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Abstract

Despite a political climate demanding evidence-informed decision making in education both within individual countries and at the international level, empirically grounded European research in this field is scarce. This paper reports on a European Commission-funded study that sought to identify and analyze different initiatives across Europe aimed at furthering research-informed policymaking in education, one of a number of comparative analyses in this emerging field. The nature and extent of activity in this area is outlined and an analytical framework is developed to assist understanding. Potential reasons for the observed variation among countries are discussed, along with some of the methodological and conceptual challenges involved in undertaking empirical work in this area. Practically, it is hoped that the results of the mapping exercise and the framework provide a platform for further empirical and conceptual research on research use, an area of study that until recently has been largely ignored by education researchers. (HRK / Abstract übernommen)