



# Strengthening the Impact of Education Research Country meeting

7 March 2023

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Nóra RÉVAI – Mykolas STEPONAVIČIUS – José M. TORRES



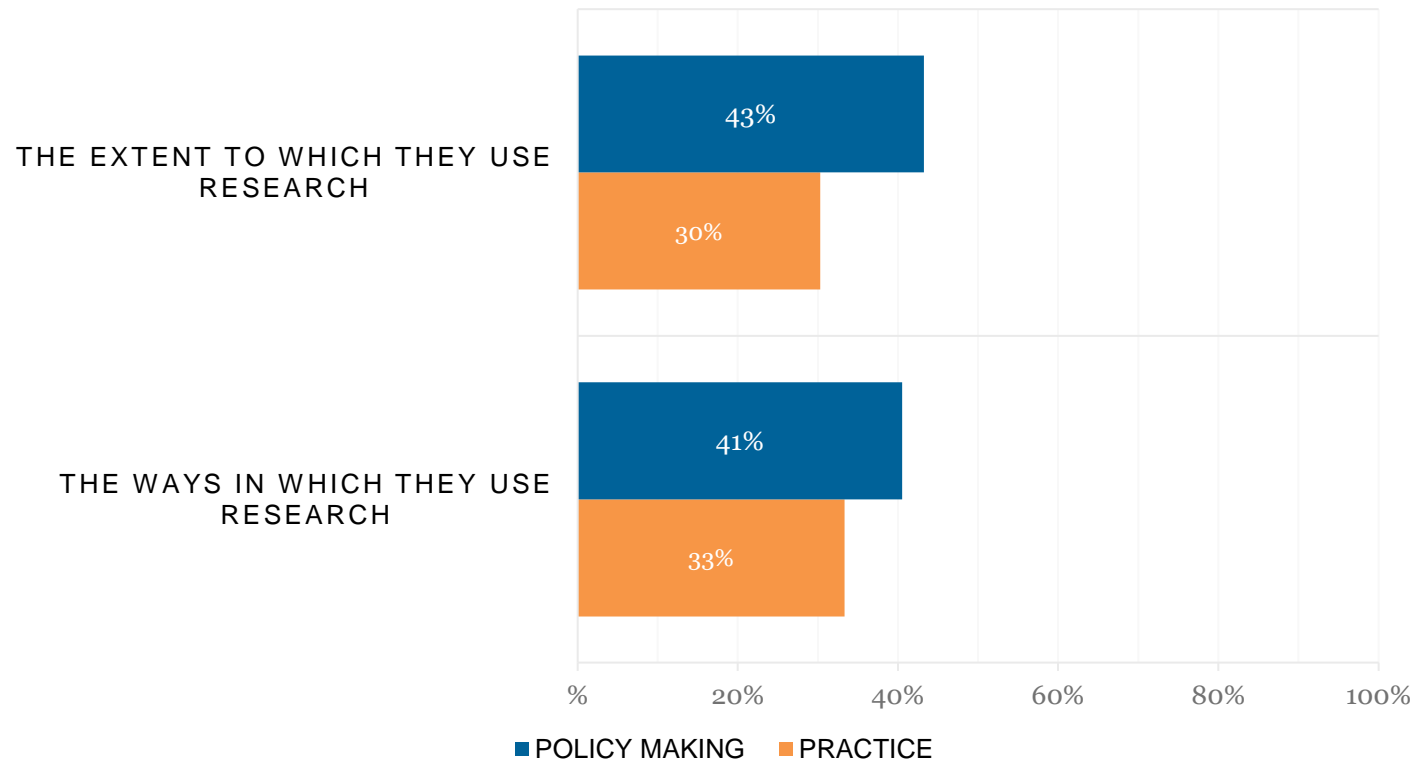
# Item 1. Project overview

Nóra RÉVAI



# Why do we care?

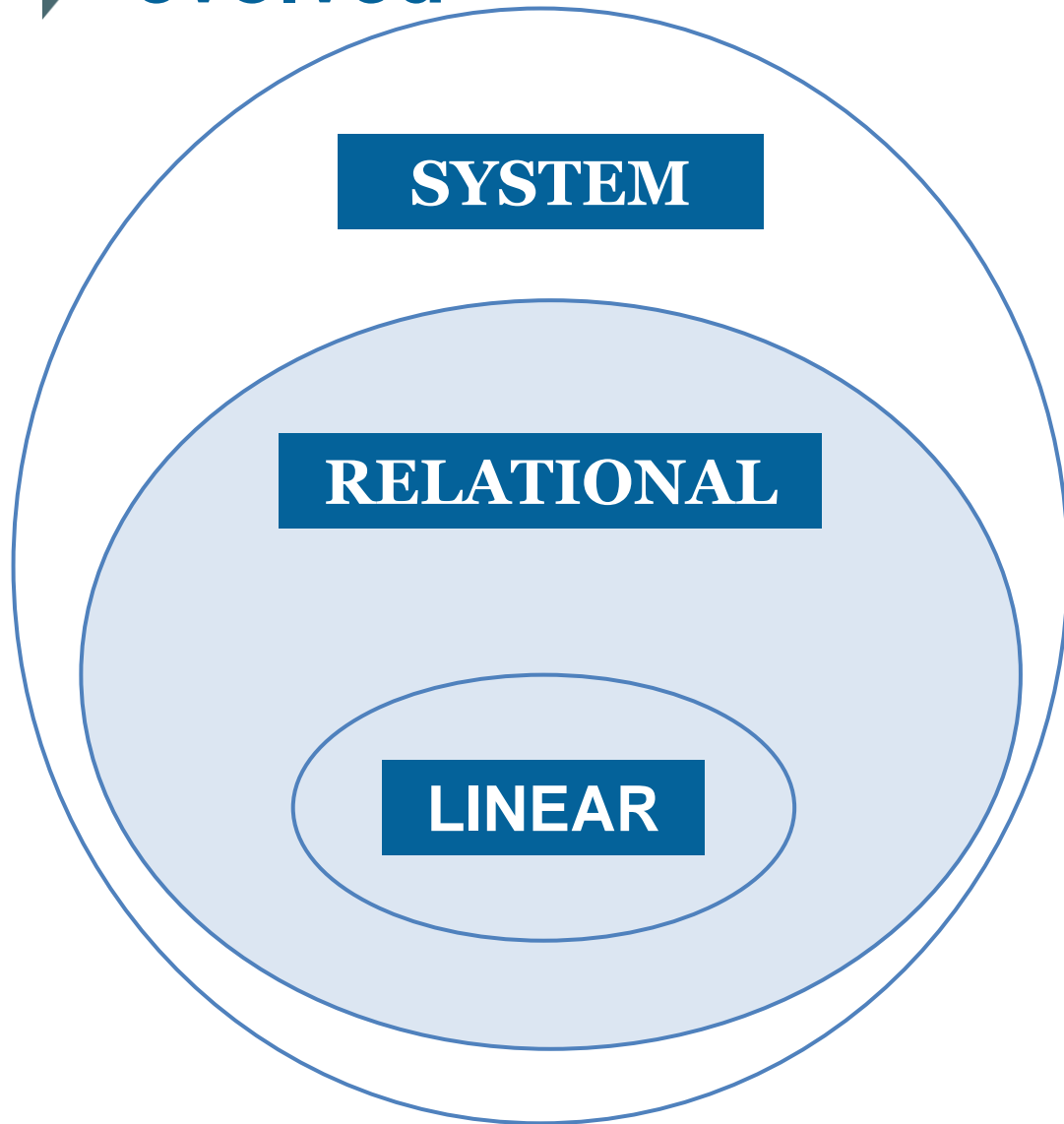
Percentage of surveyed **Ministries of Education** being "**Quite satisfied**" or "**Highly satisfied**" with **research use in policy making and practice**



(N = 37 ; Number of responses)



# Lesson 1. Thinking about knowledge mobilisation has evolved



## Terms

- Terms such as research brokerage, transfer, mediation reflect linear, research push thinking.
- The production and use dichotomy is misleading.
- **Knowledge mobilisation** and **research engagement** better reflect systems thinking and mutuality?

## Actions

- Many linear and relational mechanisms, but much fewer systemic ones.



# Lesson 2. Quality research, quality use and quality interactions are key



How can we ensure the **quality of education research** and build **cumulative knowledge**?

How can we increase actors' **quality engagement** with education research?



**Evidence synthesis** helps build cumulative knowledge by systematically summarising rigorous research and identifying research gaps.



**Collaborative research** can improve the ownership and relevance of research among practitioners and policy makers.



High quality engagement requires **capacity building** and skillful **facilitation**.



