

## SECTION 1

### SHORT QUESTIONNAIRE

Name: Ms Laure Endrizzi, research officer

Department: *Veille scientifique et technologique (VST)* (Observatory on educational research)

Postal address: INRP - 19 Allée de Fontenay – BP 17424 - 69347 Lyon cedex 07 - France

#### **Aim and use of questionnaire**

To help us identify:

- The range of activities (both formal and informal) that are used across Europe for linking research and policymaking in education;
- Any research studies about such activities.

#### **Definitions for key terms used**

Linking activities: refers here to initiatives/strategies/mechanisms/processes/routines/resources that assist/strengthen/encourage/promote/enable/facilitate the links between research and policymaking in education.

Research: refers here to systematic enquiry with an identifiable method that conforms to agreed scholarly standards.

Policymaking: refers here to the determination, development and application of educational policy at a national, regional/federal or local government level.

Education: refers here to (i) education for children and young people of compulsory school age; (ii) education in pre-schools/kindergartens, where this contains specific formal education components; and (iii) education for young people and adults of post-compulsory ages (generally 16+), where this involves studying for recognised qualifications. Our focus is on the whole system of educational provision, and, as such, will not be limited to experiences within classrooms, lecture halls, online, etc.

Please complete all four sections (A-D) in English.

## Section A: Research-to-policy linking activities

A.1 Are there any national research policies or strategies in your country on the issue of linking research and policy in education? If so, for each please specify, explain and list any relevant documents or web pages.

*An example from the UK is the Department for Children, Schools and Families' 'Analysis and Evidence Strategy 2009-2010: <http://publications.dcsf.gov.uk/eOrderingDownload/AES-2009-rev.pdf>*

There is no national policy aiming at linking research and policy in education in France, even if some attempts can be identified over the last 15 years (see section A2). The only general policy that may have impacted this linking deals with the assessment of public policies, as it intends to promote a new culture of accountability in all public services since 1984. The implementation of the LOLF in 2007 (law in public finances), linking public funding and statistical indicators clearly strengthened this trend.

The recent investigations carried out by the Know & Pol Network (see section D) show that the French case seems very singular: first, the transversal actors do not seem to be really influential. In theory, there is a high number of cross-sectoral bodies (Cour des comptes, Céreq, researchers, medias, etc.) and of international organisations (Unesco, OECD, Eurydice, etc.) that may weight in the assessment of the French education system. However, their concrete role in the production and the distribution of knowledge remains unclear.

Second, the main split is not between different types of organisations, but between different methods (with a cleavage between quantitative and qualitative knowledge producers). On the one hand, DEPP, together with Céreq, IREDU (and OECD) are somehow strongly interdependent in their knowledge-producing activity based on quantitative approach, but are not as connected with other knowledge producers. On the other hand, the relationship between knowledge producers dealing with qualitative methods are much more fragmented and ambiguous.

Third, the main body responsible for the coordination of the distribution of knowledge is a ministry department with a strong hierarchical functioning (DEPP). Since its creation in 1987, it has gradually centralised the production and exploitation of statistical data on the education system.

As far as education is concerned, there is still in France a strong belief among policy-makers that implementing an education policy is a top-down process and the evaluation of education policies is mainly considered as an internal process (including DEPP), though this model has been weakened by significant changes since the 1960s (namely the widening of participation and the decentralisation process).

All those structural changes made the need for expertise more crucial and asked for a more demanding regulation. It came along with a growing interest in social research, and a great number of quantitative and qualitative research studies on education inequalities were published in the 80s. Actors involved in the cognitive field of evaluation were more diverse at that time : INRP, notably with its department Centre Alain Savary, played a more important role than today ; the academic

researchers were more associated with that process (eg contracts between IREDU and DEPP) ; consulting firms and experts were used to support more extensively the reorganisation of the central administration in the 90s.

Since then, two major reports (CNCRE, 1998 & Prost, 2001) made proposals to restructure the area of educational research but without much success, because of a relative disinterest from policy-makers. Despite its growing use of evaluation, France has not yet implemented fully efficient forms of regulation based on evaluation. This limited impact can be explained by a lack of clear quantitative benchmarks and by a lack of sanctions calling for genuine changes in the local practices.

The Ministry of Education failed in the development of a coherent strategy to support a national program of research in education, and INRP was submitted to a process of stop and go since its devolution in Lyon at the beginning of the 90s, with no sustainability in its project and contract-based activities. However, it has begun to promote an "evidence-based" approach with the creation of a new department in 2003, « *veille scientifique et technologique* » (VST). VST has become a major player both like a distributor and a broker of academic knowledge. Its literature reviews, published on a monthly basis since October 2005, are one of the initiatives providing policy-makers and educational stakeholders with academic knowledge not internally produced. These reviews do not exclusively rely on controlled randomized trials nor on meta-analysis (see section A3).

