

edpol.net

Review of institutions potentially comparable to EPKC

March 2022

Source: Organisations' websites and Wikipedia

Content

Page	Content
3	Method
4-11	Insight
12	Appendices
13	A1 Summary analysis
14-29	A2 Education institutions (other jurisdictions)
30-37	A3 Education institutions (UK)
38-46	A4 Other institutions (non-education)

Methodology

Desk research was undertaken by two independent researchers to examine thirty institutions. Results were catalogued as per appendix 1. Disparities in their findings were examined more closely and a more informed position taken. All institutions were catalogued by recording their mission statements and main areas of activity (see appendices 2 to 4)

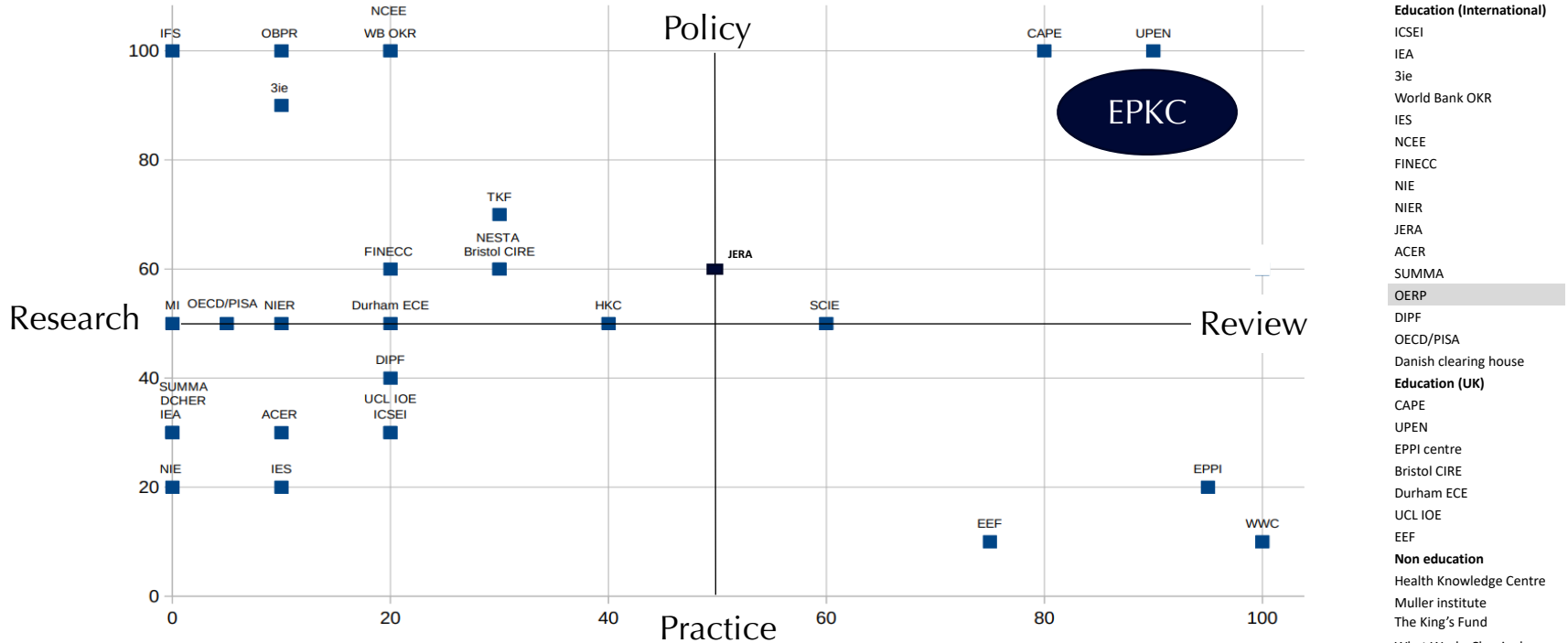
Education (International)			
ICSEI	https://www.icsei.net/	Australia	1986
IEA	https://www.iea.nl/	The Netherlands	1967
3ie	https://www.3ieimpact.org/	India, United States, London	2008
World Bank OKR	https://openknowledge.worldbank.org/	United States	2012
IES	https://ies.ed.gov/	USA	2002
NCEE	https://ncee.org/	USA	1988
FINIECC	Finish Education Evaluation Centre	Finland	2000
NIE	http://nie.edu.sg/	Singapore	1950
NIER	https://www.nier.go.jp/English/ http://www.jera.jp/en/ & http://www.jera.jp/	Japan	1949
JERA	www.jera.jp/	Japan	1941
ACER	https://www.acer.org/au/ https://www.summaedu.org/en/about-us/	Australia	1930
SUMMA		Brazil	2016
OERP		Canada	2006
DIPF	https://www.dipf.de/de	Germany	1951
OECD/PISA	https://www.oecd.org/pisa/	France	1961/2000
Danish clearing house	https://dpu.au.dk/om-dpu/profil	Denmark	2006
Education (UK)			
CAPE	https://www.cape.ac.uk/	UK	2020
UPEN	https://www.upen.ac.uk/about/	UK	2018
EPPI centre	https://eppi.ioe.ac.uk/ https://www.bristol.ac.uk/education/research/centres-networks/centre-for-comparative-and-international-research-in-education-cire/	UK	1993
Bristol CIRE	https://www.bristol.ac.uk/education/research/centres-networks/centre-for-comparative-and-international-research-in-education-cire/	UK	

Methodology

Education (UK)			
Durham ECE	https://www.durham.ac.uk/research/institutes-and-centres/evidence-centre-education/	UK	
UCL IOE	https://www.ucl.ac.uk/ioe/	UK	1902
EEF			
Non education			
Health Knowledge Centre	https://www.kce.fgov.be/en	Belgium	2002
Muller institute	https://www.mullerinstituut.nl/english-about-us-mi/	Netherlands	1992
The King's Fund	https://www.kingsfund.org.uk/	UK	1897
What Works			
Clearinghouse	https://ies.ed.gov/ncee/wwc/	USA	2002
IFS	https://ifs.org.uk/	UK	1969
SCIE	https://www.scie.org.uk/	UK	2001
NESTA	https://www.nesta.org.uk/	UK	1998