Using research *well* means that actors **critically engage** with research, assess its quality, relevance and applicability, and design their actions using their professional knowledge.

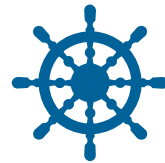


## Lesson 3. Three systemic elements to maximise impact



What **factors facilitate or hinder** the impact and systematic **use of education research** in policy and practice?

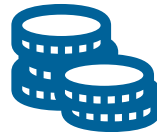
To maximise the impact of actors and mechanisms that generate research and facilitate its use, systems need:



**Strategic leadership** that actively promotes research engagement and encourages collaboration between different actors.



**Incentives** for teachers, policy makers, researchers and other actors to generate and mobilise evidence.



**Resources** to fund education research but also to support teachers' and policy makers' engagement with this research.



# Key question: Understanding and improving intermediary activities

How can we improve knowledge intermediary initiatives, make them sustainable and scale them?

## Knowledge intermediaries:

Individuals, organisations or initiatives that facilitate the access to and engagement with research evidence in policy and practice.

## A survey of organisations playing an intermediary role



Formal intermediary organisations



Research institutions (Faculties of Education)



Initial teacher education institutions



Inspectorates and quality assurance agencies



Education consultancies



Funding agencies



Teacher and school leader unions



## Objectives for the meeting

- **SHARE PRACTICES** of knowledge intermediaries facilitating the use of research in policy and practice from different countries.
- **DISCUSS** how we can think of the impact of knowledge intermediaries and how we can maximise this impact.
- **DISCUSS** the relevance of the upcoming study on knowledge intermediaries for countries.





# Item 2. What do knowledge intermediaries do in education systems?

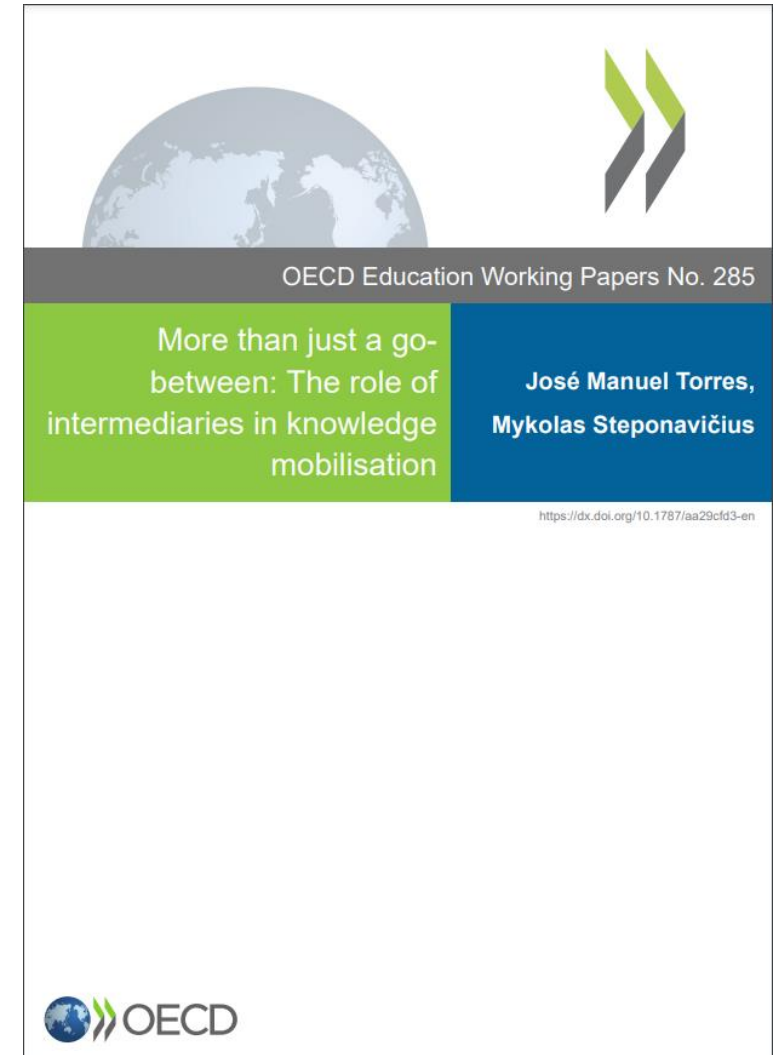
José M. TORRES



# Working Paper on knowledge intermediaries

## Research questions

- A. How can intermediaries and their activities be characterised?
- B. What do we know about the effectiveness and impact of intermediaries?

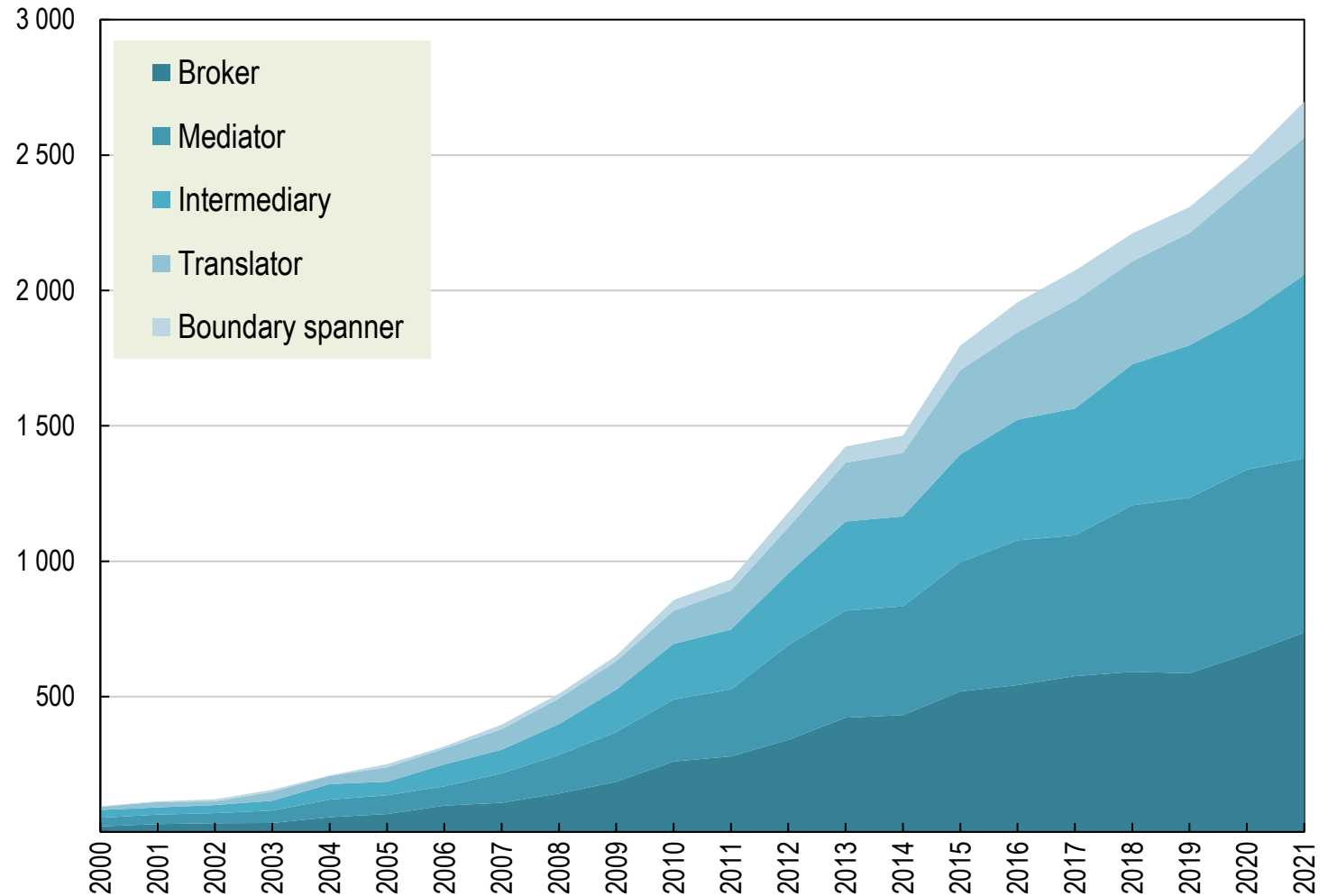




## A wider scope

Despite a **strong growth of knowledge mobilisation literature** mentioning intermediaries in recent years, **research still needs to widen its scope.**

Currently, research is done from a producers' perspective and focused on Anglo-Saxon countries.