A.2 Are you aware of any systems, programmes etc that relate to the linking of research and policymaking in education in your country? If so, for each please specify and explain and list any relevant policy documents or web pages.

*An example from Norway is the Programme for Educational Research (UTDANNING2020) financed by the Ministry of Education and Research. <http://forskingsradet.no/servlet/Satellite?c=Page&cid=1224697819107&pagename=utdanning%2FHovedsidemal>*

**Creation (by the ministry in charge of higher education) of the "sciences de l'éducation"** at the end of the 60s, both as university departments and academic discipline, to improve teacher training and build something like evidence for education - <http://www.cnu-70.fr>

**CNCRE - Comité national de coordination de la recherche en éducation / National council for the coordination of education research (1996-2000)** - <http://www.inrp.fr/Cncre/Accueil.html>

Created in November 1996, under the leadership of INRP, it included 27 representatives from different institutions appointed by the Minister of Higher Education and Research: presidents of universities, heads of teacher training institutes (IUFM), National Centre for Scientific Research (CNRS), general board of inspectors (IGAENR), and several qualified personalities. CNCRE was in charge of three complementary missions of synthesis, guidance, and evaluation:

1. Information about the activity of institutions in the area of educational research and dissemination to private and public users, comparisons with foreign experiences

2. Identification of the main topics and issues to be first and foremost conducted and of the incentives to promote those research studies and their outcomes
3. Regular assessment of educational research

**Prost report (2001) : *Pour un programme stratégique de recherche en éducation***

<http://www.education.gouv.fr/cid1984/pour-un-programme-strategique-de-recherche-en-education.html>

Its objectives were to propose measures to reinforce scientific coherence of educational research & to better fit the needs of schools and stakeholders. It established a diagnosis of strengths and weaknesses of research systems in education and surveys. It showed research outcomes were not much used by policy-makers and that research activities were not much coordinated nor evaluated. It suggested educational research should focus on the following topics : learning in elementary schools, violence, management of schools, teaching & learning, the effects of policies like devolution and positive discrimination and teacher training. It rooted for a 15-year national strategy to be defined and adequately funded and for the creation of a steering agency. It reconsidered the articulation between universities, teacher training institutes and INRP.

**PIREF - Programme incitatif de recherche en éducation / Incentive programme for educational research (2002-2005)**

<http://www2.enseignementsup-recherche.gouv.fr/recherche/fns/piref.htm>

PIREF was created to foster transversality and develop interdisciplinarity within educational research and was a concrete emanation of the work done by the Prost commission. Its assignments were four-fold :

- to identify what is at stake in society and in education and training,
- to coordinate the public research in the field,
- to support the renewal of research in terms of content and organisation,
- to disseminate research findings, including outside the academic world.

Its action was focussing on two different types of linking activities :

- A kind of consensus conference called "conférences Libre Examen" dedicated to relevant topics that were given priority by PIREF, and relying on a literature reviews done by experts ; the research findings were then presented at the conference and discussed by the participants ; it also aimed at highlighting where some more research was needed (2003-2004).

<http://www2.enseignementsup-recherche.gouv.fr/recherche/fns/libreexamen.htm>

Among the topic that were discussed : *Le collège en Europe : entre culture de l'hétérogénéité et culture de l'homogénéité. Perspectives internationales* (Compulsory schooling in Europe : from heterogeneity to homogeneity - international perspectives) (report by Marcel Crahay) ; *Les modes de garde des enfants de deux ans : qu'en dit la recherche ?* (report by Agnès Florin).

- Call for tender ACI PIREF *Internationalisation de la recherche en éducation / Internationalisation of educational research* (2004)

<http://www2.enseignementsup-recherche.gouv.fr/appel/2004/ire.htm>

This call for tender was aiming at supporting the mobility of Phd students and young researchers working in the field of education and training (funding of EUR 20,000)

A.3 Are there any specific activities within your country that assist with linking research evidence and policymaking in education? If so, for each please specify and explain and list any relevant policy documents or web pages.

Examples might include:

- commissioning of systematic reviews
- research units within education ministries
- secondment of Ministry staff to work in external research departments
- capacity building/training
- partnerships between policymakers and researchers

Please answer for as many specific activities that your organisation is aware of. For each one please provide information on the following:

- (i) Name of linking activity
- (ii) Type of linking activity and its core characteristics
- (iii) Overall aims of the activity
- (iv) History of its development
- (v) Funding of the activity
- (vi) What research is being linked?
- (vii) What policy making process/persons is it being linked with?
- (viii) Rationale for using this approach
- (ix) Has there been any monitoring / assessment of its success?
- (x) Are there any barriers or facilitators for the success of the activity?
- (xi) Is it a past, current or future planned activity
- (xii) How long has the activity being undertaken for
- (xiii) How frequent is/was the activity?
- (xiv) Are there any documents, websites or any further information available?

