

Other jurisdictions have national institutions to support both policy makers and practitioners with evidence

These long-standing organisations support both policy makers and practitioners, often with separate institutions serving each

	Finland	Singapore	Australia	Japan	Scotland
National Institutions	✓	✓	✓	✓	✓
-for practice evidence	✓	✓	✓	✓	✓
-for policy evidence	✓	✓	✓	✓	✓
Government Funded	✓	✓	✗	✓	✓
Operates with independence**	✓	✓	✓	✓	✓
Commissions research	✓	✓	✓	✓	✓
Priorities	Set centrally	✓	✓✗	✓	✓
	Vis a national plan	✓	✗	✓	✓
Existed > 20 years	✓	✓	✓	✓	✗
Long term perspective	✓	✓	✓	✓	?
Examining evidence from other jurisdictions	?	✓	✓	✓	✓

Insight:

- In all cases, large, national institutions exist to provide rigorous research and evidence
- Different categories of evidence are used to advise a) policy makers and b) practitioners
- Institutions are well established with long-term perspective
- Typically research is directed in accordance with a national plan
- In all cases, institutions exist to objectively understand policy and to improve outcomes
- Funding is typically through government and research integrity is protected
- Evidence is sought from other jurisdiction

*Based on EPI/edpol research "How leading nations organise, focus and fund educational research; December 2020

** At very least pursue unrestrained methodological research

How leading education nations organise, focus and fund education research and evaluation*

	Finland	Singapore	Australia	Japan	Scotland
Major institutions and relationship to Government	<ul style="list-style-type: none"> • Finnish Education Evaluation Centre (FINECC) - Within Finnish National Agency for Education (EDUFI) • Independent “freedom” of evaluation methods, organisation and results • Established 1999 	<ul style="list-style-type: none"> • National Institute of Education (NIE) • Office for Education Research • Centre for Research in Pedagogy and Practice • Established early 2000’s 	<ul style="list-style-type: none"> • Australian Council for Educational Research (ACER) – independent • Longitudinal Study of Australian Youth (LSAY) • National Youth Affairs Research Scheme • Department of Education Commissions Research • Running 20 – 30 years 	<ul style="list-style-type: none"> • National Institute for Educational Policy Research (NIER) • Japan Educational Research Association (JERA) • Educational Policy Research Institute (NFERI) • Some institutions existed for a century 	<ul style="list-style-type: none"> • Education Scotland* created:- • National Improvement Hub-resource database for practice • Research Strategy for Scottish Education 2017 • *Instituted 2011
How funded, magnitude and relative spend	<ul style="list-style-type: none"> • Government funding • £3.3 million (19/20) • 0.015% of education spend (2016) • “Examining effectiveness, efficiency and economy” 	<ul style="list-style-type: none"> • Funded by Ministry of Education (MoE) • Education Research Funding Programme (ERFP) • Fourth tranche 2018-22 • Pedagog / Practice £5m p.a • Policy Grant awarded S\$50 – 350k 	<ul style="list-style-type: none"> • ACER contracted revenue AUS\$ 90 million p.a. • Murdoch Children’s Institute • Co-operative funding between national government and states • Queensland runs comprehensive program • Research from: <ul style="list-style-type: none"> - Consultancies & universities, ACER - Deloitte Access Economics 	<ul style="list-style-type: none"> • Funded by Government €22.5 million (19/20) • 0.007% of total educational spend 	<ul style="list-style-type: none"> • Scottish Funding Council
Priorities and how set	<ul style="list-style-type: none"> • Duties governed by legislation • Supervised by Evaluation Council (Sector, Training, work, student representation) • Detailed specification of research – “to conduct evaluations related to education and teaching” • Four year cycle of work 	<ul style="list-style-type: none"> • Research with policy impact clear part of 2022 strategic vision • To have an impact on policy and pedagogy • Guided by economic planning and education strategy 	<ul style="list-style-type: none"> • States commission ACER for research • ACER includes a “what works” department • LSAY – to understand transitions and pathways • Recently Department commissioned five large scale reports including drivers of outcomes 	<ul style="list-style-type: none"> • NIER – collects and analyses academic research to plan and design education policy – mid and long term • Also to respond to solutions to urgent Political issues • NIER department focuses and coordinates direction of research projects 	<ul style="list-style-type: none"> • Research Strategy 2017 produced on behalf of Scottish Government and Education Scotland • OEID recommendations • To use a more rigorous and evidence based approach • System focus and “What works” • “Learning together” - for connection between policy, research, practice

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