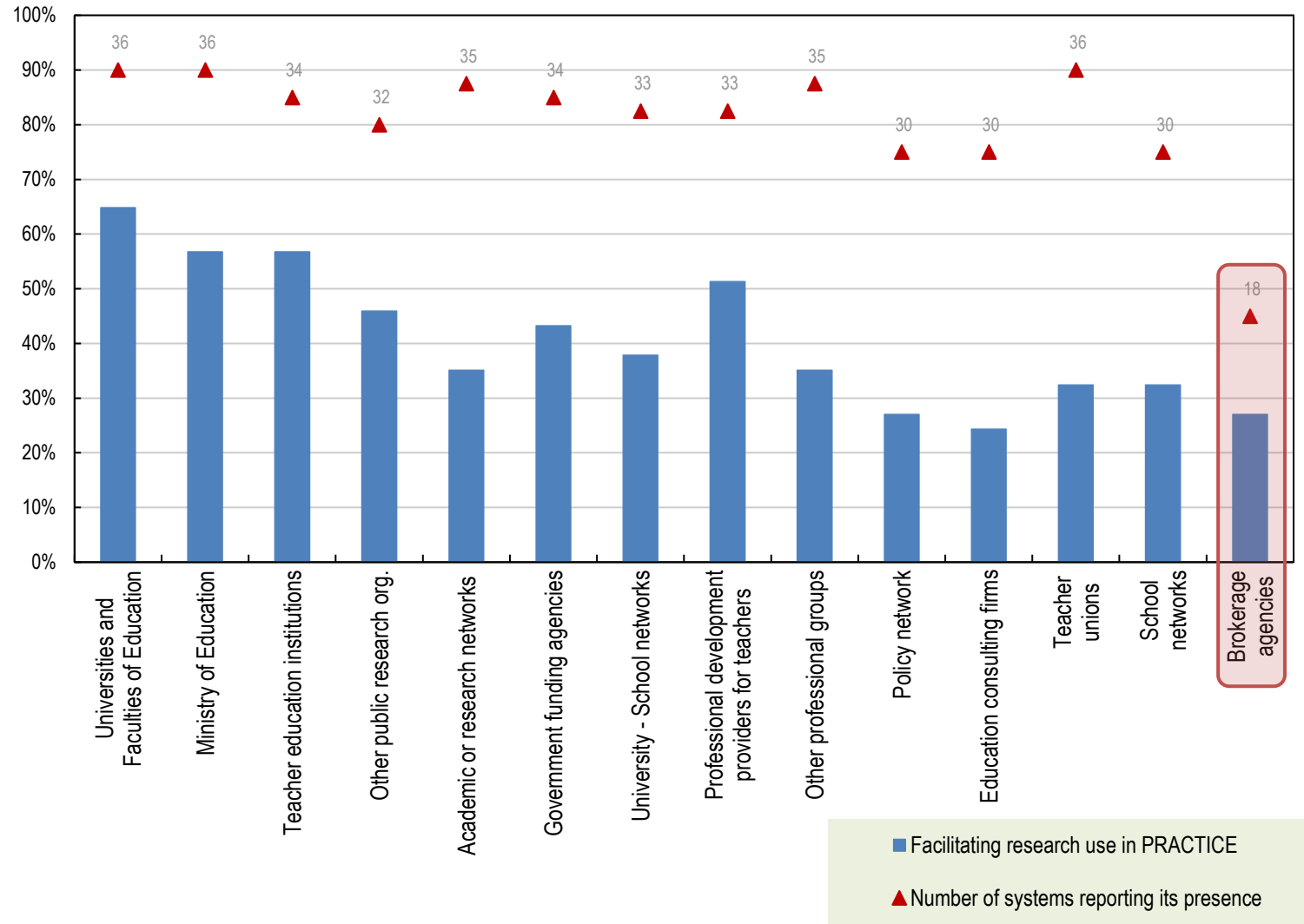
Source: Torres & Steponavičius (2022).



# A wider definition

The intermediary field is diverse and organisations fulfilling an intermediary role go **beyond just formal intermediaries.**

What defines an intermediary is what they do and not who they are.



Note: Triangles indicate the number of systems reporting the presence of given actor in the education system. Bars indicate the percentage of systems considering the given actors as Active or Very active on the given context. Data collected at a national and at a sub-national level. Source: *Strengthening the Impact of Education Research* policy survey (2021).



# Intermediary functions framework

An intermediary is then determined by the functions it performs and not by its organisational characteristics.

Knowledge intermediaries can be considered as organisations that fulfil any combination of the following intermediary functions.

Function	Examples of Outputs
<b>Research production</b>	<i>Papers, reviews, research synthesis, commissioning of research.</i>
<b>Research dissemination and advocacy</b>	<i>Websites, newsletters, presentations, forums, guidelines, policy briefs, fact sheets.</i>
<b>Relationships and network building</b>	<i>Events, presentations, networking or partnership agreements.</i>
<b>Individual skills and capacity building</b>	<i>Workshops, training courses, seminars.</i>
<b>Organisational and system development and capacity building</b>	<i>Organisational diagnosis and development programmes, leadership development, mentoring.</i>
<b>Research use and intervention support</b>	<i>Meeting plans, guidelines for interventions and programme plans.</i>
<b>Evaluation, scale-up and sustainability</b>	<i>Monitoring plans, outcomes and impact evaluation plans, evaluation reports, scale-up plans.</i>



## Item 2. Country examples: Knowledge intermediaries

Tijana Breuer, Educational Knowledge Network (ONA) in Amsterdam (Netherlands)



**EducationLab**  
Netherlands  
What works in education

# Education Lab NL: building knowledge infrastructures for creation and use of evidence in Dutch schools

dr. Tijana Prokic Breuer

Maastricht University & Free University of  
Amsterdam

# What is Education Lab?

**Research consortium** (with teachers!) between

The Research Centre for Education and the Labour Market (ROA) at Maastricht University and Free University in Amsterdam founded in 2020.

**Two main aims:**

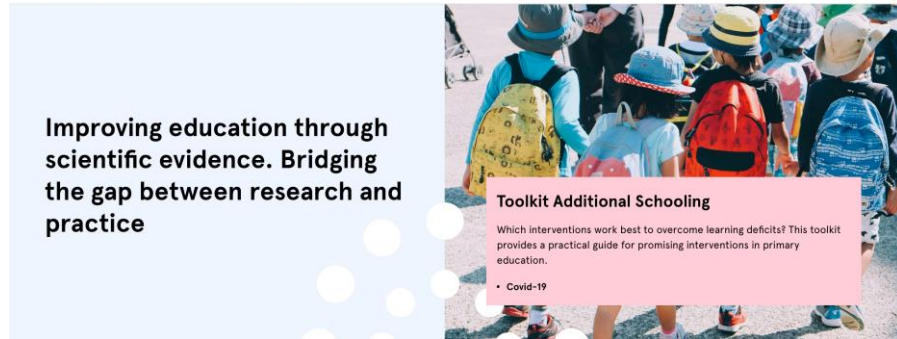
- Fostering use of scientific evidence in schools
- Building infrastructure for experimental research: the Labs

**Projects:**

- Knowledge Infrastructure for primary schools in Amsterdam (ONA), funded by municipality of Amsterdam. It inspired national infrastructure project for all schools: *Ontwikkelkracht*.
- 2 Labs (Teacher Lab and Language Lab), funded by National Growth Fund within Ontwikkelkracht

**Partners:**

University of Amsterdam, teacher academies, national knowledge institutes, various foundations





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# Why ONA?

- Steadily decreasing quality of education
- Decreasing equity
- High and persistent teacher shortages
- Too much innovation and experimentation
- Sense of urgency because of Covid-19 crisis

To meet these challenges with ONA we aim to:

