



NORWEGIAN MINISTRY  
OF EDUCATION AND RESEARCH

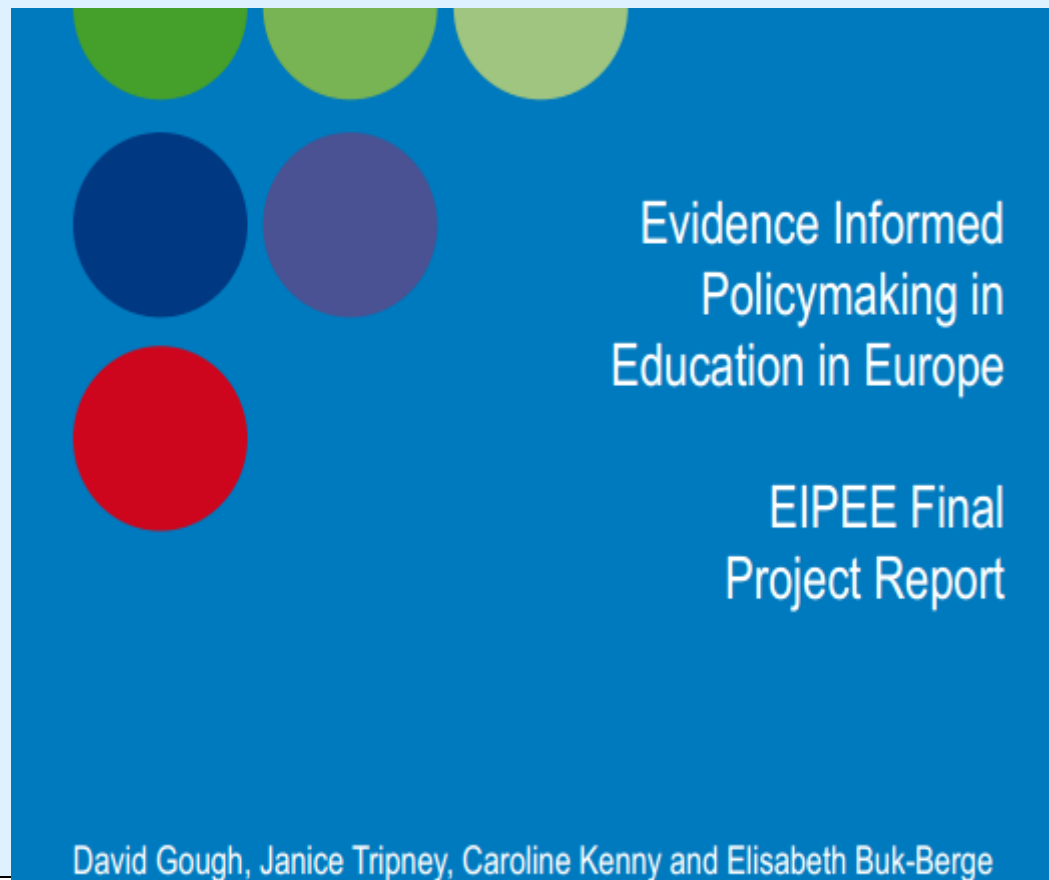
***National strategies for educational  
research as a tool for enhancing  
use of research in policy and  
practice***