The EPKC would occupy a unique space

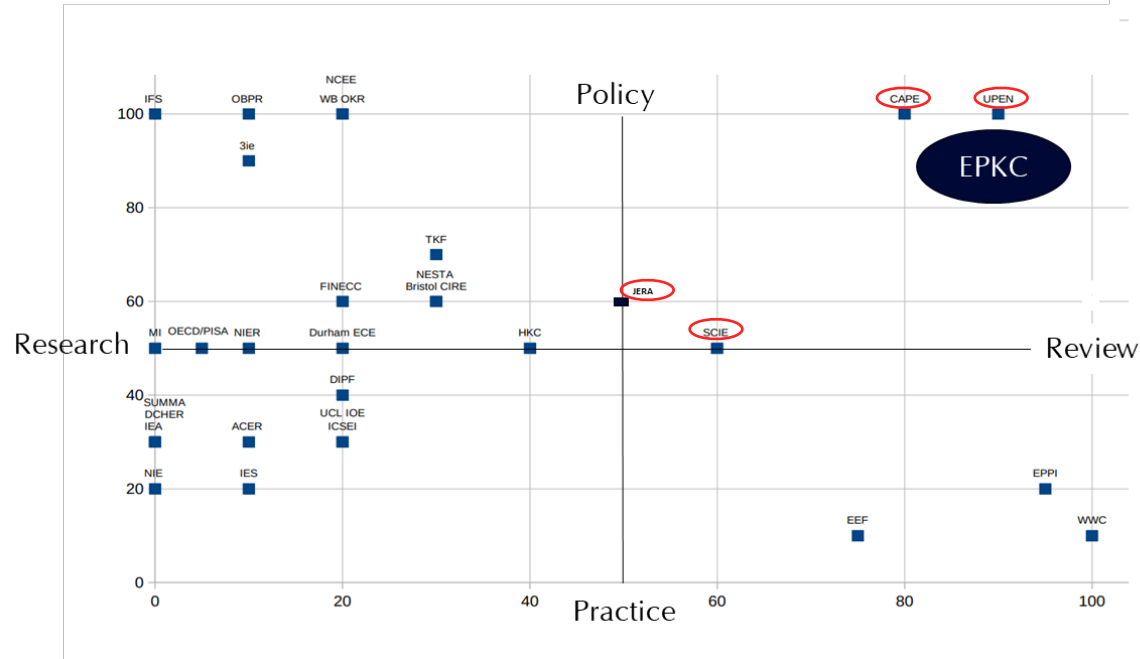
The EKPC will operate in the education comparative policy review area and no other organisation around the world operates in this space. The EKPC will review and synthesise policy based research, unlike most other institutions that undertake and focus on their own research.



- Education (International)**
- ICSEI
- IEA
- 3ie
- World Bank OKR
- IES
- NCEE
- FINECC
- NIE
- NIER
- JERA
- ACER
- SUMMA
- OERP**
- DIPF
- OECD/PISA
- Danish clearing house
- Education (UK)**
- CAPE
- UPEN
- EPPI centre
- Bristol CIRE
- Durham ECE
- UCL IOE
- EEF
- Non education**
- Health Knowledge Centre
- Muller institute
- The King's Fund
- What Works Clearinghouse
- IFS
- SCIE
- NESTA

For education there is no focus on review of policy research

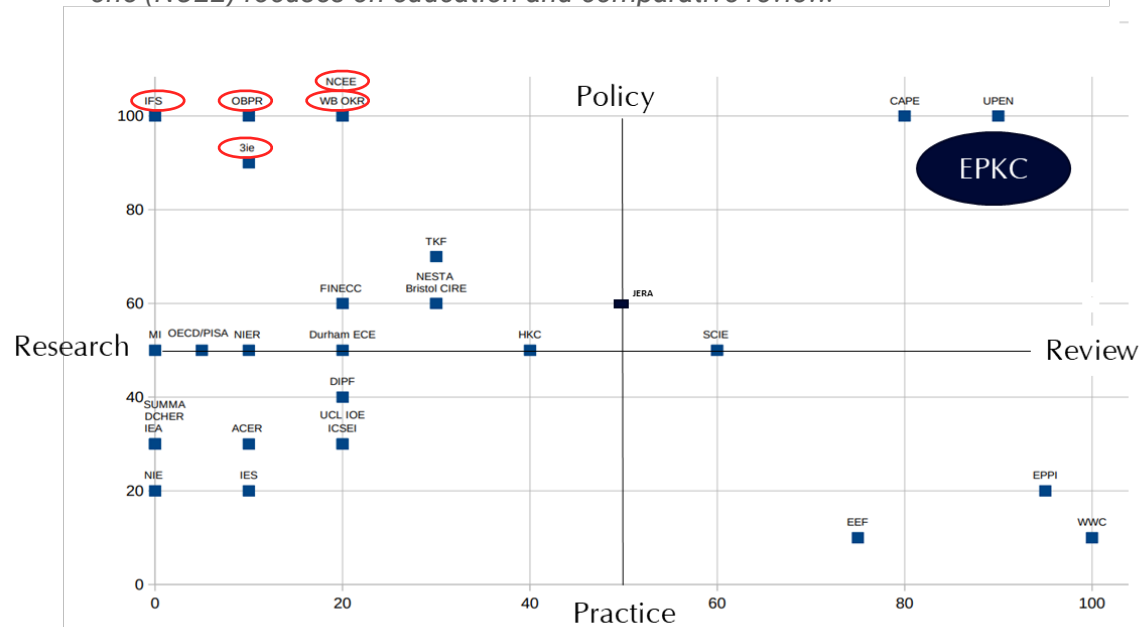
Only two small networks (generalists rather than education specialists) were identified focusing on policy review and synthesis



- CAPE and UPEN are UK based networks that exist to better channel research into policy making. They are not education focused and do not have a comprehensive programme of education review
- SCIE focuses on social care
- The long established Japanese institutions of JERA and NIER undertake comparative education analysis but on an ad hoc basis and output is not generally accessible

Most policy assistance is based on proprietary research

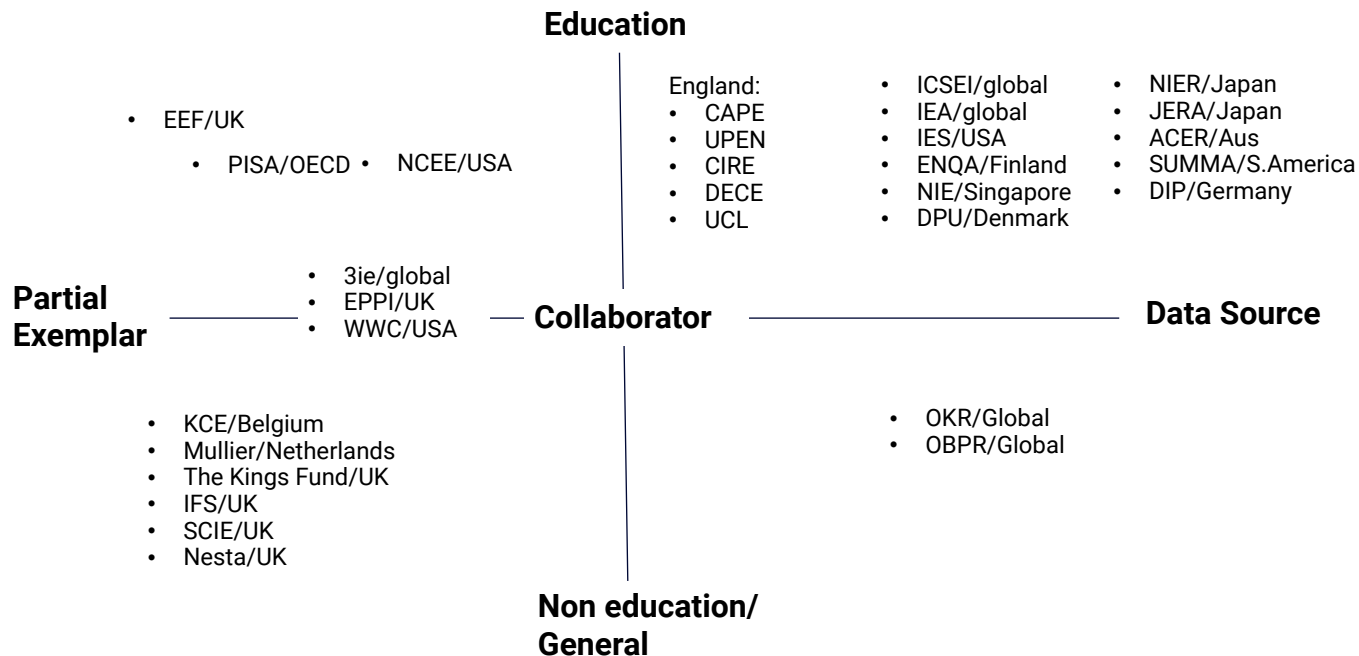
There are world renowned organisations focusing on policy assistance but they are 80 to 100% using their own research and only one (NCEE) focuses on education and comparative review.