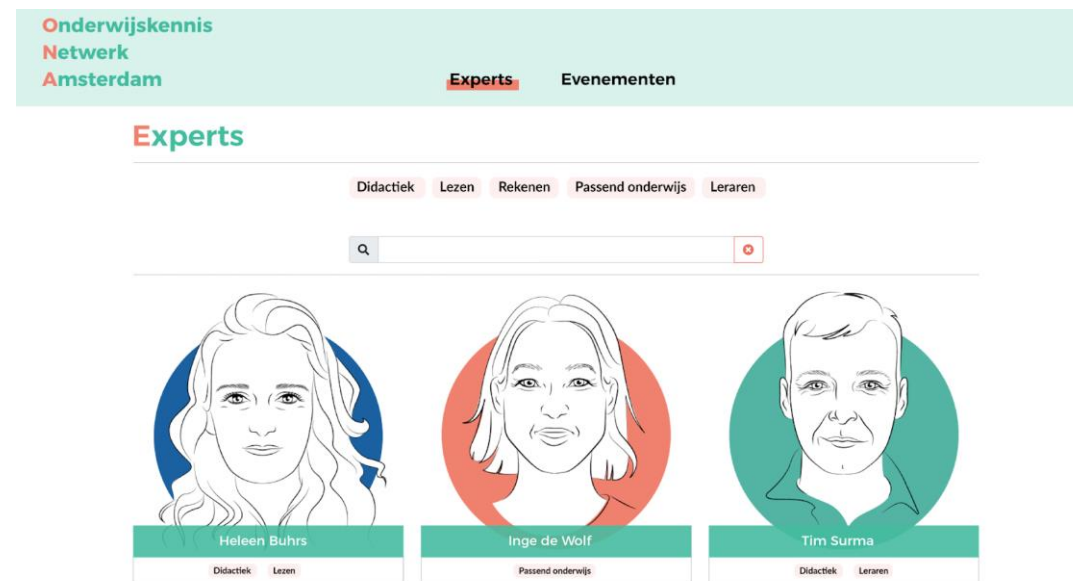
- Promote a **learning and research culture in schools** and enthusiasm for evidence-informed educational approaches
- **Provide accessible and relevant knowledge** about evidence-informed approaches in education;
- **Organize professional development** on evidence-informed approaches
- **Conduct experimental research in two Labs** on new solutions to the biggest challenges facing Amsterdam schools: low literacy and qualitative and quantitative teacher shortages



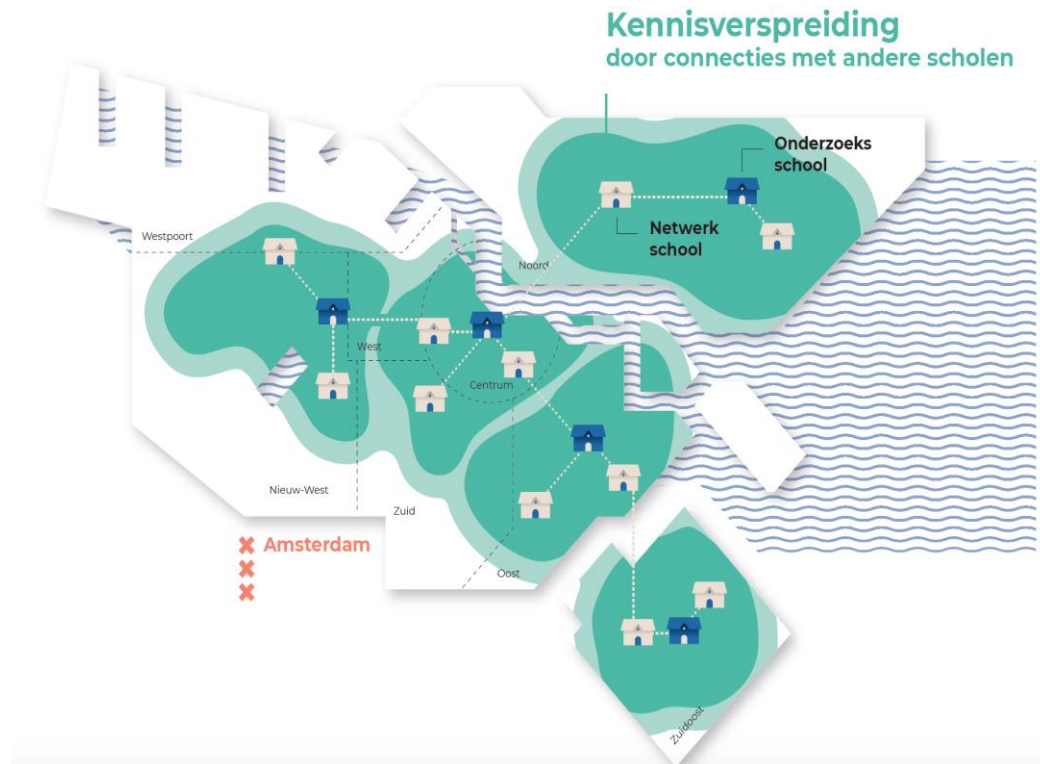
# Learning and research culture in schools

ONA is inspiring and facilitating through:

- Research Schools Network
- Organizing lecture and inspiration sessions
- Promoting inspiring speakers who schools can invite



# Professional development: Dutch version of the research schools network in UK



# Providing accessible and relevant knowledge

## Sources:

National and international knowledge brokers

ONA

Over Pijlers Aanbod Blog Agenda Contact

## Aanbod

Zoeken

Rekenen X Toolkit X Wis alle filters

Voor welke pijler?

- Professionaliseren
- Toepassen
- Creëren

Thema

- Taal
- Rekenen
- Gedrag
- Lerarentekort

Product

- Toolkit
- Training
- Evenement
- Praktijkaart
- Masterclass

Locatie (onderzoekscholen)

- Alan Turingschool
- De Driemaster
- Pro Rege
- Wereldwijs

**TRAINING**  
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**TOOLKIT**  
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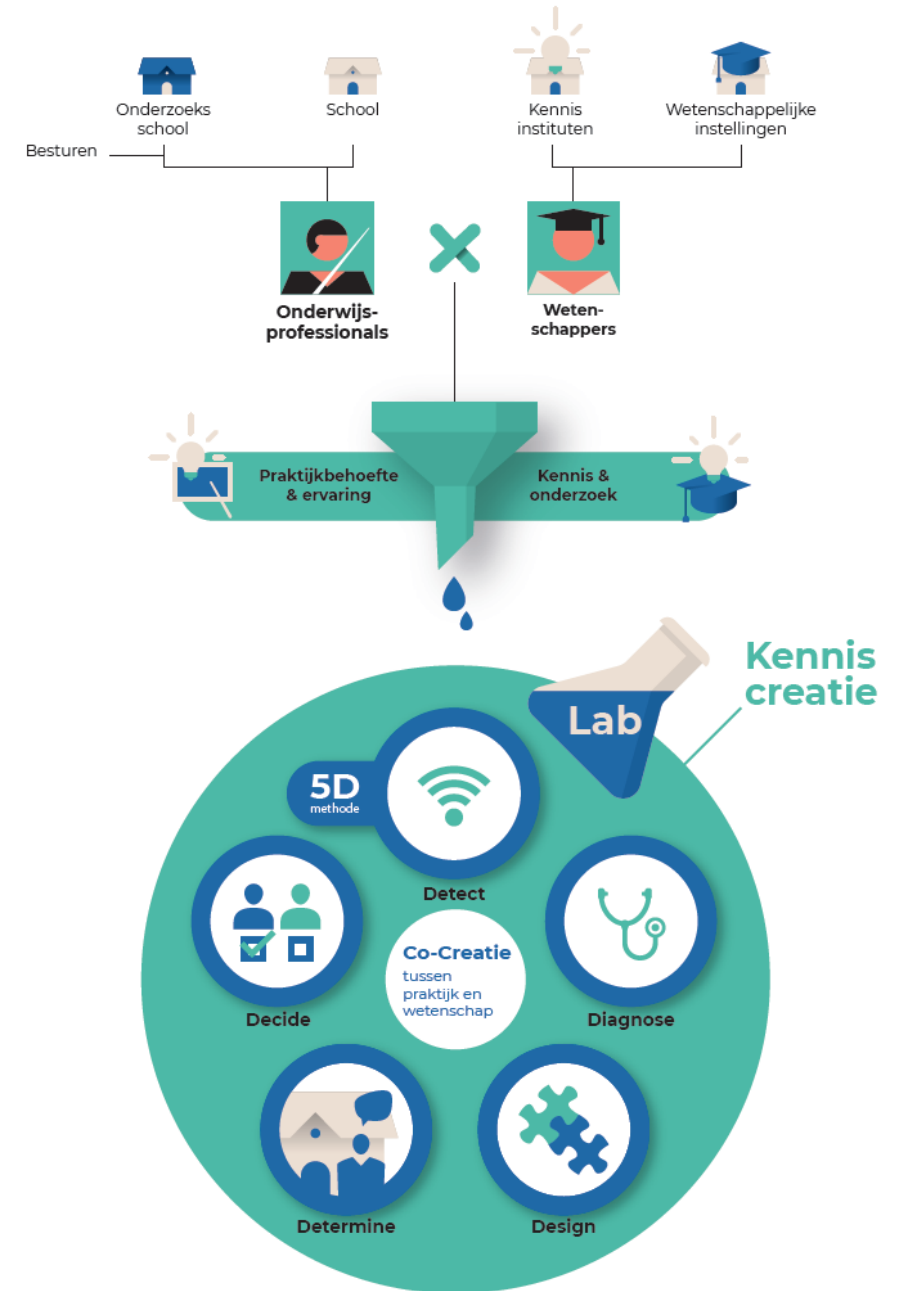
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Ruimte voor CTA

