

The Nordic Lighthouse Project

2015-2017



Final report

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1. Project background

In 2015, in connection with the Danish presidency of the Nordic Council of Ministers, The Nordic Lighthouse Project was launched. The project aimed at strengthening the co-operation and sharing of educational research between the Nordic countries and enhancing the use of research based knowledge by Nordic pre-school, primary and lower secondary practitioners.

The Nordic Lighthouse Project was a three year long project, running from 1 January 2015 until 31 December 2017¹, financed by the Nordic Council of Ministers and managed by the Danish Ministry for Children Education and Gender Equality, and later, the Danish Ministry of Education.



The aims of the project were expressed explicitly in the contract as

‘Forummet skal drøfte, analysere og komme med forslag til, hvordan de nordiske lande gennem samarbejde og koordinering kan styrke praktikeres adgang til og brug af viden, der gør børn og unge dygtige og livsduelige. Hensigten er at bidrage til et større udbytte af de nationale indsatser for at anvende viden til at udvikle pædagogisk praksis og undervisning i forhold til de udfordringer, som de nordiske lande står over for på 0-18 års området.

/.../

Forummet skal ved udgangen af de tre år have udviklet vidensamarbejdet mellem de nordiske lande, defineret en fremtidig model for samarbejdet og bidraget til at øge praktikeres adgang til brug af viden, herunder gennem udvikling af fælles formidlingstilgange og metoder, mekanismer til at identificere fælles vidensbehov og relevante forslag til nye undersøgelser, modeller for omsætning af forskningsviden til den pædagogiske praksis og understøtte konkrete partnerskaber/praksisnetværk mv.’

An initial aim of the project was to find practical ways to support the use of research based knowledge amongst teachers/educators in primary and secondary school and in pre-school. Co-operation was expected to be discussed at several levels, and different types of projects were proposed:

¹ In September 2017, a project extension was agreed until the first meeting in 2018 of *The Nordic Committee of Senior Officials for Education and Research (EK-U)* on 20 February.

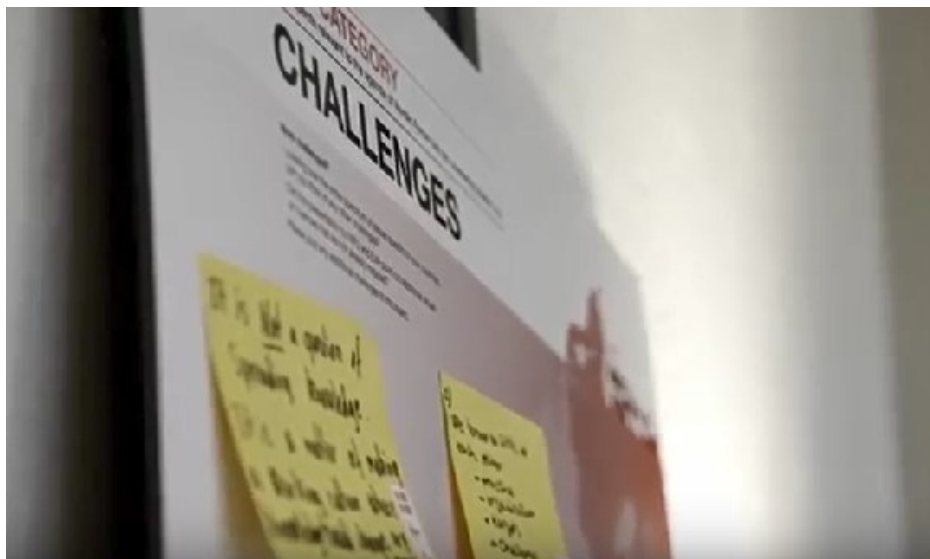
- Exchange of knowledge and experiences of using research based knowledge in education settings
- Ways to co-ordinate existing initiatives (run by national authorities, agencies, research institutions, schools, teacher educations etc.)
- New, communal initiatives, possibly sponsored by the Nordic Council of Ministers or as bilateral agreements

Several concrete initiatives have been investigated and assessed over the course of the project. However, given time and financial constraints, the main outcome of the project is a catalogue of options examined and appraised in a Nordic context for future use within the Nordic countries. One concrete initiative is the funding of a research article for teacher students, to be used within all Nordic teacher educations.

For ease of reference, within this report, the term ‘practitioners’ relates to teacher of all children/students aged 0-16 as well as other groups working with education in schools and settings (Headteachers, support staff etc.)