- The only organisation in this group focused on education is NCEE in the USA. It is the closest comparator to the EPKC but is not systematic in reviewing all policy instruments, its coverage restricted and its synthesis is limited to an overall policy blueprint.
- The IFS and WB OKR are economics orientated and while providing important research, again, are not systematic in their approach
- OBPR supports the Australian government
- 3ie is orientated to international development

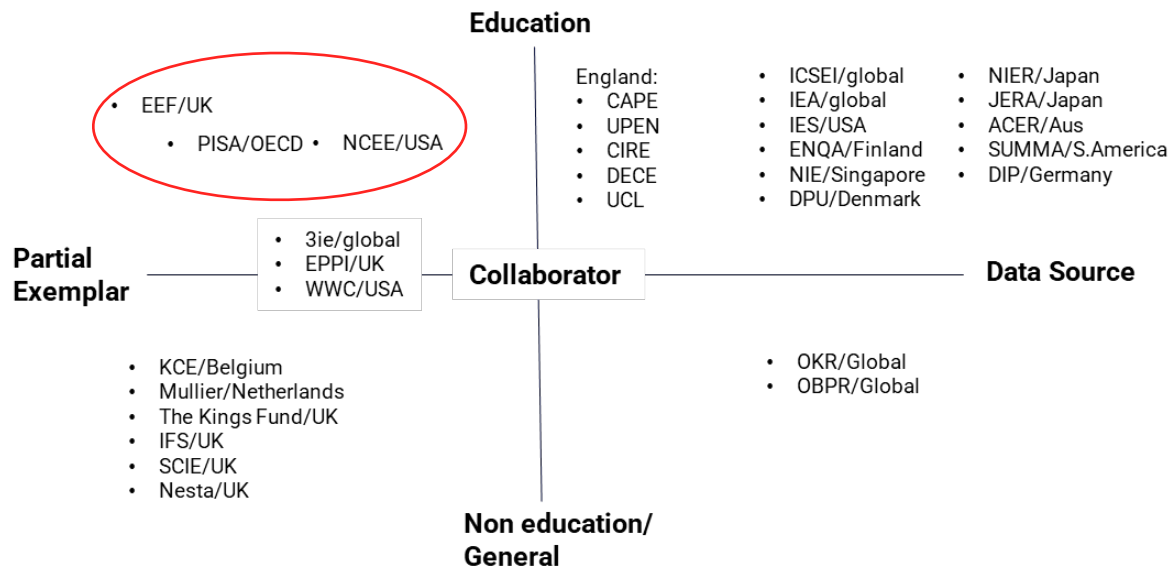
Existing institutions could be of significant assistance to the EPKC

A conceptual mapping illustrates how institutions can provide education data, collaboration and act as exemplars to guide the development of the EPKC



A small number of organisations overlap with elements of the EPKC

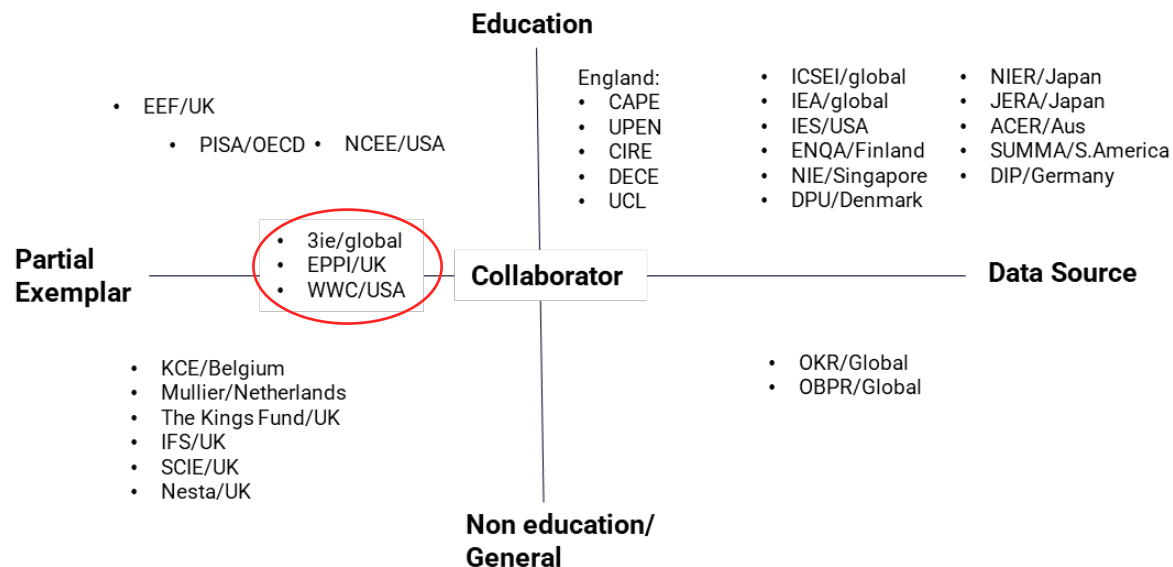
It is hoped that the EPKC could work closely with EEF, PISA and NCEE but these organisations differ in focus, method and/or purpose.



- The EEF presents complex data in a simple, abstracted manner in it's tool kit (but focuses on education practice rather than policy)
- PISA/OECD provides rich comparative attainment data and ad-hoc descriptive information (but uses relatively weak correlation to champion specific approaches)
- The NCEE provides a strong starting point for comparative review with around a dozen jurisdictions (but is "patchy", lacking in depth and advocating an overall system blueprint)

Some organisations exemplify best in class method

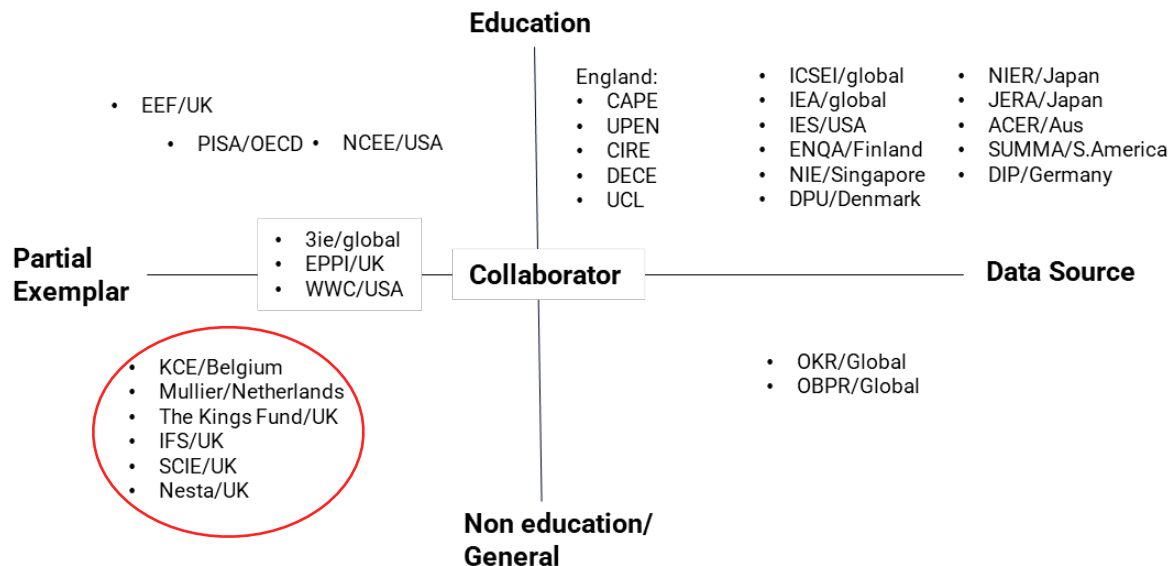
A number of organisations that cover education and other social sciences demonstrate honed methods that are directly relevant to the EPKC