***The Case of Norway***

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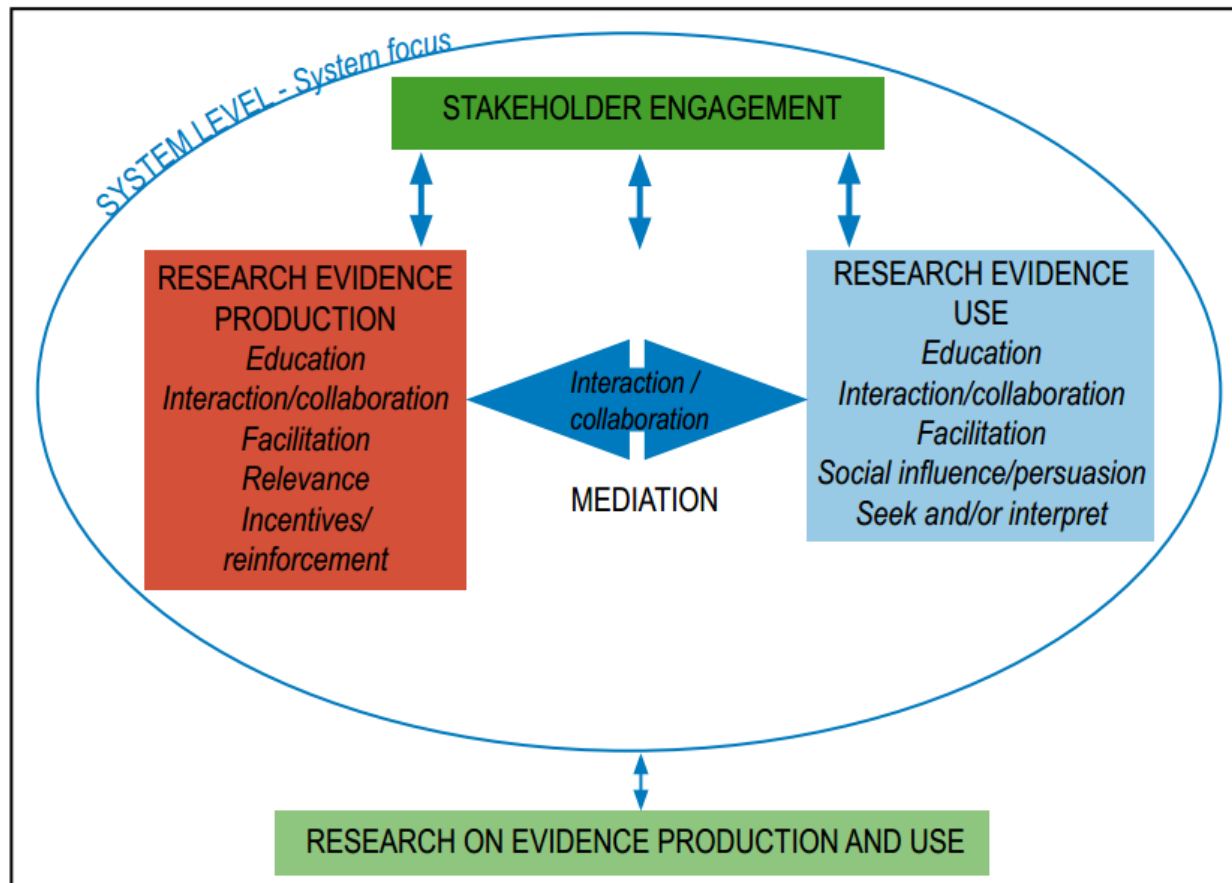


# Activities and mechanisms used to enable evidence informed decision-making in education in Europe



# The model of the evidence production-to-use system (EIPEE model)

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



# Level of activities used to link research evidence to policymaking in education at System Level (EIPEE report)

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

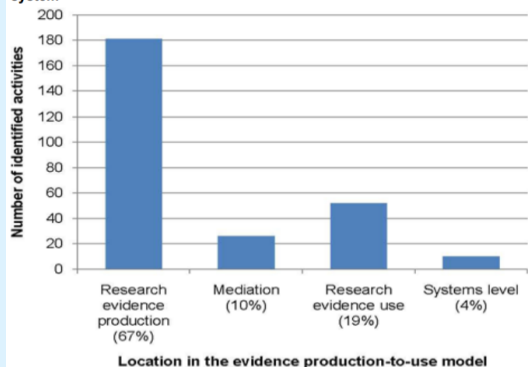
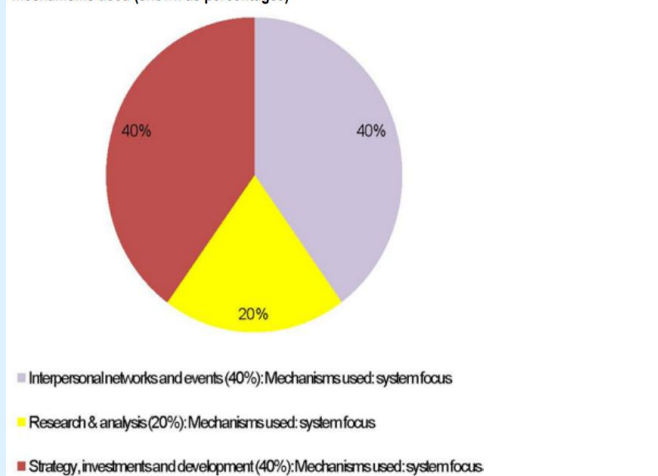