This report has been written by the secretariat of The Nordic Lighthouse Project and was discussed by the participants at the fifth meeting in The Nordic Lighthouse Project on 15-16 January 2018. Inclusion of proposals in this report does not constitute endorsement by the Nordic Forum as a whole. There was general agreement on the merits of working to strengthen Nordic co-operation, but members may have differing views on individual proposals.

- Sections 1-2 provide the project background and the recommendations made for the future of the ‘project’.
- Section 3 lists the main comments from the Nordic Forum
- Section 4 provides further detail on the recommendations made and activities carried out: how and why
- Sections 5-6 describe aspects of the project process (full details in appendix 1).



2. The future of The Nordic Lighthouse Project

Discussions held between policy-makers within the frames of The Nordic Lighthouse Project have created a foundation for future co-operation. Initiatives aiming to increase the use of evidence-based research in educational settings and within Nordic teacher educations have been shared and an idea of creating a set of joint guidelines was positively received.

Several Nordic countries have recently undertaken educational reforms and there has been agreement that it would be beneficial to continue to discuss initiatives in the education sector; options for implementation as well as effects and outcomes. A recurrent forum for exchange of such information was suggested as one way of ensuring that the 'spirit of The Nordic Lighthouse Project' continues.

It has also been discussed whether Nordforsk (<https://www.nordforsk.org>) or the Nordic Welfare centre (<http://www.nordicwelfare.org>) could function as a platform for facilitating exchange of information/research. NordForsk is an organisation under the Nordic Council of Ministers that funds Nordic co-operation on research and research infrastructure. The Nordic Welfare Centre is an institution under the Nordic Council of Ministers, the mission of which is to enhance social policy work in the Nordic countries through education, communication, research and development, networking and international co-operation.

Links to other Nordic associations and institutions should also be maintained and supported, for example the Nordic Education Research Association, the Scandinavian research base NB-ECEC and the Nordic Teachers' Council. Many keen Nordic advocates already co-operate in different ways and settings – sometimes the difficulty is simply finding one another.

There is great potential for further Nordic co-operation, formal and informal, in several areas, that all partners and agencies are encouraged to continue. The Nordic Forum hopes that the exchange of ideas, best practice and proposed initiatives will carry on although the formal project ends. In spite of being similar countries, many significant education methods and traditions vary between the Nordic countries: we can only benefit from making use of each other's experiences.



2.1 Recommendations

Based on the initiatives carried out within The Nordic Lighthouse Project and the comments made by the Nordic Forum, The Danish Ministry of Education has made recommendations within four main areas identified for future co-operation. These relate to the respective position in the knowledge sharing process they are part of. No one step of the process is smooth and without issues, but some might be easier to change/improve (2, 4) than others (1, 3). There is further detail on each recommendation in chapter.

1. Production of research and knowledge

This relates to the actual output from universities and clearinghouses: not all education research is relevant to the actual teaching situation, but this is the main interest of practitioners.

No concrete initiatives have been identified in this area. The main discussion points have related to interaction between universities and education settings, researchers and teachers, teacher educations and research/ers and how to create viable links between them for mutual benefits.

2. Access to research (for practitioners and/or for other researchers) (see also 4.1-4.3)

Relevant research can be difficult to identify for non-researchers, and can be arduous to read if it is written in English.

To avoid duplication of work, the Nordic governments should investigate options for co-ordination of (governmental or other, as applicable) systematic reviews within the area of education

Nordic institutions (universities, schools, departments, agencies) should consider the setting up of a communal database/practice bank in order to make research on education more accessible to non-researchers and to encourage further use of Nordic best practice.

3. Knowledge culture in schools and learning environments: using research and knowledge (see also 4.4)

Not all schools and learning environments actively encourage the use of research to improve teaching and learning. Lack of time was a major reason cited as to why few practitioners make active use of new research.

The evaluation of the NIN summer school is considered by the Nordic Council of Ministers and, based on that, the possibility of setting up a summer school for teacher students focused on the use of evidence-based research is explored.

4. Sharing research and exchange of knowledge (see also 4.5-4.6)

There are too few links between research communities and schools – which may lead to the issues identified in 1 and 2 above.

Links between officers working on and with evidence based research within education in different countries should be encouraged and formalised to ensure that transferable knowledge produced in one country is easily accessible by their counterparts in the other Nordic countries.

The organisation of an annual meeting for policy-makers and representatives of universities and education settings should be considered. The aim would be for all parties to be given opportunities to present developments in their areas and to engage in workshops where participants would be given formal and informal opportunities to network and identify options for future co-operation.

