knowledge
9. System focus	Making changes to the functioning/coherence of the relationships between the contexts of research production, mediation and decision-making. This mechanism emphasises the (strategic) importance of focusing on the evidence-to-policy system as a whole. It is a multi-faceted category that, at any time, can encompass one or more of the prior listed 8 mechanisms. However, it also encapsulates the principle of 'the sum is greater than the parts'.

APPENDIX 5

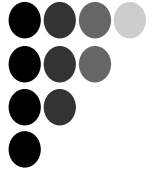
Relationship between activity types and mechanisms

The following table provides an overview of the activity type/mechanism relationship. For each of the 27 activity types, the number of activities using each mechanism is detailed in the relevant cell.

Activity type	Mechanism										
	Accessibility	Relevance	Education	Incentives/ reinforcements	Social influence/ persuasion	Facilitation	Seek and/or interpret	Interaction/ collaboration	System focus		
Advisory/monitoring bodies	9	16	0	0	0	0	3	2	0		
Analytical reports	2	3	0	0	0	0	0	0	0		
Bibliographic databases / libraries	14	0	0	0	0	0	0	0	0		
Consultancy	1	3	0	0	0	0	0	0	0		
Experts, use of	0	0	0	0	2	0	4	0	0		
Funding	0	0	0	1	0	0	0	0	0		
Government-related (public) bodies	7	9	0	0	0	0	0	1	0		
Informal relationships / meetings	0	0	0	0	3	0	1	1	0		
Marketing	1	0	1	0	0	0	0	1	0		
Meetings (inc. seminars/ conferences)	23	0	0	0	1	0	2	23	1		
Ministry of Education internal analytical services	2	6	0	0	0	2	5	3	0		
Networks	16	7	4	0	0	0	0	8	3		
Newsletters	4	0	0	0	0	0	0	0	0		



Activity type	Mechanism										
	Accessibility	Relevance	Education	Incentives/ reinforcements	Social influence/ persuasion	Facilitation	Seek and/or interpret	Interaction/ collaboration	System focus		
Professional organisations	0	1	0	0	0	0	0	0	0	0	
Programmes of work	0	0	0	0	0	0	0	0	4	0	
Research centres/units/ institutes	17	25	1	0	0	0	0	7	1	0	
Research programmes	5	9	2	0	0	0	0	0	0	0	
Research projects	3	3	0	0	0	0	0	2	1	0	
Secondments/internships	0	0	4	1	0	0	0	4	0	0	
Specialist journals	4	0	0	0	0	0	0	0	0	0	
Staff roles	0	0	0	0	0	7	0	0	0	0	
Summary reports of research findings/ research-based briefings for policymakers	15	0	0	0	0	0	0	0	0	0	
Systematic reviews	0	3	0	0	0	0	0	0	0	0	
Think tanks	0	0	0	0	0	0	1	0	0	0	
Training	0	0	22	0	0	1	0	3	0	0	
Web-based information services	25	1	0	0	0	0	0	2	0	0	
Other types of activities	1	0	0	0	0	0	0	1	0	0	





APPENDIX 6

Evidence Informed Policy in Education in Europe 2010 seminar programme

PROGRAMME

22-23 September 2010, Jeffery Hall, Institute of Education

Day One: Wednesday 22 September 2010

9.30 Registration

Welcome and keynotes

10.00 – 10.40 **Welcome and introduction**

David Gough, *EIPEE Project and Institute of Education*

Geoff Whitty, *Director, Institute of Education*

10.40 – 11.05 **Keynote Speaker: Evidence Informed Policy and Education in Europe**

Denis Crowley, *Head of Unit, Analysis and studies, Directorate General for Education and Culture, European Commission.*

11.05 – 11.30 **Keynote Speaker: Research infrastructure to support Evidence Informed Policy in Europe**

Manuela Alfé, 'Evidence-base for Policymaking: EU Research in Socio-economic sciences and Humanities', *Research in the economic, social sciences and humanities, Research Directorate General, European Commission*