- 3ie, while focusing on international development, offers “a full suite of evidence products, including impact evaluations, systematic reviews, evidence gap maps, and rapid evidence briefs”.
- EPPI is a specialist department in UCL and offers synthesis products and training
- WWC in the USA upholds standards in research review because they , “determine which studies meet rigorous standards, and summarize the findings”
- The Campbell Collaboration and Cochrane Collaboration also have specialist and widely admired capabilities in related areas

Much can be learnt from organisations outside of education

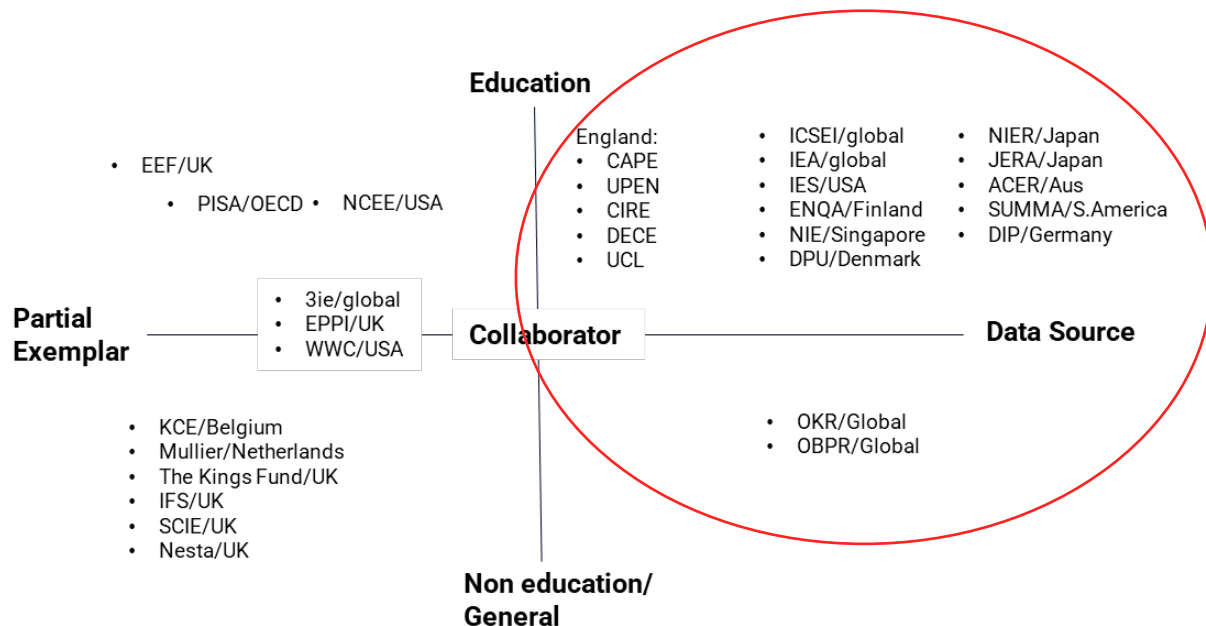
Specialist institutions in the UK and overseas, outside of education, also provide learning for the EPKC



- KCE in Belgium (Health) is an advisory body and acknowledges that others make the ultimate decision
- Mullier in Netherlands (Sport) runs conferences and international symposiums to gather knowledge
- The Kings Fund (Health) jealously defends its independence “to determine its own priorities”
- The IFS follows a broad agenda in economics and speaks to a broad audience
- SCIE has “a vast evidence base” and develops through collaboration

There are rich sources of data in a wide variety of institutions

Finally, both national and international organisations provide ad-hoc research and reviews that can be incorporated into the EPKC's systematic approach for comparative review



- English/UK academic departments offer an obvious opportunity to collaborate on the EPKC. A few examples are given here out of a much wider HE system
- Most jurisdictions that record “academic success” have well established and stable national research institutions, to draw on for national data and insight
- There are also international organisations such as the world Bank that provides open and accessible data

edpol.net

Appendix 1

Summary analysis of comparable institutions

edpol.net

Appendix 2
Education institutions



Education/global Network Forum	Collaborator Source of research and insight, user of EPKC
--------------------------------------	---

ICSEI's mission is to enhance the quality of education and support the development of more equitable education systems so that all children and young people can achieve their full potential irrespective of their background or circumstances.

ICSEI has always been a small organisation, with a Board of volunteers, which provides services to a worldwide education community. Any funds raised are used to conduct yearly Congresses and provide other educational services to Members and the wider education community. The community includes researchers, policymakers and practitioners from the global north and south

ICSEI network activities, both online and during congress, provide an international forum for the exchange of information and dialogue on critical issues though active discussion among researchers, practitioners and policy makers

Networks:

- Data use
- Early career
- Early childhood education and care
- Educational leadership
- Policymakers, politicians and practitioners (3P)
- Professional learning networks (PLN)

ICSEI is about unlocking the untapped potential that exists in classrooms, schools and their communities. This requires understanding of different contexts, insightful analysis and social interaction to understand how to unlock the potential and influence and support change and improvement.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	%	%
https://	Australia	1986	2			x	70	30	20	80	Y	N	0	100

IEA (International Association for the Evaluation of Educational Achievement) is an international cooperative of national research institutions, government research agencies, scholars, and analysts working to evaluate, understand, and improve education worldwide. We are a nonprofit and independent organization. More than 60 countries are actively involved in the IEA network, and over 100 education systems participate in our studies. Since 1958, IEA has measured students' mastery of subjects such as mathematics, science, and reading; conducted assessments on civic and citizenship education; investigated students' computer and information literacy; and researched early childhood and teacher education. We aim to help our members understand effective practices in education and develop evidence-based policies to improve education. Our comparative studies of education systems across the world enable better understanding of the policies and practices that foster educational progress and play a critical role in helping nations build their own knowledge and research capacity. By linking research, policy, and practice, and measuring how well our education systems are preparing children for the future, our association contributes toward a more educated world

IEA studies ...draw on the notion of “opportunity to learn” in order to understand the linkages between:

- The intended curriculum (what policy requires)
- The implemented curriculum (what is taught in schools) and
- The achieved curriculum (what students learn)

IEA studies have a strong empirical basis, and they rely mainly on cross-sectional and longitudinal non-experimental designs, with data collection through sample survey methods. Studies also make use of qualitative methods such as case studies and observational techniques when appropriate

Since their inception, our flagship [TIMSS](#) & [PIRLS](#) studies have been directed by the [TIMSS & PIRLS International Study Center](#) at the Lynch School of Education in Boston College.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion
													%	%
https://	The Nether	1967	173			x	70	30	0	95	N	N	90	10

Our new strategy responds to the rapid pace of change and the considerable challenges of today and tomorrow. By delivering excellence in both project-funded work and the production of global public goods, we aim to remain at the forefront of evidence-informed policy and practice

3ie supports the production, synthesis and uptake of high-quality evidence. We offer a full suite of evidence products, including impact evaluations, systematic reviews, evidence gap maps, and rapid evidence briefs. We also work with our partners to strengthen their capacities to conduct evaluations, use high-quality evidence in decision-making, track evidence uptake, and ensure that research meets the highest standards of transparency. Our reach is global, having supported evaluations in more than 50 countries on topics spanning the full range of development sectors, including education, health, economic growth, environmental protection and governance.