The option to ask Nordforsk or the Nordic Welfare Centre to take responsibility for some of the duties carried out by The Nordic Lighthouse Project should be considered.

3.0 Comments from the Nordic Forum

At its final meeting in January 2018, the members of the Nordic Forum, appointed by the respective Nordic governments for The Nordic Lighthouse Project, discussed the preliminary report and the proposals made for a way forward. The following comments were made.

3.1 Teacher involvement

Comments were made on the need to widen the perspectives and ensure further contributions from teachers. Although they are an important piece of the puzzle, few teacher voices have been heard.

‘Teacher’ is a wide concept. Teachers make up a broad field of people who possess a wide range of skills and everyday experience of practice. We cannot expect all groups, and individuals, to be reached using the same measure/dissemination method. Future initiatives need to consider who should be reached and/or involved.

The educations of nursery school teachers, primary and secondary teachers are different. Some of these groups may be used to reading or using research – others only have a short teacher education and might be less likely to seek out research.

A permanent problem with involving teachers is time. Most teachers work under pressure and might hesitate to join, or contribute to, any initiative that is not beneficial in the short term. Any proposals need to be realistic, given teacher realities today.

3.2 Co-operation – how and at what level?

There was agreement on the importance of any initiatives not becoming ‘top down’ measures, and that any proposals initiated must be pragmatic: the outcome must be useful in practice by the target group.

A discussion on what ‘level’ any co-operation should focus on divided members: some felt that initiatives should be taken to reach teachers directly, whereas others felt that it would be more viable to create links between Nordic teaching unions. This could perhaps be seen as an initiative to get ‘direct results’ versus ‘long-term collaboration’ that would make more of an impact.

The importance of discussing not only ‘how to gather and present’ research but how to disseminate it was stressed. A joint database, for example, would not be an end result, but only a measure to use to disseminate research. A lot of ‘infrastructure’ would be needed to raise awareness of a database and for it to be used.

Several members commented on there being a big focus on research from the US, the UK or Australia, for example. There was agreement that there are benefits for the Nordic countries to encourage use of Nordic research. This was also stressed in connection with the systematic reviews undertaken: a lot of the research investigated is from the US, although it is from a very different context.

There were some concerns that many questions remain as to how to implement any proposal. The project has had a broad focus from the start and more time might be needed to investigate practical consequences of any proposed measure.

Researchers and practitioners need to 'talk more', but 'how' remains. More practice oriented research was also desired. It is difficult both for practitioners to know what research they might need, and for researchers to 'translate' their research into practical methods.

3.3 A joint database

There were very varying views on the relevance and significance of setting up a joint Nordic database for primary and secondary research. Different countries have also had different target groups for a database, teachers or researchers. If this proposal is taken further, the target group must be clearly defined: it is impossible to provide one database for all purposes. The Nordic element was stressed as important.

Although one version of a database was presented at the meeting (appendix 4), other varieties should be considered too. It could also be arranged around videos, or concrete abstracts with a focus on class practice to make it more accessible for teachers. National databases that could be built on instead of creating an additional database should also be considered.

Setting up a Nordic Equivalent of the Toolkit (a variety of the Education Endowment Foundation's Toolkit) was seen as a fruitful way forward by some, and an unfeasible suggestion by others.

If one database is agreed on and set up, it should be built in such a way that it can be widened/changed later, for example by adding/complementing it with a Toolkit.

3.4 Collaboration on Systematic Reviews

Collaboration on systematic reviews was seen as the easiest way forward. There was general agreement that there are benefits of joint co-operation on Nordic research, and some Norwegian-Swedish initiatives are already undertaken on co-ordinating methodologies. Co-operation could relate to, for example:

- Finding, identifying and gathering Nordic research
- Co-ordinating what reviews are undertaken
- Co-operating on specific systematic reviews
- Co-operation on dissemination of research knowledge

Any proposal should be discussed as a bilateral agreement – potentially between a few Nordic countries initially – rather than as a joint Nordic project led by the Nordic Council of Ministers.

3.5 Teacher educations

There was agreement that there is clear potential for Nordic solutions as to how to work to increase prospective teachers' use of research, but any concrete initiatives must come from the teacher educations themselves.

3.6 Language

Most members agreed that the language is crucial to the accessibility of research. Summaries in English were considered important to most teachers, if reading research in languages other than their native. It was acknowledged that translating (all or many) texts would require a lot of time and resources.