## **1. Production or commissioning of (non) systematic reviews**

### **Occasional reviews commissioned by the Ministers of education**

The French ministries of education, higher education and research sometimes order studies to support their reforming processes. This linking activity is not systematic and thus not sustainable. The three following reviews may illustrate the functioning of the process:

- commission Pochard (2007) sur le métier d'enseignant / teacher profession

<http://www.education.gouv.fr/pid495/commission-sur-evolution-metier-enseignant.html>

- commission Schwartz (2007) sur les personnels de l'université / university staff

<http://www.nouvelleuniversite.gouv.fr/lancement-du-chantier-dedie-aux-personnels-de-l-universite.html?artpage=2>

- commission Hirsch (2009) sur la politique de la jeunesse / youth policy (including guidance)  
<http://www.gouvernement.fr/gouvernement/installation-de-la-commission-sur-la-politique-de-la-jeunesse>

**INRP - Literature reviews by the Department "Veille scientifique et technologique" (VST) -**  
<http://www.inrp.fr/vst/>

The VST department was implemented in 2003, as a result of the 2002-2006 contract between INRP and the Ministry of education, foreseeing the creation of a « *veille scientifique, documentaire et technologique* ». It was meant to become an observatory of research production whose mandate was to make this production more visible to researchers, policy-makers and practitioners, to detect the current topics of investigation and to release synthesis and analysis of the research findings. Two critical choices were made in the designing of the activity : taking into account the international level with a strongest interest in the European production, and giving priority to a digital dissemination of the work done. The VST activity mainly consists of :

- a monitoring activity : to monitor research production through its publications (books, journals, reports, PhD theses) and its conferences, and to select and keep an online record of the most valuable resources newly available
- a mapping activity : to map out the key research networks and the core publications on a particular topic, and identify the main experts on the same topic (see its involvement in the European project NESSE - Network of experts in social sciences of education and training - <http://www.nesse.fr/>), relying on a growing expertise in the evaluation of educational research (see its participation in another European project on the European Educational Research Quality Indicators - EERQI - <http://www.eerqi.eu/>)
- a reviewing activity : to analyse the research production in order to highlight commonalities and discrepancies between European systems of education and training; to gather evidence of good practices and to publish monthly literature reviews which target policy-makers and practitioners.

Since October 2005, more than 40 literature reviews (12-25 pages each) have been published. All of them are freely available online, while some benefit from an English translation. Three literature reviews ("dossiers d'actualité") are of particular interest as far as educational research is concerned (see section D).

Among the topic investigated :

- *L'éducation avant 6 ans* (Education under the age of six) ;
- *Les parents et l'école* (Parents and schools) ;
- *Leadership et changements éducatifs* (Leadership and educational change) ;
- *Sorties sans diplôme et inadéquation scolaire* (Leaving schools without diplomas and educational inadequacy) ;
- *Les petits mondes universitaires dans la globalisation* (University "small worlds" in globalisation) ;
- *Méthodes de lecture et difficulté d'apprentissage* (Reading methods and learning difficulties) ;

- *De la transmission des savoirs à l'approche par compétences* (From the transmission of knowledge to a competence-based approach) ;
- *L'évaluation au coeur des apprentissages* (Assessment: a central issue for learning) ;
- *Sur les traces du marché mondial de l'éducation* (In the footsteps of the world education market) ;
- *Sciences en classe, sciences en société* (Sciences in the classroom, Sciences in society) ;
- *La relation école-emploi bousculée par l'orientation* (The relationship between school and employment shaken up by career guidance) ;
- *La mobilité étudiante entre mythe et réalité* (Student mobility: between myth and reality) ;
- *École et Handicap : de la séparation à l'inclusion des enfants en situation de handicap* (School and special needs: from separation to inclusion) ;
- *Des violences à l'école* (Violence in schools) ; etc.

## **2. Research units within the Ministries of education, higher education and research**

### **DEPP - Direction de l'évaluation, de la prospective et de la performance -**

<http://www.education.gouv.fr/cid1180/direction-evaluation-prospective-performance.html>

Created in the middle of the 60s, DEPP (previously called DEP) was due to become a central office for statistics in order to help policy-makers make diagnosis and anticipate changes. Its importance increased all along the 60s and the 70s and it officially became an internal department of the ministry in 1987, in charge of research and development, with a special concern for statistical data (design, data collection and analysis).

