

Support Mechanisms for Evidence-based Policy-Making in Education

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Establishing a solid evidence base for effective policy-making has, for many years, been a key factor in promoting continued improvement in education systems and standards across Europe. Decision-making in education should strategically aim for improvements in education and training, and for this purpose we need research and evidence (European Commission 2007).

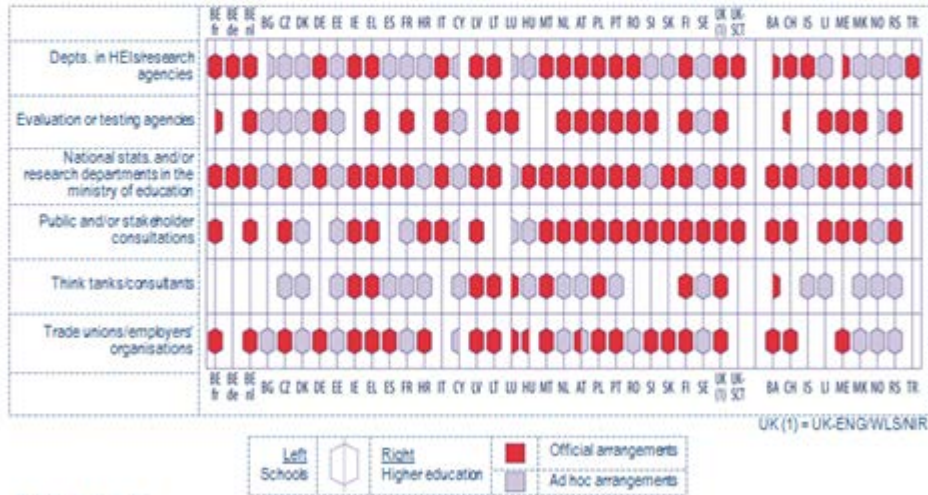
Eurydice produced a report in January 2017 to explore what kind of support mechanisms exist for evidence-based policy making. It considered information, research and statistics from government bodies, higher education institutions, as well as other organisations. In addition, consultations with experts and stakeholders which aim to produce evidence through dialogue for the policy-making process are taken into account.

Evaluation and Quality Assurance were not the main focus of the report, but countries were asked to give examples when such processes were explicitly used as evidence for policy reform. Indeed, many countries reported that they used evaluation and testing agencies for providing evidence, and also gave some examples how evaluations are used in policy reform.

The main conclusions of the report was that while most countries reported a wide range of organisations involved in providing evidence, they ranged from strict rules for mandatory use of evidence in policy-making to more loose guidelines about who should provide evidence. I will give examples of these countries, and also examples of what actors are most commonly used. As for policy evaluation, I will give some examples of how some countries have used policy evaluations in policy reform.



Sources of evidence used in policy-making in the field of education, 2016

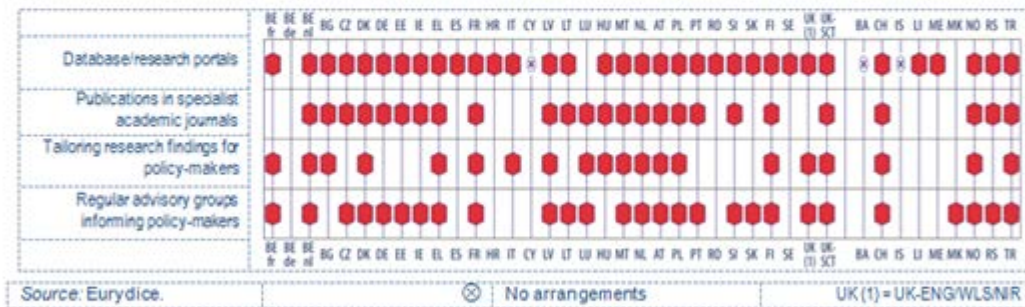


Source: Eurydice.

and Training



Arrangements for facilitating the flow of information between evidence providers and policy-makers in the field of education, 2016



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