

AGENDA

OECD Strengthening the Impact of Education Research project

Learning seminar: Designing and conducting policy-research partnerships: Public committees, expert groups and other forms of policy-research collaboration

11-12 October 2023

Oslo, Norway

Venue: Ministry of Education and Research, Kirkegata 18, Oslo

Wednesday 11 October – 09:00 – 16:40

8:30 – 9:00 *Plenumsalen*, Ground floor

Welcome coffee

9:00 – 9:20 *Plenumsalen*, Ground floor

Item 1. Opening

- **Welcome and opening**

Dag Thomas Gisholt, Secretary General of the Norwegian Ministry of Education and Research

Nóra Révai, OECD

- **Breaking the ice and tuning in**

Moderator: José Torres, OECD

9:20 – 9:45 *Plenumsalen*, Ground floor

Item 2. Policy research partnerships for thoughtful engagement with research

- **Insights from the Strengthening the Impact of Education Research project**

Nóra Révai, OECD

9:45 – 10:00 *Plenumsalen*, Ground floor

Item 3. A. Evidence use in policy making in Norway: Curriculum reform from green paper to policy implementation

- **The perspective of the ministry**

Håkon Kavli, Norway Ministry of Education and Research

10:00 – 11:00 *Plenumsalen*, Ground floor

Item 3. B. Evidence use in policy making in Norway: From Green paper to policy implementation

- **The perspective of Norwegian stakeholders: Panel discussion**
 - Kjersti Flåten, Director General of the Department for Schools and Kindergardens, the Norwegian Ministry of Education and Research
 - Dag Thomas Gisholt, Secretary General of the Norwegian Ministry of Education and Research
 - Professor Berit Karseth, Department of Education, University of Oslo
 - Hege Nilssen, Secretary General of the Norwegian Directorate for Children, Youth and Family Affairs
 - Professor Rolf Vegar Olsen, Department of Education, University of OsloModerator: Nóra Révai, OECD

Coffee break (11:00 – 11:30)

11:30 – 12:30 *Plenumsalen*, Ground floor

Item 4. Drivers and barriers to using evidence “well” in Norway: Collective reflection on the Norwegian case

- **Small group discussion: Mapping drivers and barriers in the Norwegian case**
Moderators: Melissa Mouthaan, José Torres, Nóra Révai, OECD
- **Reporting back**
Moderator: Melissa Mouthaan, OECD

Lunch break (12:30 – 13:30)

13:30 – 14:30 *Plenumsalen*, Ground floor

Item 5. Policy advisory systems and their role in knowledge infrastructures

- **A comparison of advisory commissions in the Nordic countries and other political systems**
Dr Stine Hesstvedt, Institute of Social Research, Oslo

While evidence and research are increasingly important to policymakers around the world, countries have very different traditions regarding the use of research in policymaking. While some countries, such as the Nordic countries, are characterized by state-centered institutions in which public commissions and research institutes play a central role in advising governments, governments in countries such as the United Kingdom place more emphasis on independent and arm’s length actors. This presentation will discuss the similarities and differences between policy advisory systems, comparing in particular the role of public commissions and expert groups. The talk will also critically assess some of the normative and democratic dilemmas that arise from the relationship between policy, research, and politics in the different systems.
- **Reflection on expert groups and advisory commissions: Individual and collective competences, organisational and systemic enablers for effective research-policy partnerships**
Moderator: José Torres, OECD

Coffee break (14:30 – 14:45)

Item 6. Sharing practices on research-policy partnerships

- **Splitting into break-out groups**

Group A: Moderator: José Torres, OECD

Representasjonssalen, 2nd floor

- **The Netherlands: Science for Policy in the Netherlands: the search for policy-science interfaces 2.0**

Rien Rouw and Quirine van der Hoeven, Ministry of Education, Culture and Science, the Netherlands

The Science for Policy-project (Sc4P-project) in The Netherlands originates from the idea that traditional, often linear and monodisciplinary, models of interaction between policy and science fail to deal with the many wicked problems policy makers and scientists are facing. Furthermore, that to improve our complex and highly developed systems, an experimental approach is required. The Sc4P-project started in the beginning of 2023 with the acquisition of suitable policy cases across the civil service, and conversations with scientific organizations. The aim is to create sustainable structures for dynamic interaction between policymakers and scientists. Until now, we are working on four policy cases. We will present the first findings and our ideas for the follow up of the project.