3ie's evidence programmes support studies to fill critical knowledge gaps in a sector, sub-sector or in an area with limited rigorous evidence. We fund studies under a specific theme or which address a particular question or set of questions in programme areas where our donors want to expand global public knowledge of what works and what does not.

3ie has supported studies on a variety of education interventions aimed at improving outcomes related to student learning, teacher performance, and functional and effective education systems.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)			
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental		
							%	%	%	%			Y/N	Y/N	Quantitative	Descriptive
															RCT	Expert opinion
															%	%
https://	India, Unit	2008	73			x	10	90	10	90	N	N			100	0

The World Bank is the largest single source of development knowledge. The World Bank Open Knowledge Repository (OKR) is The World Bank's **official open access repository** for its research outputs and knowledge products.

The Open Access Policy and the OKR represent the third major development in the World Bank's Open Development Agenda, joining these earlier initiatives:

- **Open Data Initiative** (launched in April 2010): a range of reforms enabling free access to thousands of development indicators, as well as a wealth of information on World Bank project and finance, and
- **Access to Information Policy** (launched in July 2010): a groundbreaking change in how the World Bank makes information available to the public.

By extending and improving access to World Bank research, the World Bank aims to encourage innovation and allow anyone in the world to use Bank knowledge to help improve the lives of those living in poverty. The OKR is constantly updated with new content, as well as legacy reports and research.

The OKR is built on DSpace, the open source platform heavily used in the open access community, powering over 2,000 open repositories, and is interoperable with other repositories. It supports optimal discoverability and re- usability of the content by complying with [Dublin Core Metadata Initiative \(DCMI\) standards](#). All OKR metadata is exposed through the [Open Archives Initiative Protocol for Metadata Harvesting \(OAI-PMH\)](#).

Since its launch in 2012, millions of publications have been downloaded from the OKR, and nearly half of its users are in developing countries. The OKR was named one of ALA RUSA's "[Best Free Reference Web Sites of 2013](#)" The World Bank also received the Scholarly Publishing and Academic Resource Coalition (SPARC) "[Open Access Innovator](#)" award in 2012 for the OKR.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion
							%	%	%	%			%	%
https://	United Stat	2012	Unavailable			x	0	100	20	80	Y	N	60	40

The Institute of Education Sciences (IES) is the statistics, research, and evaluation arm of the U.S. Department of Education. We are independent and non-partisan. Our mission is to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. IES conducts six broad types of work that addresses school readiness and education from infancy through adulthood and includes special populations such as English Learners and students with disabilities.

We provide data that describe how well the United States is educating its students.

We conduct surveys and sponsor research projects to understand where education needs improvement and how these improvements might be made. Our longitudinal surveys provide nationally representative data

We fund development and rigorous testing of new approaches for improving education outcomes for all students.

We conduct large-scale evaluations of federal education programs and policies.

We provide resources to increase use of data and research in education decision making. Through the What Works Clearinghouse, we conduct independent reviews of research on what works in education.

We support advancement of statistics and research through specialized training and development of methods and measures.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https:// USA		2002	182	x			80	20	10	90	N	N	100	0

Over the last half century, students in a growing number of countries in many parts of the world have been outperforming American students by wider and wider margins. Their students achieve at higher levels, with more equity, and at a lower cost per student. NCEE has been studying these countries—most of which are the size of American states—for more than 30 years to identify the strategies and practices that have propelled them to the top of the global league tables. We use that information to help states and districts redesign their education systems for much higher performance.

NCEE has been a leader in U.S. education from policy to practice, producing reports that have led to landmark national legislation, supporting states in redesigning their education systems, and providing rigorous, proven supports to more education leaders than any other organization. NCEE’s dedicated, diverse, and experienced staff are working with teachers, school leaders, district leadership teams, and state policy makers to create a new system of education and return the U.S. to the top of the world education ranks.

For decades, NCEE has been identifying the world’s highest performing education systems, uncovering their common features and underlying principles, and producing actionable advice based on what we learn to help the U.S. achieve greater success. We study their history and context, visit their schools, and interview teachers, principals, students, parents, policymakers, and people outside the system. Our work is distinguished by our focus on deeply understanding successful systems – examining how the parts and pieces work to support each other. We compare these systems to the U.S. and to one another to better understand how they function, how they are similar and different, and how they address their unique challenges. And we explore how they are changing to anticipate the future.

The most important feature of a high-performing education system is not that it contains any specific silver bullet. It is that the components are aligned and designed to work together as a system. Education systems are not simply collections of independently effective parts and pieces. Effective systems, by definition, are parts and pieces that work in harmony with one another, each one reinforcing and supporting the functioning of the other parts and pieces, and all of them together contributing to the system’s high performance.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)				
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental		
https:// USA		1988	53			x	%	0	100	%	20	80	Y/N	Y/N	Quantitative	Descriptive
															RCT	Expert opinion
															%	%
															20	80



ENQA was first established in 2000 as the European Network for Quality Assurance in Higher Education to promote European cooperation in the field of quality assurance in higher education. In 2004, it became the European Association for Quality Assurance in Higher Education with the aim to contribute to the maintenance and enhancement of the quality of European higher education, and to act as a major driving force for the development of quality assurance across all the Bologna Process signatory countries.

ENQA has three main goals:

- Representing interests of quality assurance agencies
- Providing services to members and other stakeholders
- Driving the development of external quality assurance

ENQA respects the diversity of higher education systems and quality assurance approaches and operates in keeping with its values, which it promotes amongst its members.

As the designated stakeholder organisation of quality assurance agencies in the EHEA, ENQA represents their interest internationally, supports them nationally and provides them with comprehensive services and networking opportunities.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%			Quantitative	Descriptive
													RCT	Expert opinion
													%	%
Finish E	Finland	2000	50	x			40	60	20	80	N	N	80	20



Education/National Research Practice Data source

The National Institute of Education (NIE), Singapore, is Singapore’s national teacher education institute and we are proud to be an integral part of the nation’s education service. We play a key role in the preparation of teachers and in the provision of teacher professional and school leadership development programmes.

Our university-based teacher education programmes leverage the strong partnerships that NIE has with the Ministry of Education and Singapore schools to develop teachers who are grounded in theory and strong in practice. As an institute within a world-class research university, NIE also offers rigorous graduate education in the form of masters and doctoral programmes for local and international students.

NIE faculties are actively involved in research in their respective academic disciplines. Our education research strengthens the research-practice nexus continually, and advances theory and policy thinking. NIE also supports our nation’s life-long learning endeavours through courses in relevant professional and life skills.

NIE Vision

An Institute of Distinction: Leading the Future of Education

NIE Mission

Inspiring Learning, Transforming Teaching, Advancing Research

NIE Core Values

Integrity, Professionalism, Collegiality, Valuing Diversity, Embracing Change

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion	
													%	%	
http://r	Singapore	1950	360	x			80	20		0	100	N	N	90	10



Education/National
Research & review
Practice and policy

Collaborator
Data source

NIER, as a national research body for comprehensive educational policy, is responsible for collecting and analyzing academic research data. The data is needed to plan and design educational policies. In addition, NIER represents Japan in international society, and provides necessary advice, support, and information for domestic institutes and bodies related to education.