During the last 20 years, its activities have been either very close to research works (for example during the 90s when Claude Thélot, a well-known scholar in statistics, was the head of the department) or driven by the Ministry of education as if it were only an internal office for statistics, without much autonomy. Up to now, it plays an outstanding role in the production of legitimate knowledge.

It has all the features of a hierarchical body and the structure is difficult to reform because of the heterogeneity of the tasks it fulfils: management of the statistical system of the ministry, evaluation of the educational system, prospective analysis, design of indicators for the LOLF, etc. The educational and professional background of its members is quite diverse and they all are very respectful of the administrative hierarchy. All its publications, included the main journal *Education et formations* are submitted to the approval of the hierarchy (sometimes even to the minister's Cabinet). It is also significant that the journal does not have a scientific committee and that very few researchers are indeed invited to publish. The different offices are highly specialised and are characterised by a relative independence: the horizontal distribution of knowledge is thus limited, even though the numerous publications, internal training sessions and methodological symposiums can be regarded as social spaces for knowledge sharing.

DEPP has thus a central position in the distribution of quantitative knowledge. The participative evaluation tools DEPP designed in the 80s somehow contributes to the institutionalisation of

cognitive spaces of exchange. Céreq, OECD and IREDU take (more or less) part in this integrated process. The budget allowed to the commissioning of external reviews also drives the selection of what is considered as the legitimate knowledge production.

**Official inspection bodies** - <http://www.education.gouv.fr/pid77/l-inspection-generale-de-l-administration-de-l-education-nationale-et-de-la-recherche.html>

The IGAENR inspectors (*inspecteurs de l'administration de l'éducation nationale*) whose controlling functions had traditionally been devoted to the administration, were integrated in 1985 into the global monitoring of the system, being asked to get involved in the assessment of programmes dealing with teaching and learning.

Most of them were trained at ENA (*Ecole nationale d'administration* / national college of administration) and start their career as high administrators in the education system or in the ministry, or as ministerial advisers in the « Cabinet ». Many of the inspectors are well informed of current research and play *de facto* a role of mediators between educational administration and educational research, because they have a strong academic background and are familiar with politics and policies due to their previous position. The Inspectorate can be considered as a peer-regulated body since their common position at the top of the state hierarchy implies a sort of implicit equivalence between members. Yet, there is a formal internal hierarchy, but mostly based on organisational needs.

The IGAENR inspectors are regularly commissioned by the Ministry of Education to write accurate reviews on selected topics. They thus play a crucial role in the monitoring of education policies and reforms and in the decision-making process. These reviews are based most of the time on visits and interviews. They rarely involve researchers but may include research findings in the analysis. Some of these reviews are available on the ministry website: <http://www.education.gouv.fr/pid258/les-rapports-i.g.a.e.n.r.html>

The linking between policy and research, as far as IGAENR is concerned, is more explicit in the papers written by the Inspectors for the journal "*Administration et éducation*" published by the AFAE (*association française des administrateurs de l'éducation* / French association for the administrators of education - <http://www.afaefr.fr/>).

The way IGAENR works is perceived remains somehow ambiguous. Trade unions and researchers may see them either as helpful partners to defend specific ideas, or as technocrats far from the reality of the classrooms and spokesmen of government decision-makers. Some IGAENR inspectors take part in INRP's activities, being notably involved in the scientific committees of journals. The implementation of the LOLF tend to yield a stronger sense of competition between IGAENR and *Cour des comptes*, as both of them are due to play an active part in the evaluation of the French education system.



### **3. Advisory bodies within the Ministries of education, higher education and research**

**HCE - Haut Conseil de l'Education** - <http://www.hce.education.fr/>

HCE, successor to HCEE (Haut Conseil de l'Evaluation de l'Ecole, 2000-2005), is an advisory body established by the 2005 *loi d'orientation et de programme pour l'avenir de l'école* (future of school Act 2005).

At the request of the Ministers of Education, Higher Education and Research, its members give advice and make proposals on pedagogy, curriculum, administration, educational performance and teacher training. Every year they release a report entitled *Bilan des résultats de l'école*, intending to give an overview of the existing knowledge on a specific topic and giving recommendations to policy-makers. The 2008 issue dealt with school guidance, while the 2009 issue focused on vocational education. All these reports rely on a consulting and commissioning process which involves different kinds of experts, including researchers.

HCEE was managed by a general secretary and a research council whose members made their own decisions on the topics and on the experts they wanted to commission. It did not really exist as a "body", as the monitoring of reports (the main continuous activity) was carried out by informal groups whose composition evolved according to the topic of the report. HCEE had a close relationship with DEPP (its first president was Claude Thélot, former director of DEPP). Its official aim was to improve the scientific quality of evaluations, its unofficial one was to institutionalise a public space to enhance dialogue between all partners.