- **England: UK Policy-Research: Communication and Engagement: The UK education research environment and the UK Government's role**

Russell Viner and Alaster Smith, Department for Education, United Kingdom

Our presentation will explain the nature of the England (and UK) research 'ecosystem'. There is currently a wide range of researchers, stakeholders and funders, but no direct central oversight of educational research and its application(s). This has resulted in a system that produces high quality, policy relevant, information but which is inherently fragmented. We will discuss recent activities to tackle this, explain the ongoing barriers to progress, and explain the actions that the department is taking to drive a common understanding of need, linking data access and in time developing more stable funding routes.

- **Flanders, Belgium: Comparative analysis and evaluation of recent Flemish commissioning processes and their success factors**

Jeroen Backs, Department of Education and Training, Flanders, Belgium

In the Flemish Community of Belgium several ministers of education have appointed commissions to evaluate or prepare policies such as improving the quality of education, the future of the teaching profession, the supporting system for special needs education, etc. These commissions are highly ad hoc in nature and thus also differ in terms of composition, operation and expected outputs. This ensures that we do have a rich sample of examples to discuss. We will analyze and evaluate the process of working with different types of commissions. What are the critical success factors and what are the challenges? We will discuss the composition, the evidence base, the impact of the commissions and the implications for the role of the administration.

Group B: Moderator: Nóra Révai, OECD

Midgard, Ground floor

- **Sweden: Swedish Government Official Reports (SOU)**

Cecilia Carlsson, Ministry of Education and Research, Sweden

SOU is a series of reports of committees appointed and convened by the Government of Sweden for the analysis of issues in anticipation of a proposed legislation before the Swedish Riksdag. How does the Ministry use SOUs and the research that is presented in these reports? How are SOUs used in education policy making?

- **Denmark: Reforming evaluation and assessment in basic schooling: Involving experts and stakeholders before *and* after conducting an evaluation**

Hjalte Meilvang, Ministry of Children and Education, Denmark

A distinctive feature of the 2018-20 evaluation of the Danish National tests was that an expert advisory group played an important role in *both* shaping the focus of the evaluation (giving inputs to the research questions of the evaluation) and interpreting its findings (making recommendations for the reform of the national testing system). Afterwards, the school stakeholders (inter alia teacher unions, local government associations) was formally invited and participated in the political process for negotiating new legislation concerning evaluation, assessment and quality assurance in the Danish school system. This involvement of both experts, practitioners and stakeholders was arguably beneficial for the 1) legitimacy and relevance of the evaluation and 2) the saliency of the evaluation findings and expert recommendations in subsequent political negotiations and debates.

16:30 – 16:40 *Plenumsalen*, Ground floor

Item 7. Take-aways from the day

Moderator: Melissa Mouthaan, OECD

19:00 – Dinner

RESTAURANT VENUE:

Tolvte og Kranen at the Munch Museum

Edvard Munchs plass 1, Oslo

Thursday 12 October – 09:30 – 13:00

Representasjonssalen, 2nd floor

9:30 – 11:00

Item 8. Collective reflection – Part I.

- **Take-aways from the first day**
 - Report back from break-out groups
 - Summary by the OECD
- **Activity**
 - Moderators: Nóra Révai, Melissa Mouthaan, José Torres, OECD

11:00- 11:20 Coffee break

11:20 – 12:30

Item 9. Collective reflection – Part II.

- **Reflection on the exercise: benefits and challenges; practices in different country contexts; sharing existing practices** (continuation)

Item 10. Closing session

- **Closing panel: from each country**

Moderator: Nóra Révai

- **Reflection and closing remarks by Norway**
- **Reflection and closing remarks by OECD**
- **Key lessons learnt: what are you taking home? Feedback**

12:30 – 13:00

Meeting closure: goodbye lunch