11.30 -11.50 **Break**

Orientation to the EIPEE project and the two other EC DGEAC funded projects

11.50 – 12.00 **The EIPEE project**

David Gough, *EIPEE Project*

12.00 – 12.10 **Evidence-based policy and practice: Developing networks of knowledge brokerage initiatives**

Koen Bastiens, *City of Antwerp*



12.10 – 12.20 **Linked - Leveraging Innovation for a Network of Knowledge on Education - European Schoolnet's Linked Project**
Caroline Kearney & Patricia Wastiau, European Schoolnet

EIPEE Examples of activities and map of research

12.20 – 13.00 **Evidence informed policy activities across Europe**
Janice Tripney and Caroline Kenny, *EIPEE Project*

13.00 – 14.00 **Lunch**

Keynote

Chair: Elisabeth Buk-Berge

14.00 – 14.30 **Keynote speaker: Developments at OECD**
Tracey Burns, *OECD*

Research and activities across Europe

14.30 – 15.30 **Discussion of range and type of activities in Europe**
Chair: Wolfgang Böttcher

Parallel discussion groups on consequences for:

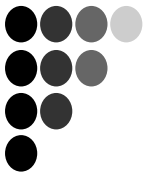
- Research production and communication
- Mediation between research and policy
- Policymaking
- EIPEE systems

To consider:

- (1) What can we learn from others' experience in terms of individual activities and in terms of how they are arranged and grouped?
- (2) What activities and mechanisms seem to be rare?
- (3) What do we know about evaluation: whether the activities are achieving what they aim to or are having other beneficial or non-beneficial effects? Is it true that we do not have research on research use in the field of education?

15.30 – 15.50 **Break**

15.50 – 16.30 **Feedback and discussion session**



Specific knowledge brokerage activities in Europe

- 16.30 – 17.00** Sven Erik Nordenbo, *Danish Clearinghouse for Educational Research*
Eli Sundby, *Ministry of Education and Research, Norway*
Eamonn Noonan, *Campbell Collaboration*
Frank de Jong, *EAPRIL*
Sandra Nutley, *Research Unit for Research Utilisation*

Discussion

- 17.00** **Close and Reception in Jeffrey Hall**

PROGRAMME

Day Two: Thursday 23 September 2010

- 9.00** **Welcome to day two**
Chair: Maria Ranieri
- 09.15 – 09.45** **Keynote speaker: Developments in England**
Stephen Witt, *Department for Education, UK*

Specific knowledge brokerage activities in Europe

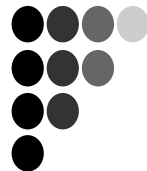
- 09.45 – 10.50** Andrew Pollard, *Strategic Forum for Research in Education (SFRE)*
Philippa Cordingley, *Centre for the Use of Research and Evidence in Education (CUREE)*
Andrew Morris, *Educational Evidence Portal (eep)*
Jonathan Sharples, *Collaboration for Evidence Based Education (CEBE)*
Annika Wilmers, *German Institute for International Educational Research (DIPF)*
Kálmán Békesi, *Hungarian Institute for Education Research (OFI)*
Stefan Wolter, *Swiss Coordination Centre for Research in Education (SKBF/CSRE)*

- 10.50 – 11.10** **Break**

- 11.10 – 12.10** **Discussion on priorities for developing evidence informed policy in education in Europe**
Chair: Sven Erik Nordenbo

Parallel discussion groups on proposals for:

- Research production and communication
- Mediation between research and policy
- Policymaking
- EIPEE systems



To consider:

- (1) What more should we be doing in terms of sharing and developing aims and means (mechanisms) and activities to achieve these?
- (2) How to engage all the relevant stakeholders across Europe in a meaningful way.
- (3) What are the barriers and facilitators to these plans?
- (4) How do we evaluate whether it is having desired effects including: (i) technical issues relating to methods; (ii) making it happen – motivation, funding?