**OVE - Observatoire de la vie étudiante** - <http://www.ove-national.education.fr>

The *Observatoire de la Vie Étudiante* (National Observatory of Student Life) was created in 1989 by the French Minister of Education. It is led by a Council that is very familiar with the realities of higher education and student life, in collaboration with the Regional Centers for University Affairs (CROUS). The OVE's mission is to provide the most complete, detailed and objective information on student living conditions and how these impact their achievement. It is meant to enhance social and political thinking, and support decision-making on these matters. Every three years, OVE carries out a survey on student living conditions. This survey is the main component of the OVE's research mechanism. With the assistance of local partnerships (CROUS, universities, local authorities, etc.), these publications can have far-reaching effects on students' issues at the regional level.

### **4. Research units and consultative bodies within other ministerial structures**

**Cour des comptes** - <http://www.ccomptes.fr/> - a cross-ministerial structure in charge of the control of the use of public funding

Since the 1980s, the *Cour des comptes* published several reports that went beyond its control activity, to provide a first analysis of the global efficiency of the education system (for example the management of teachers, the equipment of schools, the functioning of the local educational areas, vocational education and training, etc.).

The last issue (2010) is "*L'éducation nationale face à l'objectif de la réussite de tous les élèves*". It relies on a series of interviews with prominent experts in France, Scotland, Spain and Switzerland including policy-makers, decision-makers at different levels, researchers and practitioners. Its observations focus on outcomes and costs of education, public management of schools and management of teachers, and the organisation of schooling. The report makes concrete recommendations and includes a response by the Ministry of Education.

Just like the Inspectorate mentioned above (IGAENR), it can be considered as a peer-regulated body, but it works in relative isolation because of its position and of the very specific kind of knowledge it produces. There is thus no formal relationship between the *Cour des comptes* and other bodies, although their reports are widely distributed and very often read by other knowledge producers.

**Céreq (Centre d'études et de recherche sur les qualifications)** - <http://www.cereq.fr/>

Céreq is a public body under the aegis of three different Ministries : Education, Labour and Economy. It is a project-based body with specific assignments, programmes and research projects. It is considered as a centre of public expertise at the service of key players in training and employment. Céreq is involved in the production of statistics, in research activity and in providing support for the implementation of policies. It gives out advice and counselling intended to clarify choices in the area of training policy at regional, national or international levels.

Many activities are carried out in partnership with regional and local governments as well as with foreign counterparts or international organisations. Further studies are conducted for or with private and public enterprises, with social partners at branch level, with employers' and workers' Unions.

In the 90s, DEPP focused on the trajectories of students 6 months after having left school, while Céreq conducted more detailed surveys on the transition to reach a stable job. The split is not so clear today, and Céreq has more formal relationship with DEPP, as the latter started to commission specific studies to them.

## **5. Secondment of Ministry staff to work in external research departments**

**IREDU – Institut de recherche sur l'éducation** - <http://iredu.u-bourgogne.fr/>

IREDU was established in 1972 as a research team in economics of education and became a research institute in 2003, with two major academic dimensions : sociology of education and economics of

education. IREDU is in charge of the RAPPE network (*Réseau Analyse Pluridisciplinaire des Politiques Educatives*) and a member of numerous national and international networks. They are involved in several linking activities, ranging from publications to organisation of seminars and conferences, and teaching activities.

As an institute specialised in the use of quantitative methods, IREDU frequently works with DEPP, though on a less strong basis than in the 80s and 90s when both parts were linked by contracts. IREDU shares similar concerns with Céreq and may collaborate to their publications. It is notably an active member of three networks led by Céreq (« Transition », « Higher Education » and « Instruments for regional analysis »). It has regular contacts with international organisations, either for international expertise (Unesco) or for international evaluations (OECD and IEA).

**INRP - Centre Alain Savary - CAS** - <http://centre-alain-savary.inrp.fr/>

Within the National Institute for Educational Research since 1993, CAS is a national resource centre with a special concern for schools with pupils at risk and territories facing significant economic, social and educational difficulties. It provides expertise and support to stakeholders dealing with policies dedicated to equal opportunity. It relies on research findings to address issues by practitioners, contributes to the global understanding of educational processes and develops resources meant to make professionalisation more sustainable. It works in close collaboration with practitioners and with national and regional authorities. Its research projects, its publications, its training sessions and its workshops are well known linking activities.

The CAS played a major role in the 1980s to support the launching of a positive discrimination policy, which was a radical gash in the republican principle of equal treatment based on standardized provision, and an important step in the decentralisation process of educational policies. With this new policy, the schools located within designated areas “ZEP” (*zones d'éducation prioritaires*) received a specific support, mainly financial, to try and compensate for the disadvantages the pupils face in their school life.