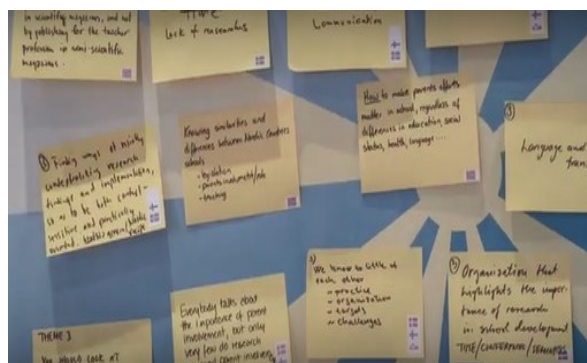
4. Activities within The Nordic Lighthouse Project

4.1 Access to research: Strengthened national co-operation on reviews of research

Several Nordic research institutions and agencies carry out reviews of research. There is currently no co-ordination of these, but a prescribed way of doing so could lead to cost-savings and more efficient use of researchers' time. The Nordic Lighthouse Project has also considered whether this would lead to an increased focus on Nordic research: comments have been made that too often national reviews focus on international research rather than on Nordic research. Given our similarities, Nordic research could be more useful than that of other countries.

No exact way of managing this has been agreed. Discussions within the forum have agreed that it would be pertinent for all Nordic countries to co-operate on undertaking reviews. For example, reviews carried out by the Swedish Institute for Educational Research could be useful to the Danish National Agency for Education and Quality. The former has recently published its first systematic review research on whole class discussions on mathematical reasoning in primary and secondary school (<http://www.skolfi.se/forskningssammanstallningar/publicerade-systematiska-oversikter/forskningssammanstallningssystematiska-oversikterklassrumsdialog-i-matematikundervisningen/> - Swedish only); the latter is currently producing a series of easy to read pieces of information on different areas of research within teaching and learning. One piece has been published, on pedagogical leadership (<https://uvm.dk/aktuelt/nyheder/uvm/2017/okt/17-1004-viden-om-goer-forskning-lette-re-at-gaa-til/>).

Any agreement must be agreed by the relevant parties themselves, by means of a bilateral agreement, or by making use of the Nordic Council of Ministers as an intermediary. The Nordic Forum encourages further exploration of this idea.



4.2 Access to research: Communal research and/or best practice databases

A few different varieties of research databases and portals to gather best practice from practitioners have been discussed. The joint aim is to devise a way of making access easier and faster. It could also benefit the use of Nordic research, making it easier for practitioners to review and make syntheses of existing studies, and provide a designated place for grey literature relating to primary and secondary education. The main obstacle identified is the cost and the need for long term maintenance.

4.2.1 A Nordic research and practice portal for practitioners

Aptly named 'Ydun'², a communal Nordic research and practice database for practitioners and researchers working within the areas of primary/secondary teaching and pre-school has been discussed thoroughly. In addition to containing research studies, the idea was that the database would store inspiration and best practice knowledge 'translated' from the researcher's point of view to that of a practitioner. This could be done by way of using video or simply in writing, as long as it would be accessible, relevant and concrete.

The idea came from an Ontario database, The Learning Exchange <http://thelearningexchange.ca> (previously called the Learn Teach Lead database). This was presented at the 2nd Nordic Forum meeting by the Director of Leadership and Implementation at the Ministry of Education in Ontario (<https://www.youtube.com/watch?v=Li35iQG78TA>). The research part of the database contains research, based on meta-studies from clearinghouses and research institutes; and there is also practice-based knowledge, based on experience and best practice examples submitted by teachers.

Figur 1: Ydun
Nordic research and practice portal on primary and lower secondary education



One aim of combining the research database with a best practice was to encourage, and facilitate, further exchange between practice and research, in the hope that this would lead to mutual inspiration.

² In the Nordic mythology, Ydun was the goddess of eternal youth and the custodian of the golden apples of youth. When one of the gods felt that they were getting older, they would eat one of Ydun's apples and become young again.

The Nordic Forum did not get to a stage of discussing concrete measures that would be needed. An issue raised about the viability related to maintenance: it could possibly have been set up within the frames of The Nordic Lighthouse Project, but it would need future allocation of funds for maintenance. There is a need for continual ownership and funding of it from all Nordic countries.

A separate issue related to the language used in research/best practice: would Scandinavian languages suffice – or should all studies/best practice advice included be in English? If the latter, there is a risk that this would alienate practitioners especially. Conversely, if Scandinavian languages are accepted, should studies in Finnish be equally accepted, in spite of these studies not being easily understandable to most Nordic practitioners? Could this lead to the portal becoming more ‘national’ than desired?