12.10 – 12.30 Feedback and discussion session

12.30 – 13.30 Panel Discussion: Next steps for evidence informed policy in Europe

Panel led by representatives of a number of ministries of education in Europe

Concluding discussion

Thanks and farewell: Next steps for evidence informed policy

13.30 – 14.30 Lunch

14.30 Close



APPENDIX 7

EIPEE 2010: Evidence Informed Policy training workshop programme

Course provided by the EPPI-Centre, Institute of Education, University of London

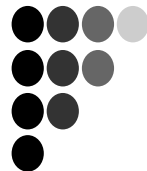
PROGRAMME

20-21 September 2010, London

Day One: Monday 20 September 2010

Welcome

- | | |
|----------------------|---|
| 10.15 - 10.30 | Welcome and introduction to the course |
| 10.30 - 11.30 | 1. Evidence informed policy and practice and systematic approaches to reviewing evidence
Presentation and group discussion |
| 11.30 - 11.45 | Break |
| 11.45 - 12.30 | 2. Perspectives and participation in research
Presentation |
| 12.30 - 13.15 | 3. Different types of systematic review
Presentation |
| 13.15 - 14.15 | Lunch |
| 14.15 - 15.45 | 4. Principles and key challenges of review stages: review questions and inclusion criteria
Presentation and individual exercise |
| 15.45 - 16.00 | Break |
| 16.00 - 16.45 | 5. Principles and key challenges of review stages: identifying and screening
Presentation |
| 16.45 - 17.30 | Principles and key challenges of review stages: identifying and screening (cont'd)
Presentation and individual and group exercise |



PROGRAMME

Day Two: Tuesday 21 September 2010

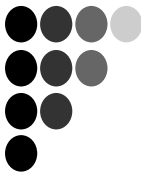
Welcome

- 09.30 – 10.00** Recap on day one
- 10.00 - 10.30** **6. Principles and key challenges of review stages: describing and mapping evidence**
Presentation
- 10.30 – 11.00** **7. Principles and key challenges of review stages: critically appraising studies**
Presentation and working in pairs
- 11.00 - 11.15** **Break**
- 11.15 - 11.30** **8. Principles and key challenges of review stages; critically appraising studies: Weight of Evidence**
Presentation
- 11.30 - 12.15** **9. Principles and key challenges of review stages: methods for synthesis**
Presentation
- 12.15 - 13.15** **Lunch**
- 13.15 - 15.15** **Principles and key challenges of review stages: methods for synthesis (cont'd)**
Presentation and group discussion
- 15.15 – 15.30** **Break**
- 15.30 – 16.00** **10. Critical appraisal of systematic reviews**
Presentation and group exercise
- 16.00 – 16.15** **11. Models of evidence informed policy and practice: communication, interpretation and application**
Presentation
- 16.15 – 17.15** **12. Models of evidence informed policy and practice**
Presentation
- 17.15 – 17.30** **Review of the course and discussion**
Group discussion and feedback

APPENDIX 8 Dissemination activities

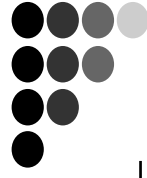
List of dissemination activities (in chronological order)

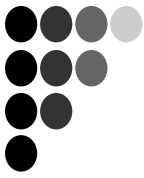
No.	Type of activities	Project lead*	Title	Date	Place	Type of audience	Size of audience	Countries addressed
1	Meeting	David Gough	Professor John Lavis, Canada Research Chair in Knowledge Transfer and Exchange, McMaster University, Canada	14 Apr 2010	London, UK	Scientific community	6	Canada UK
2	Draft Flyer	Caroline Kenny	Evidence Informed Policy In Education In Europe (EIPEE) Project Flyer	23 Apr 2010	N/A	Scientific community Policymakers	N/A	International
3	Email contact	Caroline Kenny	EIPEE project information and questionnaire emailed.	25 May 2010	N/A	Scientific community Policymakers	100+	Individual contact with persons in all 32 eligible European countries included in the survey
4	Web	Cecile Besrest-Butler	Launch of EIPEE project website	11 Jun 2010	N/A	Scientific community Policymakers Civil society Media	N/A	International
5	Web	Caroline Kenny	Educational Evidence Portal (eep)	15 Jun 2010		Scientific community Policymakers Civil society Media	N/A	International
6	Meeting	David Gough	Professor Ben Levin, Canada Research Chair in Education Leadership and Policy, Ontario Institute for Studies in Education, Canada	25 Jun 2010	London, UK	Scientific community	7	Canada UK