Contact →

# Experimental research in Labs: Language Lab and Teacher Lab

## Labs





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Door Annieke Boog van OBS de Vlieger



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ANNIEKE BOOG VAN OBS DE VLEI GER

## ONA Verhalen

Evidence-informed werken aan onderwijsverbetering. Lees hier hoe collega-scholen en andere professionals hier aan werken

Alle verhalen

Taal

Rekenen

Gedrag

Lerarentekort



ARTIKEL

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Door Naam Achternaam



ARTIKEL

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PODCAST

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Door Naam Achternaam



PODCAST

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Door Naam Achternaam

### Jouw verhaal op ONA verhalen?

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Deel →





**EducationLab**  
Netherlands  
What works in education

## Main challenges:

- Shortage of time for professional development and shortage of teachers
- Creating standards
- Being inclusive
- Delivering impact for all schools
- Continuity





**EducationLab**  
Netherlands  
What works in education

For more information about our work:

[tijana.prokic@maastrichtuniversity.nl](mailto:tijana.prokic@maastrichtuniversity.nl)

[www.education-lab.nl](http://www.education-lab.nl)

Ona.amsterdam



## Item 2. Country examples: Knowledge intermediaries

Javier Gonzalez, SUMMA (Chile – Latin America and the Caribbean)

# Generating and Mobilising Knowledge + Innovation in Education: Towards Impact and System Transformation

Dr. Javier González D.  
Co-Founding Director of SUMMA  
Affiliated Lecturer, University of Cambridge

7 March 2023 – OECD workshop.

$$2x^2 + 9x + 10 = 0$$

$$10x^2 + 3 + 2x = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$


# Who **we** are

We are the first regional Education Research and Innovation Laboratory for Latin America and the Caribbean.

We were created in 2016 by the Inter-American Development Bank (IDB), with the support of LAC Ministries of Education.

Today we work with 21 countries in LAC:  
Governments, Academia, NGOs, Teacher Unions,  
Schools and Teachers.



# + What we do

## **Mission:**

Strengthening the right to education.

## **Focus:**

closing gaps.

## **Action Level:**

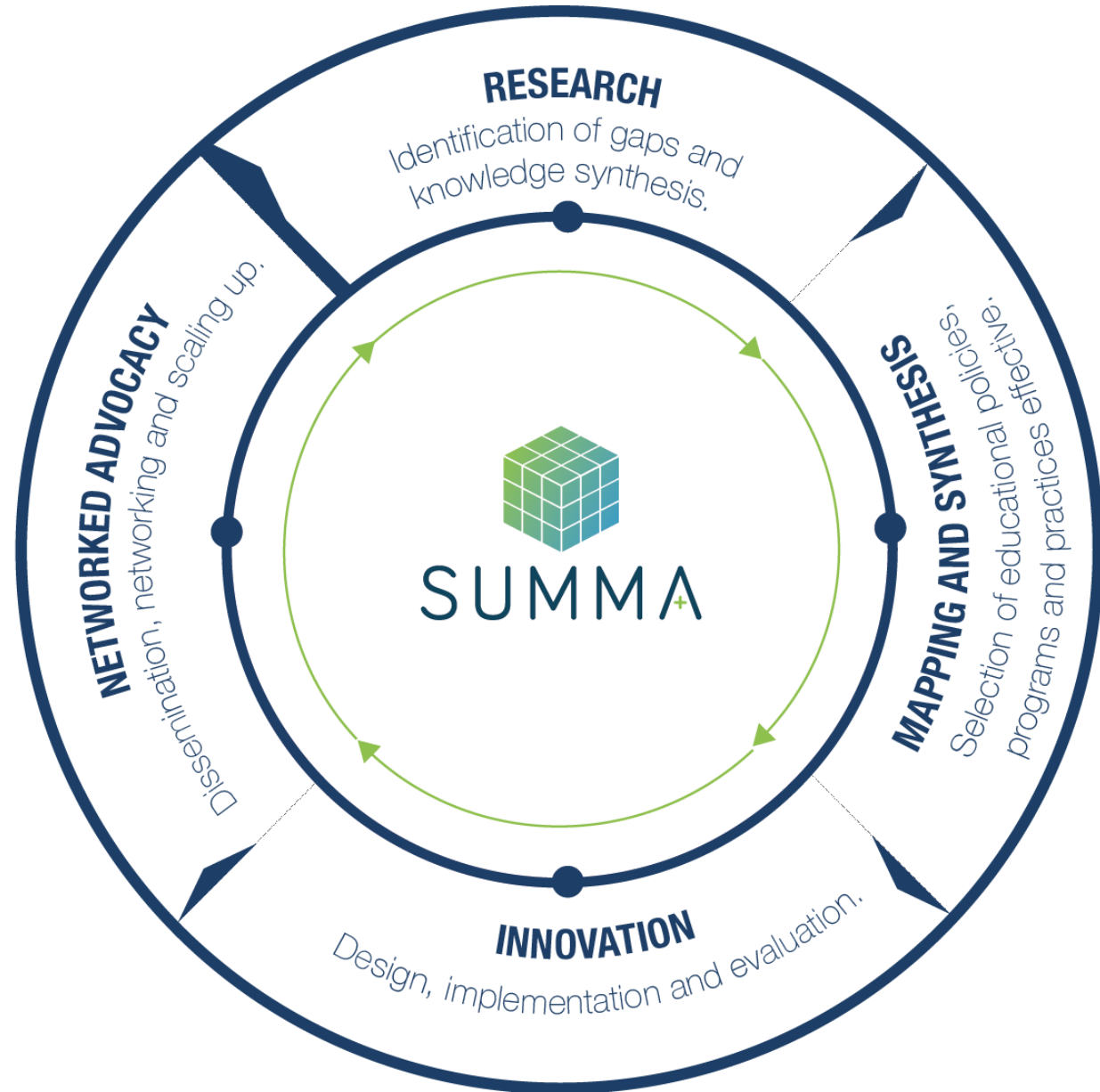
System Level: Structural Policies

School Level:

Improvement Programs

Classroom Level:

Pedagogical Practices





# Research: Generation of New Knowledge





# + GEM Report:

## Launch of August 2020 Report:

29 studies in 19 countries.

8 Groups: Migrants, Imprisoned Youth, LGBTI, Ethnic Minorities, NSE, Gender, Special Needs, Rurality.

6 dimensions: Legal Framework and Policies; Governance and Financing; Curriculum and Evaluation; Teachers; Schools; Communities.

8 Webinars for presentation and regional consultation



INFORME DE SEGUIMIENTO DE LA EDUCACIÓN EN EL MUNDO

2020

AMÉRICA LATINA Y EL CARIBE

Inclusión y educación:

TODOS Y TODAS SIN EXCEPCIÓN




Oficina de Santiago  
Oficina Regional de Educación  
para América Latina y el Caribe



# REGIONAL SURVEY “THE TEACHERS’ VOICE”


- 21 countries in LAC
- Participation of 200,000 teachers.



**The Teachers’ Voice**  
For the right to a fair and inclusive education  
for Latin America and the Caribbean

**Regional survey of teacher perceptions and practices during the Covid-19 pandemic.**  
Regional Report - Synthesis of results and recommendations.