As Basic Policy, NIER is aiming to achieve the following

- To present findings obtained from scientific surveys, analysis, and predictions of worldwide situations surrounding education for Japan's future policies. The findings should be used to plan and design strategic educational policies in the mid and long term.
- To conduct scientific surveys of and analyze the current situation and social background for solutions to urgent political issues. The outcomes should be used to plan and design educational policies which flexibly address social needs.
- To give help, support and advice about education activities where necessary.
- To gather, compile and store educational information, data, and documents and make available to interested parties in Japan and abroad.
- To collect knowledge and promote information sharing for educational research with bodies in Japan and abroad. This can be done by implementing international education cooperation, holding conferences, and conducting joint research studies.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
https://	Japan	1949	134	x			50	50	10	90	N	N	RCT	Expert opinion
							%	%	%	%			%	%
													100	0

The purpose of the Japanese Educational Research Association is to “advance and promote educational research - through the presentation of its theory and application, exchange of knowledge, and collaboration with relevant associations, both at home and abroad - and thus contribute to the development of our nation’s academia”. Founded in 1941, the Association now has some 2700 individual members as one of the leading Japanese research associations with a focus on research areas involving educational studies. As well as holding a yearly conference every August, the Association publishes a Japanese journal (Kyoikugaku Kenkyu) quarterly and an English journal (Educational Studies in Japan) yearly. Various symposia, research gatherings, and seminars for young researchers are also held frequently, along with research activities and meetings focused within seven geographical sectors of Japan, in order to work toward the further development of educational studies research in this country.

The global pandemic has, in tandem with climate change, led to inevitable transformations in the relationship between nature and humans on a worldwide scale. These transformations have also changed the conventional divisions between natural sciences and humanities/social sciences, calling for a reappraisal of pedagogy as an academic field taken for granted as well.

The Association hopes to address these issues effectively while becoming an even more meaningful space for the participation of our members.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%	%			Quantitative	Descriptive	
													RCT	Expert opinion	
													%	%	
http://www.edpol.net	Japan	1941		x			40	60	50	50	0	N	N	N/A	N/A



Education/national
Research
Practice

Collaborator
Regional source of research
and insight.
User of EPKC

Our mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the lifespan. We are a not-for-profit research organisation established in Australia. ACER has more than 400 staff in offices around the world

ACER has built a strong reputation as a provider of reliable support and expertise to education policymakers and professional practitioners since it was established in 1930. We are a leader in transforming educational practice through research. We generate and disseminate new knowledge in school, system, principal and teacher improvement. [Focus on professional learning and Assessment]

As an independent non-government organisation, ACER generates its entire income through contracted research and development projects, and through developing and distributing products and services, with operating surplus directed back into research and development

ACER's Centre for School and System Improvement provides global thought and practice leadership and the evidence base in Education System, School, Principal and Teacher improvement.

The Centre will provide evidence and generate new knowledge in school and system improvement, and support education systems in their improvement strategies. The focus of the Centre is disseminating ACER's research in the field and research undertaken in partnership with others, contributing to public debate and policy-making and providing capacity-building and learning opportunities for individuals, schools and education systems.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	%	%
https://	Australia	1930	400+			x	70	30	10	90	N	N	80	20



<p>Education Network Research</p>	<p>Collaborator Regional source of research and insight, user of EPKC</p>
---	---

Our mission is to contribute to and increase the quality, equity and inclusion of the educational systems in the region, through the improvement of the decision-making process regarding educational policies and practices. For this purpose, SUMMA works in the following areas: (a) generating knowledge and evidence through cutting edge research on key matters of education policy, (b) boosting innovation in education through the promotion of policies that are innovative and have proven effectiveness, and c) stimulating the collaboration and exchange of knowledge between policy makers, academics, innovators, directors and educators

The first 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 the Education Ministries of Brazil, Chile, Colombia, Ecuador, Mexico, Peru and Uruguay. Since 2018, the Ministries of Guatemala, Honduras and Panama have also joined SUMMA

SUMMA develops cutting-edge research of regional relevance, aimed at strengthening decision-making processes, using innovative methodologies. The output of this strategic pillar consists in several documents and reports, focused on relevant topics for the region, in order to contribute to decision-making processes and public policy design, based on evidence.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://	Brazil	2016	28			x	70	30	0	100	N	Y		Read the comment

The DIPF | Leibniz Institute for Research and Information in Education supports science, politics and practice in the field of education. The Leibniz Institute develops, documents and imparts knowledge about education – with a combination of research, transfer and infrastructure that is unique in Germany. In this way, it contributes to the success of education and the ability to overcome challenges in the education system.

As a centre for educational research and information, the institute stands for the following services:

- DIPF contributes to educational debates with trend-setting scientific contributions. It focuses on early education, quality of teaching, individual support for at-risk children and the impact of educational reforms.
- It provides far-reaching and innovative digital information services for the entire education sector. These include verification systems, data collections and transfer services.
- With educational reporting, comparative analyses and evaluations, the institute ensures that the quality of excerpts of educational reality can be improved in a scientifically sound manner.

DIPF work is interdisciplinary, nationally and internationally networked and equally basic and application-oriented. It's social and cultural studies research focuses on the systemic, institutional and individual levels of educational processes. It is based on theory-based analyses as well as on empirical and educational historical findings.

The further development of the institute's research and information infrastructures involves research work from information science and computer science. In doing so, the DIPF is oriented towards the needs of use and is based on international standards.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://	Germany	1951	335	x			60	40	20	80	Y	Y		

The Programme for International Student Assessment (PISA) is a worldwide study by the [Organisation for Economic Co-operation and Development](#) (OECD) in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading. It was first performed in 2000 and then repeated every three years. Its aim is to provide comparable data with a view to enabling countries to improve their education policies and outcomes.

Wikipedia: by investigating relationships between student learning and other factors PISA can "offer insights into sources of variation in performances within and between countries"

National policy actors refer to high-performing PISA countries to "help legitimise and justify their intended reform agenda within contested national policy debates".^[11] PISA data can be "used to fuel long-standing debates around pre-existing conflicts or rivalries between different policy options. In such instances, PISA assessment data are used selectively: in public discourse governments often only use superficial features of PISA surveys such as country rankings and not the more detailed analyses. Rey (2010:145, citing Greger, 2008) notes that often the real results of PISA assessments are ignored as policymakers selectively refer to data in order to legitimise policies introduced for other reasons.^[13]

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://	France	1961/2000				x	50	50	5	95	Y	Y	30	70

DPU

The research at DPU [Danish Clearing House in Denmark] is based on strong scientific perspectives on pedagogy and education:

- Didactic (academic and general)
- Psychological
- Sociological
- Philosophical
- Anthropological

These perspectives are also pivotal to the programmes offered by DPU.

In addition, interdisciplinary research aimed at specific and demarcated pedagogical fields of art, with day care and the school as some of the largest and most central.

DPU, Aarhus University wants to live up to – but also to create and shape – expectations by

- conduct both critical and constructive research and education at international level, which, from – and across – scientific perspectives, partly describes, understands and explains pedagogical and educational conditions and activities and, on the other hand, develops methods, concepts and tools as a contribution to professional practice and policy.
- education and training of bachelors and graduates who contribute at a high level of research-based knowledge and competence to the development of both society and the individual in relation to questions of pedagogy and education.
- research inform pedagogical practices and policy so that pedagogical professions and politicians can make use of research to solve problems and challenges related to pedagogy and education.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive	
													RCT	Expert opinion	
													%	%	
https:// Denmark		2006	245	x			70	30		0	100	N	N	Read the comment	

edpol.net

Appendix 3
Education institutions



Capabilities in Academic Policy Engagement (CAPE) is a knowledge exchange and research project that explores how to support effective and sustained engagement between academics and policy professionals across the higher education sector.