List of dissemination activities (in chronological order)

No.	Type of activities	Project lead*	Title	Date	Place	Type of audience	Size of audience	Countries addressed
7	Meeting	Caroline Kenny	John Brennan, Professor of Higher Education Research Centre for Higher Education Research and Information The Open University	16 Jul 2010	London, UK	Scientific community	1	UK
8	Web	Caroline Kenny	European Association for Practitioner Research on Improving Learning (EAPRIL)	23 Jul 2010	Belgium	Scientific community Policymakers Civil society Media	N/A	Europe
9	Web	Caroline Kenny	European Educational Research Association (EERA)	23 Jul 2010		Scientific community	N/A	Europe
10	Web	Caroline Kenny	British Educational Research Association (BERA)	6 Sept 2010		Scientific community	N/A	UK
11	Meeting	Caroline Kenny	Amalia Ifanti, Associate Professor of Educational Planning and Policy Department of Educational Sciences and Early Childhood Education University of Patras, Greece	9 Sept 2010	London, UK	Scientific community	1	Greece
12	Workshop	David Gough	EIPEE 2010: Evidence Informed Policy Training workshop	20-21 Sept 2010	London, UK	Scientific community Policymakers Civil society	13	Belgium Croatia France Germany Ireland Italy Lithuania Norway Spain Switzerland UK





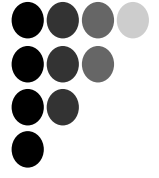
List of dissemination activities (in chronological order)

No.	Type of activities	Project lead*	Title	Date	Place	Type of audience	Size of audience	Countries addressed
13	Conference	David Gough	Evidence Informed Policy in Education in Europe 2010 international seminar	22-23 Sept 2010	London, UK	Scientific community Policymakers Civil society	70	Belgium Croatia Cyprus Denmark France Germany Hungary Ireland Italy Lithuania Netherlands New Zealand Norway Poland Romania Spain Sweden Switzerland UK
14	Conference (video)	Janice Tripney	Professor Ben Levin, Canada Research Chair in Education Leadership and Policy, Ontario Institute for Studies in Education, Canada	14 Oct 2010	London, UK	Scientific community	13	Canada UK
15	Networking	Janice Tripney	Joint Colloquium of the Cochrane & Campbell Collaborations	18-22 Oct 2010	Keystone, USA	Scientific community	N/A	International

List of dissemination activities (in chronological order)

No.	Type of activities	Project lead*	Title	Date	Place	Type of audience	Size of audience	Countries addressed
16	Presentation	Janice Tripney Caroline Kenny	Consultation on Torinet – Evidence Based Policy Learning	3-4 Nov 2010	Turin, Italy	Scientific community Policymakers	32	Belgium Egypt Greece Italy Lithuania Romania Slovak Republic Sweden UK
17	Electronic based discussions	David Gough	Discussions with Ben Levin and Sandra Nutley	6-17 Dec 2010	UK	Scientific community	5	Canada UK
18	Conference	David Gough Janice Tripney Caroline Kenny	Annual European Conference on Educational Research (ECER) 2011 Urban Education, European Educational Research Association	13-16 Sept 2011	Germany	Scientific community	Unknown	Unknown
19	Conference	David Gough Janice Tripney Caroline Kenny	Annual EAPRIL 2011 conference 'Balancing workplace learning and practitioner research across professional fields'	23-25 Nov 2011	Netherlands	Scientific community Practitioners	Unknown	Unknown

*Most members of the project team were involved in most activities





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The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) is part of the Social Science Research Unit (SSRU), Institute of Education, University of London.

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

Founded in 1990, the Social Science Research Unit (SSRU) is based at the Institute of Education, University of London. Our mission is to engage in and otherwise promote rigorous, ethical and participative social research as well as to support evidence informed public policy and practice across a range of domains including education, health and welfare, guided by a concern for human rights, social justice and the development of human potential.

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