Figure 14: Activity types (by overarching group) predominantly concerned with systems level and the mechanisms used (shown as percentages)



## National strategies

- Strategy for Educational Research  
*Knowledge for quality 2008-2013*
- Strategy for Educational Research  
*Quality and Relevance 2014-2019*

# Strategy for Educational Research

## Knowledge for quality 2008-2013

The Ministry will:

- consider to establish a knowledge centre for education
- strengthen the competence in psychometric measurements through establishment of a unit for psychometric research

## **Centre for Educational Measurement University of Oslo (CEMO)**

### *Aims and assignments of the Centre (1):*

- The Centre shall be a research and development unit which contributes to development of national competence within the field of educational measurement.
- Through its research- and development activities the Centre shall develop and disseminate knowledge to relevant stakeholders in the sector of education.

## **Centre for Educational Measurement University of Oslo (CEMO)**

### *Aims and assignments of the Centre (2):*

- The Centre shall in its area of competence be an advisor to the Norwegian Ministry of Education and Research, Norwegian Agency for Quality Assurance in Education (NOKUT) and the Norwegian Directorate for Education and Training.



# Strategy for Educational Research Quality and Relevance 2014-2019 (SER 1)

## The Ministry will

- *contribute to enabling the Norwegian Knowledge Centre for Education to serve as a resource when it comes to making research findings from Norwegian and international educational research known, and ensure that the results are easily accessible*

## SER 2

- *contribute to a well-functioning infrastructure as regards the dissemination of results from national and international educational research to the sector.*

*The Norwegian Directorate for Education and Training and other stakeholders must work closely together to ensure that the knowledge will be useful in educational practice, in government administration, and in terms of the knowledge base for policy development and action*

## **SER 3**

- *in collaboration with the Research Council of Norway, the Norwegian Directorate for Education and Training and the Norwegian Knowledge Centre for Education initiate county conferences on the use of research in the development of practice in kindergarten, primary and secondary education and higher education. There is a need for more information on ways of increasing the use of knowledge and research results*

## SER 4

### The Ministry will

- *continue to focus on educational research through a new research program within the Research Council of Norway*

## **Programme for Research and Innovation in the Educational Sector (FINNUT)**

### *Communication and dissemination activities*

- User-oriented communication and dissemination targeted towards the authorities and professional practitioners in the sector.
- The programme will establish ties to key actors for cooperation and targeted measures. The Norwegian Knowledge Centre for Education will be a partner in these efforts.

## **Programme for Research and Innovation in the Educational Sector (FINNUT)**

*Communication and dissemination activities  
(cont.)*

- The point of departure will be the thematic profile of the programme's project portfolio and the knowledge needs in the educational sector. This includes the knowledge needs identified in public reports, government white papers and key policy documents at the central and local levels.

# What makes the difference at system level?

1. High ambitions
2. Long-term perspectives and holistic approach
3. Good knowledge of educational sector
4. Cooperation and good dialogue with main actors within the research production-to-use system/stakeholders involvement
5. Financial commitment

## How might gaps in institutional capacity and infrastructure be addressed in a system that can be characterised by its complexity, diversity and decentralisation?

### Initiatives at national level

- creation of *hubs* for facilitation better use of research in education (infrastructure, events)

### Local level

- Building of culture for research use
- capacity building for translation of research into the context where research will be used



Thank you for your attention!