CAPE is a partnership between UCL and the universities of Cambridge, Manchester, Northumbria and Nottingham, in collaboration with the Government Office for Science, the Parliamentary Office for Science & Technology, Nesta, and the Transforming Evidence Hub. CAPE is funded by Research England.

We believe that policy which is informed by evidence is stronger, more effective, and provides better value for public spending. By using research expertise we can make a positive difference to the UK economy, our wellbeing and to the world around us.

The CAPE project aims to better understand and to enhance academic-policy engagement in different geographical and policy contexts across England. CAPE is providing knowledge that can help to improve the ways that universities engage with national government, parliament and local and regional authorities.

Our consortium brings together a strong network drawn from universities, policy organisations and think tanks. CAPE will design, test and evaluate interventions to improve the quality and agility of academic input into public policy. It places a strong emphasis on improving the diversity of engagements and participants.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://uk		2020	13	x			0	100	80	20	Y	N	Difficult to answer	



General/England
Network
Policy research/evaluation

Our mission is threefold:

- To harness the collective research power of UPEN members to increase the impact of research on public policy.
- To collaborate with policy professionals to provide coordinated, diverse and efficient access to evidence and expertise.
- To share learning and best practice around knowledge exchange and policy impact between UK universities.

The Universities Policy Engagement Network - UPEN - is a community of UK universities and policy professionals committed to increasing the impact of research on public policy.

UPEN offers a dedicated 'one stop shop' for policy professionals looking to engage with research at universities from across the UK. This includes providing a coordinated and diverse response to requests for evidence, co-designing mechanisms for academic-policy engagement, and sharing knowledge and experience of what works and doesn't work.

UPEN organises knowledge exchange events with key stakeholders around policy impact; from Universities, UK government, parliament, devolved bodies and local authorities. In addition, UPEN provides a weekly overview of opportunities through its newsletter UPEN Updates.

UPEN also acts as a champion for the emerging academic-policy broker role at universities, enabling members to develop their skills, share best practices and collaborate with one another.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://uk		2018	N/A	x			0	100	90	10	Y	N	Difficult to answer	



International development
Synthesis
Methodology

Collaborator

The EPPI-Centre is a specialist centre for: (i) developing methods for systematic reviewing and synthesis of research evidence; and (ii) developing methods for the study of the use research.

We have very close links with the main international collaborations in synthesis methods and we are partners or undertake other work with many of the UK government what works centres. We are interested in complexity and mixed methods reviews to understand research relevant to decision making as well as methods for how that research is used in practice. We see research as both a crucially important form of academic enquiry and as an important resource for use in society.

As well as being directly involved in research synthesis and research use, we provide two [MSc programmes](#) and many short courses in research synthesis and social policy and research. We also produce many [publications](#) on research synthesis and research use.

Our work in research synthesis and research use is across many areas of social policy including [education](#), [health](#), [social care](#), [developing economies](#), sport, environment, and [crime](#).

The EPPI-Centre is based in the [Social Science Research Unit](#) in the Department of Social Science, UCL Institute of Education, University College London. The work of the centre started in 1993, the name 'EPI-Centre' was used from 1995 and we then changed to the current name of 'EPPI-Centre' from 2001.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https:// UK		1993	32			x	80	20	95	10	Y	N	95	5



Education/international
Research
Practice and policy

Data source

The Centre for Comparative and International Research in Education (CIRE) brings together researchers who address issues of social, environmental and epistemic justice in education. We welcome doctoral supervision and collaborations in these areas. We work across educational theory, policy and practice with a comparative sensibility to global and local dynamics.

We are a multidisciplinary group using a range of theoretical perspectives and methodological approaches in comparative research. This includes expertise in sociology, history, social psychology, post-colonial and decolonial theory and collaborative, arts-based inquiry.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion
https:// UK						x	40	60	30	70	Y	N	40	60

DECE take the wider outcomes of education seriously, looking beyond attainment and cognitive development to outcomes such as mental health, well-being, attitudes and aspirations, personality, trust and civic participation.

We promote, evaluate and monitor the impact of high-quality education research, and help build research capacity. The members of the Centre and their networks provide a rich blend of perspectives – including educational sociologists, psychologists, economists, geographers, health scientists, methodologists, and practitioners.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion
													%	%
https:// UK			45			x	50	50	20	80	N	Y	100	0

IOE is UCL's Faculty of Education and Society. From legacy to innovation, we have been shaping policy and helping government, organisations and individuals to navigate a radically changing society for the last 120 years.

Working across education, culture, psychology and social science, we create lasting and evolving change in a real-world context. We embrace cross-pollination, collaboration and excellence to create a future that is inclusive and just. We do this through world-leading education, research and enterprise, and have been ranked number one for education worldwide every year since 2014 in the QS World University Rankings.

We merged with UCL in December 2014, and have grown our community to more than 8,000 students, 800 staff and hundreds of thousands of alumni who push the boundaries of knowledge and lead challenging conversations. We were previously known as the UCL Institute of Education.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https:// UK		1902	800			x	70	30	20	80	N	N	50	50
				x			90	10	75	25	N	N	90	10

The Education Endowment Foundation (EEF) is dedicated to breaking the link between family income and educational achievement. The EEF isn't just a grant-funder, nor just a research organisation. What we are is a charity with a moral imperative – to support teachers and senior leaders to raise attainment and close the disadvantage gap – which roots its response to this educational challenge in the best available evidence.

We do this by:

- summarising the best available evidence in plain language for busy, time-poor teachers and senior leaders. Our [Teaching and Learning Toolkit](#) is now used by 70% of secondary schools.
- generating new evidence of 'what works' to improve teaching and learning, funding independent evaluations of high-potential projects. We've tested over 190 high-potential programmes with over 1.3 million children and young people.
- supporting teachers and senior leaders across the country in using this evidence to achieve the maximum possible benefit for young people. We work in partnership with a network of 37 [Research Schools](#) across the country.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental Quantitative	Non-Experimental Descriptive
							%	%	%	%	Y/N	Y/N	RCT Expert opinion	%
https://			x				90	10	75	25	N	N	90	10

edpol.net

Appendix 4
Other institutions

KCE is an independent research centre that provides scientific advice on topics related to health care. The topics are generally [asked for by](#) the public authorities (Minister / Ministry of Public Health, NIHDI), universities, professional associations, etc.

KCE's mission is to advise policymakers on decisions relating to health care and health insurance on the basis of scientific and objective research. It is expected to identify and shed light on the best possible solutions, in the context of an accessible, high-quality health care system with due regard for growing demand and budgetary constraints.

However, this is where the remit of KCE stops. It is an advisory body and is not involved in the decision-making or implementation process, even if its recommendations are ultimately adjusted by decision-makers.

The KCE is a type B parastatal body. This status guarantees great independence from the subsidiary powers (essentially [the federal authorities](#)).

We want to be:

- Independent
- Rigorous
- Transparent

In order to defend

- Quality
- Accessibility
- Sustainability
- And patient-centeredness of healthcare

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion	
													%	%	
https://	Belgium	2002	3	x			50	50		40	60	N	N	50	50



Sport/National
Research

Partial exemplar

The Mulier Institute was founded in 2002 and is the only independent, non-profit, scientific sport-research institute in the Netherlands. As such, it is engaged in fundamental, practice-focused and policy relevant social-scientific sport research. It monitors the developments within the Dutch sports sector. It builds its own databases and trend series to this end, in close cooperation with academic and professional universities both in the Netherlands and abroad as well as with other research organisations and statistical administrative bodies, such as CBS Statistics Netherlands and Eurostat.