### **Relationship with international or supranational organisations (Unesco, OECD, Eurydice, etc.)**

The relationship between France and well-known international or supranational organisations remain unclear, as they do not seem to play a significant role in the evaluation of the French education system. On the contrary, some of these organisations, namely Unesco and Eurydice, seem to regularly recruit French national experts or commission studies to them.

OECD has regular contacts with DEPP and more broadly speaking with social researchers. DEPP is the body providing OECD and Eurydice with the necessary data when France decides to take part in international surveys. Due to a series of controversies during the last 15 years, DEPP is more a statistical producer than a true partner taking an active part in the design of statistical tools and is not committed to the PISA testing process. OECD often asks researchers for expertise on specific topics but they do not seem to collaborate on a regular basis to OECD's works. As a consequence, the way the knowledge produced by OECD is distributed and used in France remains highly questionable. Only a minority of French experts make use of OECD's knowledge-based categories: it

includes IREDU and in a more marginal way DEPP; the others (IGAENR, Céreq, Cour des comptes, Trade unions, etc.) just don't use them.

## **6. Partnerships between policy-makers and researchers**

### **National calls for tenders by the Ministry of Education (unsustainable)**

National calls for tenders traditionally account for the funding mechanisms that link policy-makers and researchers. Nevertheless the calls straightforwardly targeting education and training matters are not so many. Some of them are listed below.

Calls for tenders launched by the Information and communication technology department of the Ministry of education (presently SDTICE), under the framework of the *Fonds de la recherche et de la technologie* :

- hétérogénéité des élèves (pupils' heterogeneity) in 1997
- questions d'éducation (issues in education) in 1998

Calls for tenders launched by the **Ministry of research** in the framework of the *Fonds national de la science* (FNS) - <http://www2.enseignementsup-recherche.gouv.fr/recherche/fns/index1.htm>

For instance, the ACIEF (action concertée incitative "éducation formation") dedicated to education and training was established for 4 years (2004-2007) to support multidisciplinary research projects dealing with innovation. 2 calls for tenders were launched in this period.

<http://www2.enseignementsup-recherche.gouv.fr/recherche/fns/acief.htm>

### **ANR - Agence nationale de la recherche - <http://www.agence-nationale-recherche.fr>**

Initially called GIP, the French National Research Agency, was transformed into a public administrative institution on January 1st 2007 (see the official text: Decret of 01 August 2006). Ever since, it is a public institution designed for funding research projects. Its aim is to increase the number of research projects stemming from the entire scientific community, and to provide funding based on calls for proposals and peer review selection processes.

The ANR addresses both public research institutions and industries with a double mission of producing new knowledge and promoting interaction between public and industrial laboratories through the development of partnerships. The funding process is suitable for both fundamental and applied research, whether conducted in the public sphere or within a public-private partnership. Through the call for proposals process (CFP), projects are being selected upon their scientific quality and their economic relevance for industries. In 2007, ANR's available budget amounted to EUR 825 million for research projects having a maximum duration of four years. In the year 2009, the latter amounted to EUR 840 million.

In respect to its field of activity, INRP's researchers usually submit within these two programs :

1. Humanities & social sciences program
2. Non thematic program, also called *Programme blanc*, is a broad programme that may be related to all research fields. Its aim is to trigger and support ambitious projects deemed to promote French research within the competitive international research environment.

It is interesting to point out that within these programs that may fund "education" projects, few of them are completely dedicated to this issue. However, in 2009, INRP participated in two projects in the framework of the *Enfants et Enfance 2009* program: POLEART & BIENFAN (see web site: <http://www.agence-nationale-recherche.fr/documents/aap/2009/selection/shs-enfants-selection-2009.pdf> ).

A unique program used to be completely dedicated to it in 2006 and was untitled: *Apprentissages, connaissances et société* (Learning, knowledge and society): <http://www.agence-nationale-recherche.fr/AAPProjetsOuverts?NodId=17&IngAAPId=89>

Generally speaking, though calls for tenders can be numerous, it turns out that education matters do not seem to be crucial. Therefore, INRP's researchers switch more and more towards European calls for tenders in order to fund research projects in this field.

## **7. Capacity building**

**ESEN - Ecole supérieure de l'éducation nationale / National College for Education Management -** <http://www.esen.education.fr/>

The structural changes mentioned above (section A1) encouraged a wider dissemination of knowledge among educational professionals, giving birth in 1962 to a national institute for the training of administrators : INAS (*institut national d'administration scolaire et universitaire*). INAS targeted middle range administrators from the national and regional institutions, and chose to promote psycho-sociological methods of management.