**SUMMA** | Laboratory of Education Research and Innovation for Latin America and the Caribbean



**GPE** **KIX** **LAC**  
Global Partnership for Education

**ECS**  
Education Commission for the Americas

**IDRC - CRDI**  
International Development Research Centre / Centre de recherche internationale

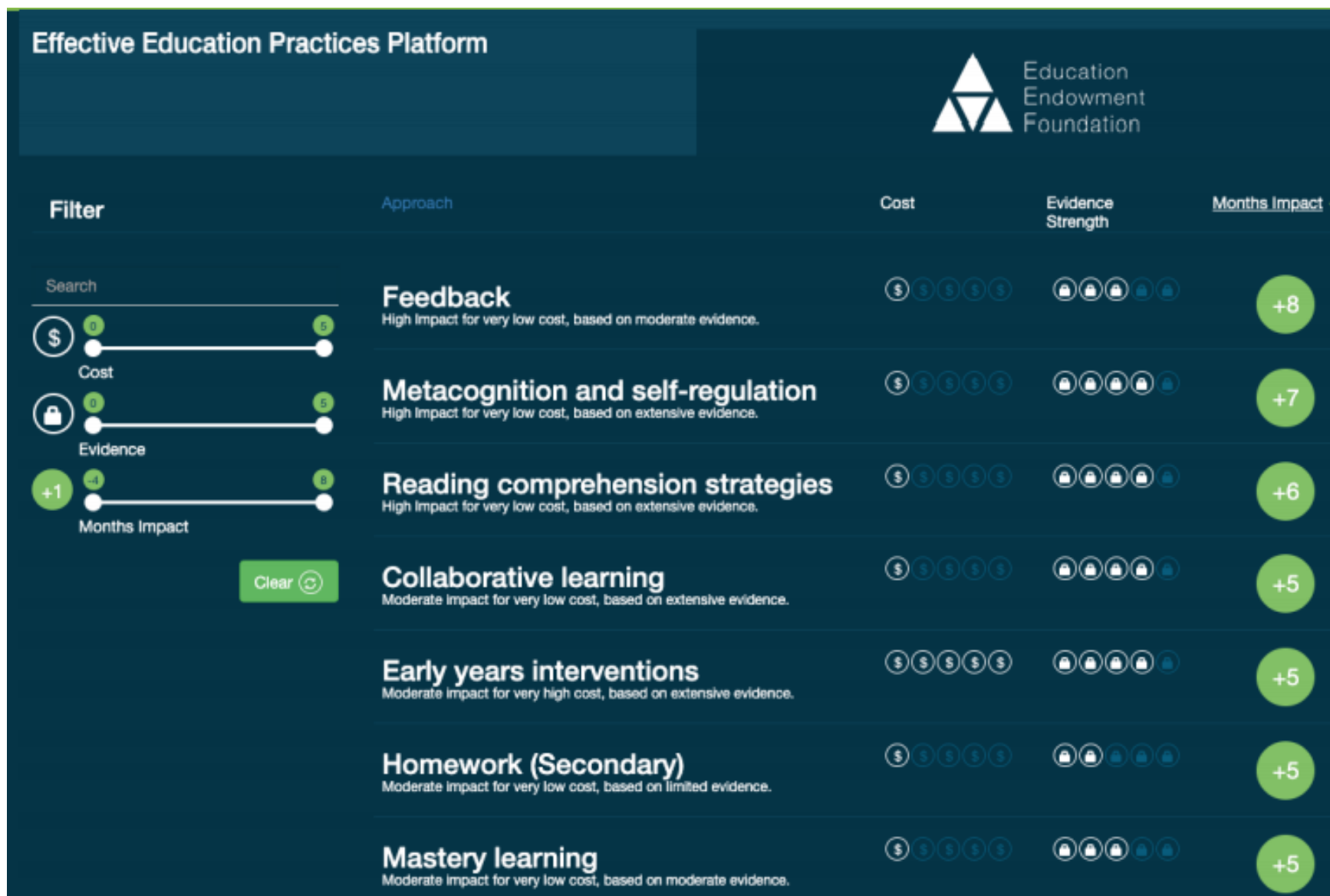


# Mapping and Synthesis

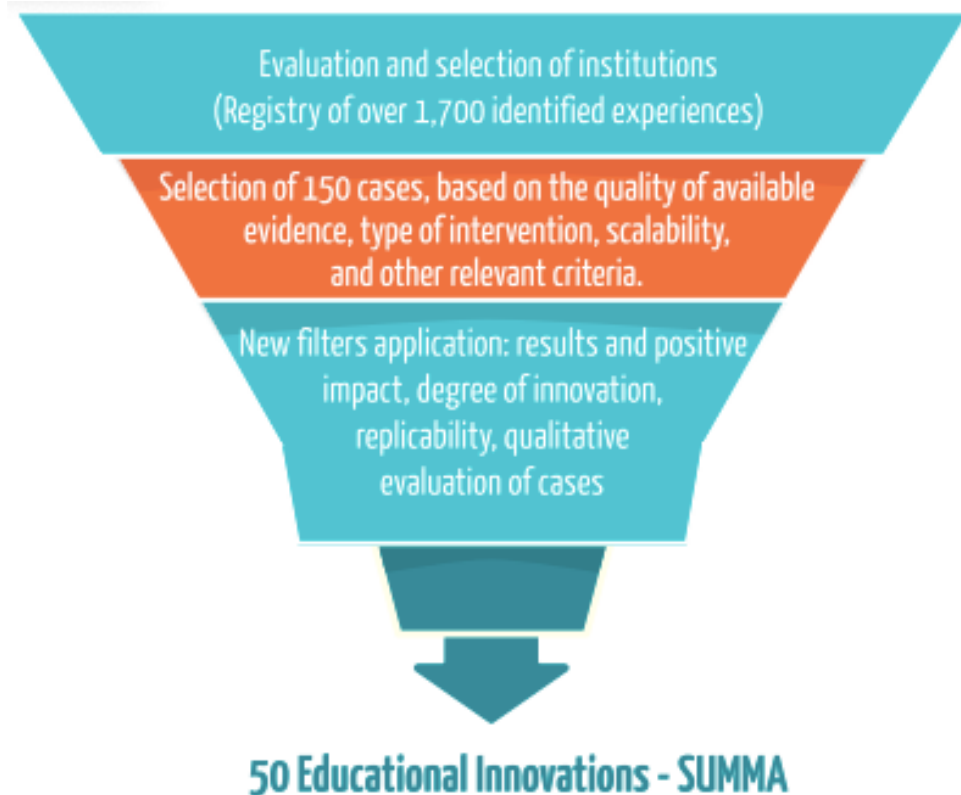




# + Leveraging accumulated knowledge: contextualizing evidence.



# + Learning from experiences and initiatives around the world



The screenshot shows the SUMMA website interface. At the top, the SUMMA logo is followed by the text "Laboratorio de Investigación e Innovación en Educación para América Latina y el Caribe". Navigation links include "Inicio", "¿Quiénes Somos?", "Investigación en educación", "Mapa de Innovaciones Educativas", "Plataforma de Prácticas Educativas Efectivas", "CO+INCIDE", "Lab-Ed SUMMA", and "Actualidad". A search bar is in the top right.

The main section is titled "Mapa de Innovaciones Educativas ¿Qué es y para quién?". It features a world map with yellow dots indicating innovation locations. A search bar and a "Filtrar" button are present. A notification in the top right corner of the map area says "49 casos encontrados".

Below the map, there are tabs for "Description", "Context", and "Evaluation". The "Evaluation" tab is active, showing a text-based description of a study.

In 2015, the Research on Socio-Economic Policy (RESEP) carried out an experimental study with a control group in order to measure student progression in terms of English, Mathematics, Literature and Science. Students who achieved the same result in the 9th grade national exam were selected. For one year, the intervention group received the program, while the control group did not.

Comparison of progress has revealed an increase of 0.29 SD in Physical Sciences, 0.53 in Natural Sciences, 0.36 SD in English, and 0.33 in Mathematics. Considering that a SD of 0.30 represents a year of progress (Spaull & Kotzé, 2015: 20), it can be said that the IkamvaYouth program tends to increase the learning of students between 1 and 1.5 years.

The annual costs per student are estimated at US\$375, so the program is quite cost-efficient. It is an interesting opportunity for countries with the same problems.

Impact of interventions:



Charts: Impact measured in standard deviations of the intervention group compared to the control group.

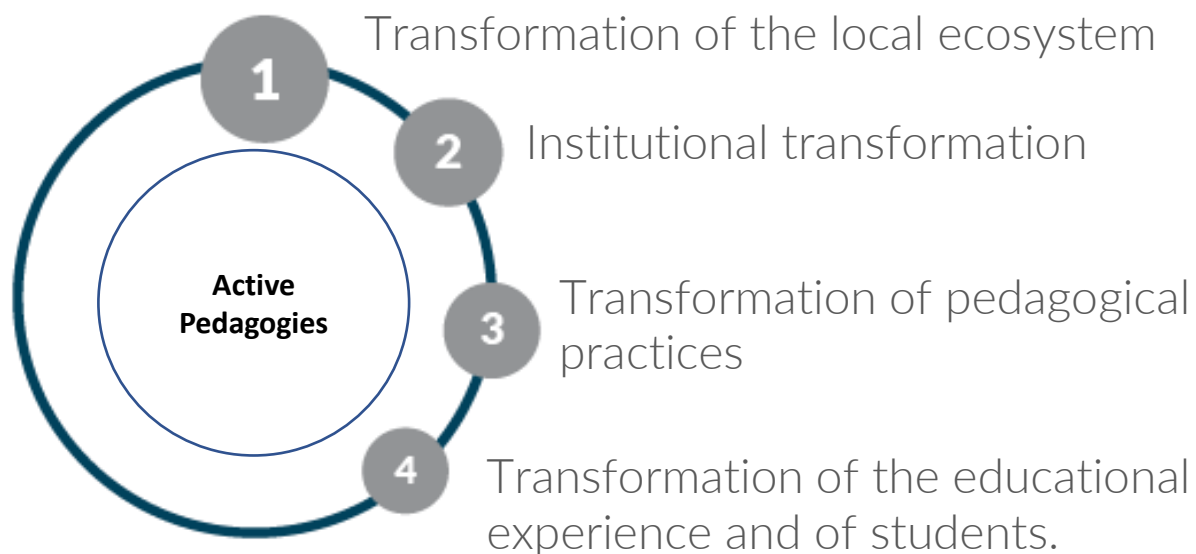
# Innovation: Piloting, Implementing and Scaling Up



# CHAKA, bridges for Collaborative Learning

Strengthening of teaching and leadership capacities.