4.2.2 Communal Nordic research database

The option of a communal Nordic research database is related to the Ydun portal, but this one would only contain peer-reviewed, Nordic research. An effective search function would be a crucial component. The main focus should be peer-reviewed and/or independently quality assured research.

As with the portal, maintenance is a big issue. Assessing articles would be a labour-intensive task, and would require relevant staff.

This option might be of lesser use/interest to practitioners, but could be more valuable for researchers, governmental institutions, students and interest groups.

This idea is similar to the Scandinavian database on early childhood education and care; <http://www.nb-eccec.dk>. The research database on primary and secondary education would cover a significantly bigger amount of research, and the costs for maintaining it would be considerably higher. (For estimated costs, see separate document produced by The Danish Evaluation Institute, EVA.)

4.2.3 A communal Nordic practice bank

A communal Nordic practice bank would cover the ‘other leg’ of the research and practice portal: it would contain best practice, based on research, that has been put into practice by practitioners and that is communicated by a practitioner. This could be done in writing or as a podcast or video, depending on the type of best practice shared. The bank could also give researchers an opportunity to reach out to teachers by uploading short videos of their research, and it could provide a forum for practitioners to discuss measures.

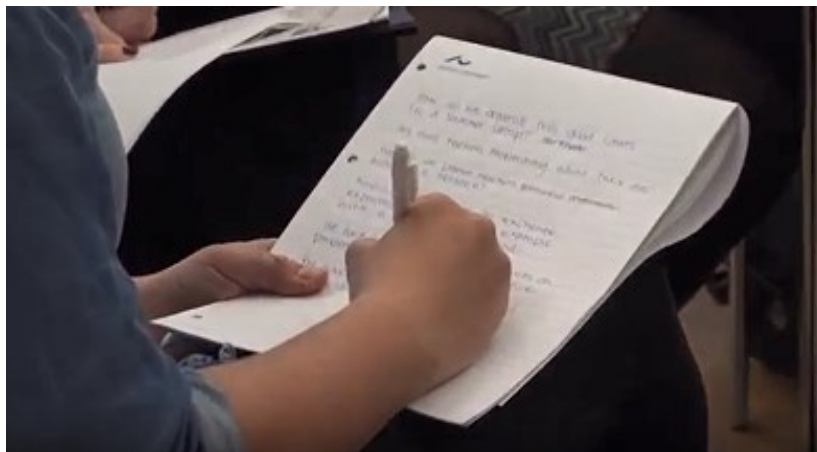
4.2.4 Access to research: The Teaching and Learning Toolkit

The UK Education Endowment Foundation, an independent charity dedicated to breaking the link between family income and educational achievement, has produced a ‘Teaching and Learning Toolkit’ (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>). This is an accessible summary of the available research on international evidence of teaching 5-16 year olds within a number of predefined areas, for example ‘performance pay’, ‘digital technology’ and ‘homework’.

Each area/measure has been assessed based on its cost and the strength of the evidence that the measure provides. This toolkit could be seen as a mini version of a research database, which is focused on practical ways of improving education and providing an easy way for educators of finding evidence for – or against – using different measures to raise achievement and attainment.

Advanced discussions were held with the Education Endowment Foundation on the feasibility of ‘translating’ the toolkit to a Nordic version. The toolkit has previously been published into Latin American, Australian and Scottish versions. These revisions have not simply related to language, but also to the contents of the translated information.

The Education Endowment Foundation was positive and it would be possible to take this project further in the future. More Nordic research could be added to the contents and research studies produced in contexts that are less relevant to the Nordic countries could be removed, alternatively, the impact/significance of them for the conclusions of the toolkit could be reduced.





4.3 Access to research: Video based communication on research

At the 2nd meeting in the Nordic Forum (20 May 2016), the option for researchers to share their knowledge in short videos was discussed. Nordic Forum members were asked for ideas of topics to be researched and made into videos. There are positive experiences of using this format for knowledge dissemination in Denmark.

In 2016, a series of six videos was produced that showed how a practitioner used a specific research-based method in practice, the intention being that this pilot project would lead to a growing YouTube channel of practical knowledge for practitioners.

In addition to YouTube, the films were also published on EMU.dk, the national Danish education portal and on The Nordic Lighthouse Facebook page. Members of the Forum were invited to share them in their respective channels.