The first centre dedicated to the training of top administrators and policy-makers, presently called ESEN, was created in 1987. ESEN is an organisation with a nationwide jurisdiction attached to the department of managerial staff of the Ministry of Education. ESEN is especially involved in the three following areas:

- **Initial training**, after the competitive recruitment process for the management staff of the state secondary schools, the inspectors of the primary and secondary cycles and school.
- **Professional adaptation training** for managers taking up new functions.
- **In-service training**, with the aim of helping to ensure that managerial staff in all areas develop competences that help them react to the changes in educational issues.

Besides designing, hosting and offering training courses, ESEN is also a resource centre for the training of staff involved in the management of education. It has developed expertise in the management of international cooperation projects through its role as a consultant to foreign ministries, in conjunction with the CIEP (*Centre international d'études pédagogiques / International Centre for Pedagogical Studies*).

**INRP - service Formation de formateurs / training of trainers -** <http://www.inrp.fr/formation-formateurs>

INRP contributes to disseminating the knowledge produced by researchers and to its being adopted by actors as part of initial and continuing training of trainers. It works in partnership with teacher

training institutes (IUFM – *instituts universitaires de formation des maîtres*), educational authorities and ESEN. By doing so, it actively takes part in their efforts to adapt training schemes and contents to developments in progress. Therefore a yearly programme of training seminars is proposed by the Institute. The resources from these training sessions are available on the INRP website.

## **Section B: Other research-to-policy linking activities that your organisation is aware of**

B.1 Are there any other examples of activities (i.e. outside your organisation) that assist the links between research and the policymaking process in education, either in your own country or in Europe more broadly?

Examples include:

- websites/databases and portals, such as the UK's Education Evidence Portal, Italy's PLEIADI portal; Poland's SYNABI bibliographic database of research
- Danish Clearinghouse for Educational Research
- Dutch Knowledge Chamber
- Intermediary organisations and processes
- seminars
- conferences
- committees

Please answer for as many specific activities that your organisation is aware of. For each one, please provide information on the following:

- (i) Name of linking activity and the country involved
- (ii) Type of linking activity and its core characteristics
- (iii) Overall aims of the activity
- (iv) History of its development
- (v) Funding of the activity
- (vi) What research is being linked?
- (vii) What policy making process/persons is it being linked with?
- (viii) Rationale for using this approach
- (ix) Has there been any monitoring / assessment of its success?
- (x) Are there any barriers or facilitators for the success of the activity?
- (xi) Is it a past, current or future planned activity
- (xii) How long has the activity being undertaken for
- (xiii) How frequent is/was the activity?
- (xiv) Are there any documents, websites or any further information available?

At the international level

- Thematic reviews by OECD
- Work by CERI (OECD)
- Work by Unesco
- Work by IEA

At the European level

- EURYDICE
- CEDEFOP
- CRELL
- EENE
- NESSE
- EERQI
- CIDREE

At the national level

- EPPI-centre, IoE, University of London (UK)
- Danish Clearinghouse of education, Danish school of education (DK)
- DIPF - Deutsches institut für internationale pädagogische forschung (DE) - <http://www.dipf.de>
- OFI - Oktatáskutató és Fejlesztő Intézet (HU) – <http://www.ofi.hu>
- CSRE - Centre Suisse de coordination pour la recherche en éducation (CH) - <http://www.skbf-csre.ch>

## **Section C: Research studies on the research-to-policy link that your organisation is aware of**

C.1 Please list details of any published/unpublished research studies that your organisation is aware of that examine the link between research and policymaking in education in Europe. We are interested in those conducted in your country and in Europe more broadly and those reported both in English and other languages.

Bart Daniel (2008). *Les modes de valorisation de la recherche en Sciences de l'éducation et le développement professionnel des enseignants-chercheurs de la discipline*. Thèse de doctorat en sciences de l'éducation sous la direction de Anne Jorro et Véronique Bedin, Université de Toulouse-Le Mirail, Toulouse. [en ligne] <http://tel.archives-ouvertes.fr/tel-00349776/fr/>

Beillerot Jacky (dir) (1999). *Les périodiques et l'éducation : Eléments pour un état des lieux de la diffusion de la recherche*. Paris : Comité national de coordination de la recherche en éducation, INRP. 112 p. [en ligne] [http://www.inrp.fr/Cncre/cncre\\_periodiques.pdf](http://www.inrp.fr/Cncre/cncre_periodiques.pdf)

Buisson-Fenet Hélène (2008). *L'administration de l'Éducation nationale*. Paris : Presses universitaires de France.

Cytermann Jean-Richard & Demeuse Marc (2005). *La lecture des indicateurs internationaux en France : Rapport pour le HCEE*. Paris : Haut conseil de l'évaluation de l'école. 100 p. [en ligne] <http://www.ladocumentationfrancaise.fr/rapports-publics/054000527/index.shtml>

Demailly Lise (dir) (2001). *Evaluer les politiques éducatives : sens, enjeux, pratiques*. Bruxelles : De Boeck université.