Accelerate transformations, through collaboration at three levels: inside the classroom, in the educational institution and within the local network.





# PRISA: Panama Programme for Integral and Socioemotional Learning Recovery



# Platform of Effective Pedagogical Practices

## Curso de Formación Docente en ESTER

Durante el segundo trimestre escolar, PRISA iniciará la implementación del Curso "Prácticas pedagógicas efectivas para la recuperación y mejoramiento de los aprendizajes". Este curso tendrá por objetivo desarrollar una propuesta de desarrollo profesional para docentes que estén interesados en metodologías y apoyos pedagógicos para la recuperación y mejoramiento de los aprendizajes. La plataforma ESTER será el punto de encuentro.



PLATAFORMA  
**ESTER**

## Prácticas Pedagógicas Efectivas para la Recuperación de Aprendizajes

En esta plataforma de prácticas pedagógicas efectivas usted podrá encontrar orientaciones para la implementación de las estrategias utilizadas por aquellos profesores que, en distintos lugares del mundo, han logrado mejorar de forma significativa los aprendizajes de sus estudiantes.

Accediendo a cada práctica, usted podrá encontrar su descripción general, un breve video explicativo de ella y un documento con orientaciones específicas para su implementación. Esperamos que estos recursos le sean de ayuda para la recuperación de aprendizajes de sus estudiantes, y para fortalecer su práctica pedagógica en el aula.

Prácticas pedagógicas efectivas para la recuperación de aprendizajes	Costo de la Intervención	Robustez de la Evidencia	Impacto en Aprendizajes
<b>Retroalimentación formativa</b> Alto impacto, Muy bajo costo, Evidencia moderada	\$ (5 circles)	(5 lock icons)	+8
<b>Comprensión lectora</b> Alto impacto, Muy bajo costo, Evidencia exhaustiva	\$ (5 circles)	(5 lock icons)	+6
<b>Aprendizaje Colaborativo/Cooperativo</b> Impacto moderado, Muy bajo costo, Evidencia exhaustiva	\$ (5 circles)	(5 lock icons)	+5
<b>Aprendizaje socioemocional</b> Impacto moderado, Costo alto, Evidencia exhaustiva	\$ (5 circles)	(5 lock icons)	+4





# Networks and Scaling Up





# + Knowledge and Innovation Exchange (KIX) - Regional

Direct work with Ministries of Education in 8 countries: Caribbean and Central America.

- ✓ Definition of Priorities Policy
- ✓ Knowledge Synthesis and Innovative Solutions
- ✓ Exchange and Mobilization of Evidence.



## Curricular Reform

- Collaborative work with the University of the West Indies: campuses in 10 Caribbean countries.
- Mapping of the world's best practices in initial teacher training.
- Design and implementation of new curriculum.
- Impact: renewal of 22% of teacher stock.



## Final Thoughts: How to promote the use of evidence

Relevance of overall frameworks:

- Promote and include evidence from global south, and on “invisible populations”.
- Foster R&D&I Ecosystems.
- Expand approach regarding K+I mobilisation: scalability vs system transformation.
- Synthesise evidence: school level (pedagogies) + national level (reforms).

Seeking success:

- Engage governments from the beginning.
- Engage NGO and Universities to provide long term commitment.
- Develop a more complex theory of change about institutional change: include power and culture.



# Generating and Mobilising Knowledge + Innovation in Education: Towards Impact and System Transformation

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$$\sqrt{b^2 - 4ac}$$





# Item 3. How can we maximise the impact of knowledge intermediaries?

Mykolas STEPONAVIČIUS





# What do we know about the impact of knowledge intermediaries?



**Plenty of theoretical work** on knowledge intermediaries



**Few studies** have looked at the evaluation of their activities:

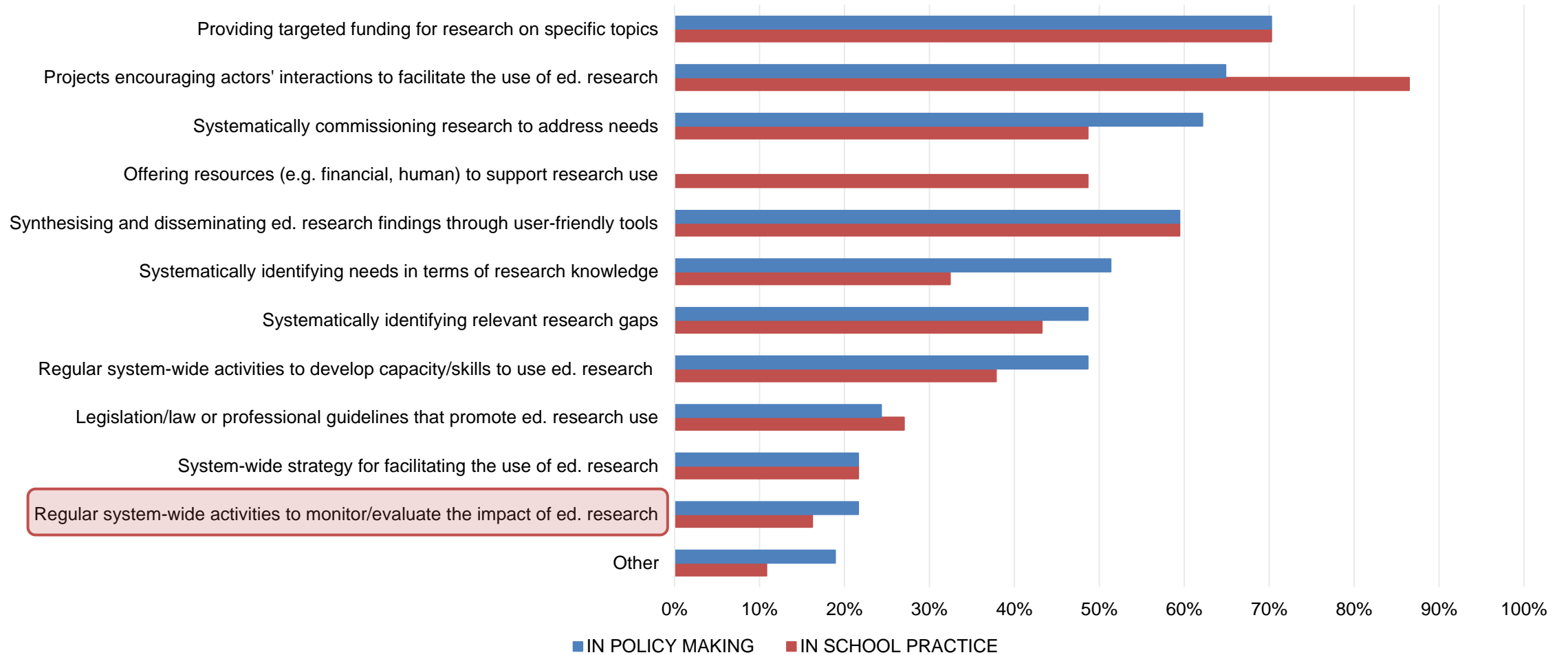
- 3.5% of knowledge mobilisation activities in education have been evaluated (Boaz, Oliver & Hopkins, 2022)
- No data on evaluation of initiatives aimed at education practice



Roughly **one in five education systems** systematically monitor and evaluate the impact of education research (OECD, 2021)