The institute aspires to enhance the quality of sport research and sport policy in the Netherlands. It therefore advocates the appointment of sports professors, and organises conferences and symposiums, such as the annual Sport Research Day (DSO). The Mulier Institute is a prominent member of many national and international research communities, including Measure, [EASS](#) and [ISSA](#). The Mulier Institute has an annual budget of 4 million euros. Half of this budget is funded by an institutional grant from the Dutch Ministry of Health, Welfare and Sport. The other financial means stem from contract research for third parties (municipalities, ministries, sport unions and umbrella organisations) as well as subsidies for scientific research.

The institute has the legal form of a foundation. It is a non-profit organisation. The Mulier Institute employs 60+ [staff members](#), mostly researchers with a background in social sciences.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
							%	%	%	%			%	%
https://	Netherland	1992	57		x		50	50	0	100	N	N	50	50

The King's Fund is an independent charitable organisation working to improve health and care in England. Our vision is that the best possible health and care is available to all.

The King's Fund is governed by the Board of Trustees, chaired by Lord Kakkar, and day-to-day management is delegated to a Senior Management Team headed by Chief Executive Richard Murray.

The King's Fund is an independent charity working to improve health and care in England. We fund our work through a variety of sources.

Our independence is important to us. To make the impact we seek in health and social care, people must be confident in the objectivity of our research and analysis and our freedom to determine our own priorities.

Our vision is that the best possible health and care is available to all.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion
													%	%
https://www.kingsfund.org.uk	UK	1897	112	x			30	70	30	70	Y	Y	70	30

The What Works Clearinghouse is an investment of the Institute of Education Sciences (IES) within the U.S. Department of Education that was established in 2002. The work of the WWC is managed by a team of staff at IES and conducted under a set of contracts held by several leading firms with expertise in education, research methodology, and the dissemination of education research.

For more than a decade, the WWC has been a central and trusted source of scientific evidence on education programs, products, practices, and policies. We review the research, determine which studies meet rigorous standards, and summarize the findings. We focus on high-quality research to answer the question “what works in education?”

Why Does Quality Matter in Education Research? Not all education research is equal. Identifying well-designed studies, trustworthy research, and meaningful findings to inform decisions and improve student outcomes can be tricky. That’s where the WWC comes in.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%	%	Y/N	Y/N	RCT	Expert opinion	
														%	
https://www.ies.ed.gov/nl/wwc/	USA	2002	x				90	10	100	0	Y	N		100	0

The Institute for Fiscal Studies was founded in 1969. Established as an independent research institute, IFS was launched with the principal aim of better informing public debate on economics in order to promote the development of effective fiscal policy. Through the establishment of rigorous independent research, for example the [IFS Green Budget and Post Budget analysis](#), IFS successfully opened up debate about public policy to a wider audience and influenced policy decision making.

Today, IFS is Britain’s leading independent microeconomic research institute. Its [research remit](#) is one of the broadest in public policy analysis, covering subjects from tax and benefits to education policy, from labour supply to corporate taxation. Our research not only has an [impact](#) on policy makers, think tanks and practitioners, it has also gained a worldwide reputation for academic rigour, and contributes to the development of academic scholarship. We communicate our research widely on a national and international scale, providing independent advice to policy makers in the UK, Europe and in developing countries; collaborating with world renowned academics on new economic theories and techniques; and disseminating our research globally through the press, media and the web.

IFS is host to the [Centre for the Microeconomic Analysis of Public Policy](#) which analyses fiscal policy to determine its effects on households and companies. The Institute’s work covers the full extent of policy impact, investigating the ways in which policies influence human capital investments, work and occupational choice, firm behaviour, saving and retirement decisions, consumer choices and the public finances.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental	
							%	%	%			Y/N	Y/N	RCT	Descriptive
														%	Expert opinion
														%	%
https:// UK		1969	90			x	0	100	0	100	Y	Y	90	10	

SCIE improves the lives of people of all ages by co-producing, sharing, and supporting the use of the best available knowledge and evidence about what works in practice. The Social Care Institute for Excellence (SCIE) is a leading values-driven improvement agency. In recent years we have evolved from a largely government-funded body to a fast-moving, high-profile and more commercial organisation and thought leader.

We are independent and people-focused, operating at policy and practice levels with a huge database of 'what works' good practice, eLearning tools and resources. Working beyond and across social care and health and children's and adults sectors, we contribute to the development and implementation of better care, support and safeguarding at national and local level.

We support commissioners and providers in developing and embedding practices which are innovative, have impact, and enable effective scrutiny and accountability.

We believe that the five factors below, in combination, make us a unique and essential improvement partner for the Department of Health and Social Care, and our range of customers across sectors and at national and local levels. We:

- Are independent, people-focused, driven by co-production principles and ways of working, and in children's services by hearing the voice of the child and young people
- Operate at policy development, strategic and operational levels, with a golden thread of what works in practice
- Benefit from huge reach and a vast knowledge/evidence base, including e-learning tools and resources, alongside topical blogs and articles
- Offer a range of flexible and tailored input (training, consultancy, topic expertise, research, evaluation, facilitation, coaching)
- Work in highly collaborative ways, including leveraging in others where this might lead to better solutions and outcomes

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https:// UK		2001	40	x			50	50	60	40	N	N	Difficult to answer	Difficult to answer

We design, test and scale new solutions to society’s biggest problems, changing millions of lives for the better

We are the UK’s innovation agency for social good. We design, test and scale new solutions to society’s biggest problems, changing millions of lives for the better.

We will now focus our energy and resources on three innovation missions: a fairer start for every child; a healthy life for all, and a sustainable future where the economy works better for people and the planet.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)			(Research type)		
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
							%	%	%	%			%	%
https:// UK		1998	207	x			40	60	30	70	Y	N	40	70

The Office of Best Practice Regulation (OBPR) works to ensure [Australian] Government policy and decisions are supported by the best possible evidence and analysis.

Our role is to work with departments and agencies to produce detailed, evidence-based assessments of complex policy issues. We coach them through the impact analysis process, which includes analysing the pros and cons of multiple policy options to best address the policy problem at hand. Ultimately our focus is on the quality of the evidence and analysis.

We publish the [impact analysis](#) and [publicly report on quality and compliance](#).

We are located in the Department of the Prime Minister and Cabinet and maintain day-to-day independence from the Australian Government in our decision-making.

We are available to help and support at any stage of the policy process. We can help you with:

- scoping the policy problem,
- building the required evidence base behind your policy proposal identifying and analysing policy options,
- assessing a wide range of potential impacts and conducting net benefit analysis on the overall costs and benefits,
- considering the approach to consultation, and
- considering evaluation and implementation.

We also offer a range of [resources](#) and [training](#) to assist you with impact analysis.

URL	Location	Founding	Staff	(Review/research coverage)			(Focus)		(Approach)				(Research type)	
				National	Regional	Global	Practice	Policy	Review	Research	Synthesis	Advocacy	Experimental	Non-Experimental
							%	%	%	%	Y/N	Y/N	Quantitative	Descriptive
													RCT	Expert opinion
													%	%
https://	Australia	2007	Unavailable	x			0	100	10	90	N	N	Read the comment	