Duru-Bellat Marie (dir) (1999). *La recherche en éducation et en formation en France : Eléments pour un état des lieux*. Paris : Comité national de coordination de la recherche en éducation, INRP. 104 p. [en ligne] [http://www.inrp.fr/Cncre/cncre\\_etat.pdf](http://www.inrp.fr/Cncre/cncre_etat.pdf)

Dutercq Yves (2005). *Les régulations des politiques d'éducation*. Rennes : Presses universitaires de Rennes.

Lelièvre Claude (2002). *Les politiques scolaires mises en examen : Douze questions en débat*. Paris : ESF.

Maroy Christian & van Zanten Agnès (2007). Régulation et compétition entre établissements scolaires dans six espaces locaux en Europe. *Sociologie du travail*, vol. 49, n°4, p. 464-478.

Mons Nathalie (2007). *Les nouvelles politiques éducatives : la France fait-elle les bons choix ?*. Paris : Presses universitaires de France.

Normand Romuald (2006). Les qualités de la recherche ou les enjeux du travail de la preuve en éducation. *Education & Sociétés*, n°18, 2006/2, pp. 73-91

Pons Xavier (2008). *L'évaluation des politiques éducatives et ses professionnels. Les discours et les méthodes (1958-2008)*. Thèse de doctorat de science politique, Paris, IEP.

Pons Xavier & van Zanten Agnès (dir). (2008). *Mapping the knowledge producers on the French education sector. An overview of the evaluation and expertise of the education system*. Know & Pol Project. [en ligne] [http://www.knowandpol.eu/fileadmin/KaP/content/Scientific\\_reports/Orientation1/O1\\_Final\\_Report\\_France\\_educ.pdf](http://www.knowandpol.eu/fileadmin/KaP/content/Scientific_reports/Orientation1/O1_Final_Report_France_educ.pdf)

Prost Antoine (2001). *Pour un programme stratégique de recherche en éducation : Rapport du groupe de travail constitué par Antoine Prost*. Paris : Ministère de l'Éducation nationale. [en ligne] <http://www.education.gouv.fr/cid1984/pour-un-programme-strategique-de-recherche-en-education.html>

Rey Olivier (2006). « Qu'est-ce qu'une « bonne » recherche en éducation ? ». *Lettre d'information de la VST*, n° 18, mai. [en ligne] <<http://www.inrp.fr/vst/LettreVST/18-mai-2006.php>>. english version available : *What is "good" research in education?*

Rey Olivier (2009). « Productivité et qualité scientifique : avec quelles publications compter ? ». *Dossier d'actualité de la VST*, n° 46, juin-juillet. [en ligne] <<http://www.inrp.fr/vst/LettreVST/46-juin->



[2009.php](#)>. English version available : *Quality indicators and educational research publications: which publications count?*

Savoie Philippe (dir) (2010). *L'État et l'éducation 1808-2008*. Paris : INRP.

Saussez Frédéric & Lessard Claude (2009). Entre orthodoxie et pluralisme, les enjeux de l'éducation basée sur la preuve [Note de synthèse]. *Revue Française de Pédagogie*, n°168, juil.-août-sept.

Toulemonde Bernard (2004). Former aussi les recteurs d'académie et les inspecteurs généraux. *Administration et éducation*, n°2, p. 97-105.

Van Zanten Agnès (2004). *Les politiques d'éducation*. Paris : Presses universitaires de France.

Van Zanten Agnès (2006). *La décentralisation éducative en France : rapport pour l'ESEN*. OSC-ESEN.

## Section D: Other sources of information

D.1 Please list details of any other person, organisation or system that might be able to provide us with more information about the link between research and policymaking in education in your country.

Please use this space if there is anything else that you would like to add.

At the international and European levels

- Know & Pol (2006-2011) : Knowledge and policy in the education and the health sectors -

<http://www.knowandpol.eu/>

Integrated project funded by the European Commission under the priority seven (Citizens and governance) of the 6th RDT Framework programme

- Review on Evidence-based Policy Research in Education (EBPR) by the Centre for Educational Research and Innovation (CERI) - OECD - (2003-2007)

[http://www.oecd.org/document/29/0,3343,en\\_2649\\_35845581\\_31237469\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/29/0,3343,en_2649_35845581_31237469_1_1_1_1,00.html)

- Contribution from NESSE Network : *Towards more knowledge-based policies in education and training, staff working document*, SEC(2007) 1098

[http://ec.europa.eu/dgs/education\\_culture/publ/pdf/educ2010/sec1098\\_en.pdf](http://ec.europa.eu/dgs/education_culture/publ/pdf/educ2010/sec1098_en.pdf)