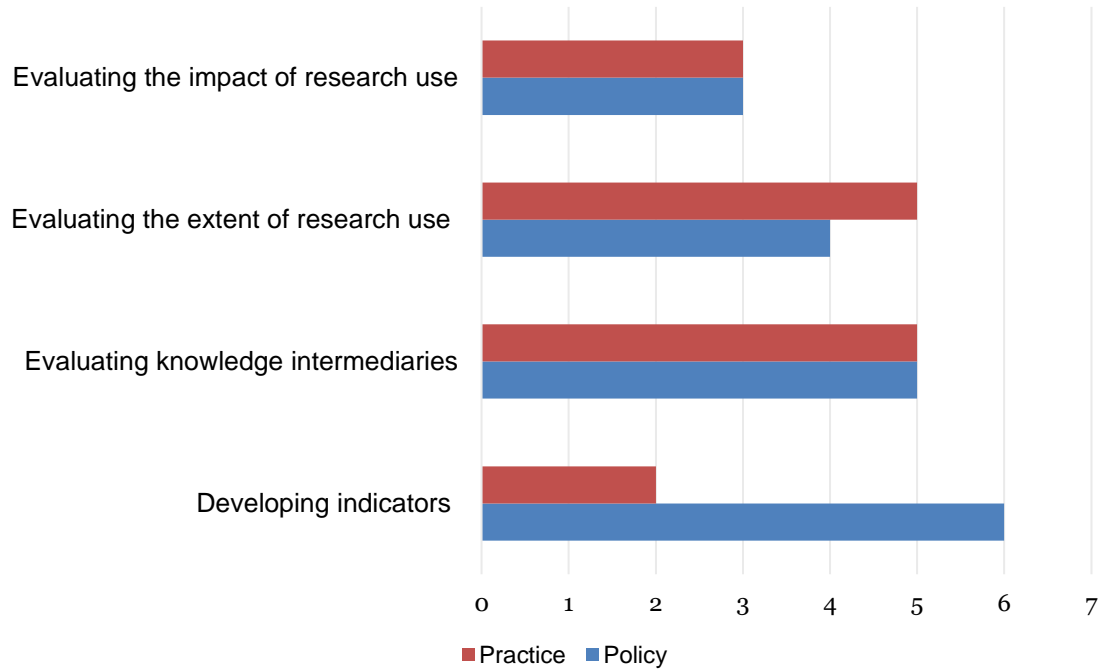
# Mechanisms to facilitate the use of research in policy / practice



Percentage of surveyed Ministries of Education that report the presence of the given mechanism in practice and policy. N = 37



# Evaluation and monitoring activity by system



Number of systems with a given evaluation and monitoring activity.

	Developing indicators	Evaluating knowledge intermediaries	Evaluating the extent of research use	Evaluating the impact of research use
Policy	Iceland Switzerland (St. Gallen) Türkiye Chile Canada (Quebec)	Switzerland (St. Gallen) Türkiye Chile Finland Colombia	Iceland Switzerland (St. Gallen) Türkiye Canada (Quebec)	Switzerland (St. Gallen) Türkiye Chile Colombia
Practice	Switzerland (Appenzell Ausserrhoden)	Switzerland (Appenzell Ausserrhoden) Finland Netherlands Türkiye	Switzerland (Appenzell Ausserrhoden) Finland Costa Rica Türkiye	Switzerland (Appenzell Ausserrhoden) Netherlands Costa Rica



# Framework for evaluating knowledge mobilisation activities

Impact area	Example of Indicators
<b>Reach / Access</b>	<ul style="list-style-type: none"><li>• Website clicks, downloads</li><li>• Frequency and number of events, number of attendees</li></ul>
<b>Relationships</b>	<ul style="list-style-type: none"><li>• Commissioned research projects</li><li>• Informal partnerships and collaborations</li></ul>
<b>Competences</b> <i>(individual level)</i>	<ul style="list-style-type: none"><li>• Civil servants / practitioners with a given qualification</li><li>• Performance in scientific literacy tests</li></ul>
<b>Culture, infrastructure and leadership</b> <i>(organisation level)</i>	<ul style="list-style-type: none"><li>• Resources spent on research related training</li><li>• Incentives, guidelines supporting research use</li></ul>
<b>Research use</b>	<ul style="list-style-type: none"><li>• References to research in legislation, strategic documents</li><li>• In-depth interviews focused on how research was used</li></ul>
<b>Education and society</b>	System-level educational indicators focusing on: <ul style="list-style-type: none"><li>• Equity</li><li>• Efficiency</li><li>• Effectiveness</li></ul>
<b>Evidence system</b> <i>(regional or national level)</i>	<ul style="list-style-type: none"><li>• Funding allocated to research production, mobilisation and use</li><li>• Research and data infrastructure</li></ul>



**Most evaluations focus on reach and access indicators**



# Resources





### ***Item 3. How can we maximise the impact of knowledge intermediaries?***

**Toby Greany – University of Nottingham (England, United Kingdom)**

- Toby Greany presented an ongoing evaluation of the [Western Excellence in Learning and Leadership \(WELL\)](#) initiative. The WELL initiative is a £3.9m three-year programme (2021-2024) which aims to sustainably improve educational outcomes for all young people in the west of Cumbria (UK), particularly those facing disadvantage. A core thrust of WELL's approach is to strengthen the use of evidence by schools and teachers in the 121 primary and secondary schools it supports, in particular through a partnership with the [Education Endowment Foundation \(EEF\)](#) and its Research School network. WELL is an ambitious place-based initiative that is seeking to influence significant change across multiple schools. This is in the context of the Covid-19 pandemic and the many wider challenges that schools in England currently face, including tight budgets, teacher recruitment shortfalls, a fragmented school improvement and support infrastructure, and significant issues relating to pupil well-being and special needs support. In terms of evidence-informed practice, the evaluation found that WELL increased access to sources of evidence – albeit from a relatively low base – and that many schools were beginning to make evidence-informed changes as a result. The [WELL year one evaluation report](#) can be accessed online.



## Anna Numa Hopkins – Network for international policies and cooperation in education and training (NORRAG) and Transforming Evidence (England, United Kingdom)

- Anna Numa Hopkins discussed linear, relational and systems approaches to understand knowledge mobilisation, based on [learning from education and other sectors](#) (Boaz, Oliver & Hopkins 2022). She gave an example of a project examining knowledge mobilization and research use in international education, [sharing findings from a study](#) that investigated how the use of research evidence for policy, planning, and implementation might better support work towards achieving Sustainable Development Goal 4 (SDG 4). The study highlighted a disconnect between the production and use of research evidence - but also a disconnect between the global supply of knowledge products and data, and local, national and regional priorities in the Global South.



## Tine S. Prøitz – University of South-Eastern Norway (Norway)

- Tine S. Prøitz presented a Swedish research-practice partnership (RPP) initiative *Education, Learning, Research*. It aims to strengthen the scientific basis for teacher training and the overall school system in Sweden. This pilot project developed and tested potential collaboration models between universities, schools, and local authorities on practice-based research at the local, regional and national level. A total of 25 universities, 150 municipalities and many schools were involved.

The initiative aimed to have an impact at an organisational and system levels through a bottom-up development of structures for collaboration between teachers, school leaders and researchers. The evaluation relied on a multi-method approach including:

- Document analysis (policy documents, collaboration agreements between municipalities and schools, publications that resulted from the RPPs)
- Stakeholder interviews
- Observations of the stakeholder meetings
- Stakeholder questionnaire.



## Tine S. Prøitz – University of South-Eastern Norway (Norway)

Participants reported increased levels of collaboration, more extensive engagement with research among practitioners, implicit cooperation networks.

Tine highlighted some key challenges of the initiative:

- Finding common language and shared understanding
- Deciding on funding agreements
- Involving all participants and maintaining equality between different stakeholder groups
- Finding common ground in research agenda-setting.





## Rosanne Zwart – The Netherlands Initiative for Education Research (NRO) (Netherlands)

- One of NRO's key functions is to maximise benefits from scientific evidence across the system, and to ensure evidence is accessible where it is needed. Rosanne Zwart presented the [Onderwijskennis.nl](https://onderwijskennis.nl), an educational knowledge portal, which NRO piloted in 2021. The website contains up-to-date knowledge and evidence on key educational themes, including publications, tools, insights and other knowledge resources. All sources added to the portal are carefully checked for quality. The NRO also hosts [kennisrotonde.nl](https://kennisrotonde.nl) (Knowledge Roundabout). The Knowledge Roundabout is a platform where educators can ask educational and practice-related questions and receive a scientifically informed answer in writing. The answers are then shared on the Knowledge Roundabout website for others to read. Over 600 education professionals have received an answer to a question submitted to the Knowledge Roundabout.



## *Links shared in the chat*

- [Netherlands' Initiative for Education Research](#)
- [NORRAG's The South Also Knows initiative](#)
- [NORRAG's report on Improving the Use of Evidence in Education Policy, Practice and Planning](#)
- [Strengthening the Impact of Education Research – first publication](#)
- [Strengthening the Impact of Education Research – working paper](#)
- [Western Excellence in Learning and Leadership \(WLL\) - Year 1 evaluation report](#)



# Thank you !

Jordan HILL – Aurelija MASIULYTĖ – Melissa MOUTHAN  
Nóra RÉVAI – Mykolas STEPONAVIČIUS – José M. TORRES