On EMU.dk, some of the videos were watched by more than 10,000 people in a few days' time, whereas on the YouTube-channel, they have been viewed 20-60 times each. This indicates that there is a need for a suitable outlet to publish videos. More marketing/a better foundation amongst teachers and settings in the Nordic countries would be necessary for this initiative to grow.

Being a pilot, all films were in Danish, without subtitles, which may have made them more difficult to access for practitioners in other countries than Denmark.

In addition to the actual videos made, a step-by-step guide to producing research communication videos was produced (appendix 2). This is an extensive report detailing how to share research findings in a short video – including preparation (defining objectives, legalities around getting consent, choosing a format etc.) production and publication – that is free to be used within all Nordic countries. There is scope to take this initiative further and investigate the options for making further use of sharing videos.

As a complement to the videos, a series of 'TED-talks' on education issues has been suggested. This remained a proposal and no 'TED-talks' were produced within the frames of the project.

4.4 Knowledge culture in schools and learning environments: Teacher education

A number of teacher educations were represented within the Nordic Forum. Two concrete outcomes have emerged:

1. An article on how to find research, to identify relevant research and how to make use of 'theoretical' research in a practical context has been produced. This will support teacher students and could also provide a useful tool for teachers who want to make better use of evidence based research. This tool has been produced by University College UCC, Copenhagen. It is free of copyright and has been/will be shared with teaching institutions throughout the Nordic countries. The article will be available in a Scandinavian language as well as in English and Finnish. (Appendix 6). This report has been funded by The Nordic Lighthouse Project.
2. Nabosprogsdidaktik i Norden (NIN) has been given funding by the Nordic Council of Ministers and by Nordplus Videregående Uddannelser to run a summer school for teacher students in 2018. This summer school is for future teachers of Danish/Norwegian/Swedish and aims at increasing their knowledge of the neighbouring languages, as well as their knowledge of language pedagogy and how to teach the other Scandinavian languages (which, in these three countries, is a mandatory component of studying the native language).

Within this summer school, a designated workshop, taught by the researcher who has produced the material listed in 1 above, will focus on increasing teacher students' awareness of how to find and make use of research. The course as a whole will cover 10 ECTS and teachers representing all three Scandinavian countries will contribute. 25-40 students are estimated to participate, with all countries and areas (Greenland and the Faroe Islands) represented as equally as possible. This module will be making use of the article produced by UCC and financed by The Nordic Lighthouse Project.

The summer school will be conducted in Norwegian, Danish and Swedish. NIN does not include representatives from Finland, but measures will be put in place to actively seek out relevant teacher educations for Swedish speaking students in Finland, and contacts will be made with teacher educations in the remaining two countries.



A 'summer lab' for Nordic teacher students and teachers was also considered within The Nordic Lighthouse Project. This would introduce attendees to new pedagogical ideas and give them an opportunity to discuss teaching and learning with other Nordic representatives and to learn how to make use of research. The summer lab could be a one or two week course and would be structured around researchers presenting new methods and group sessions to discuss practical teaching issues. The overarching aim would be to strengthen the knowledge culture amongst future educators.

There were far-reaching plans on setting up a 'pilot' summer lab, to pave the way for future summer labs, in the summer of 2017. However, since NIN was awarded funding from the Nordic Council of Ministers for a summer school in 2018, it was unlikely that another summer school would be awarded funding. For this reason, The Nordic Lighthouse project instead funded the article that will form the baseline for a module within the NIN summer school. The summer school remains a potential future initiative.

Further opportunities to run teacher courses jointly have been explored. A number of difficulties have been identified; for example, the differing term dates in the Nordic countries, which also impacts on the planning of the summer school, the different steering documents/curricula and the length/content of standard courses. For example, Norwegian teacher education courses are generally 15 ECTS, whereas Swedish ones are often 7.5 ECTS. For the summer course, differing demands will be made on the students. Norwegian institutions will have to supplement the summer course with additional demands to meet 15 ECTS.



4.5 Sharing research and exchange of knowledge: Strengthened co-operation between universities/research and practitioners

Creating school-university partnerships, where a firmer knowledge culture is transferred to schools, and where researchers are encouraged to carry out practical research has been discussed at length. It is seen as a key factor to increase the use of research based evidence within the education sector; however, no one idea as to how this could be implemented has been agreed on.

All participants would support strengthened co-operation, but there is a feeling that this would need to grow organically and not become a 'forced', top-down measure. Encouraging researchers to make use of videos to communicate research (see above) could be a step in this direction.





4.6 Sharing research and exchange of knowledge: Prize for research communication: 'Heimdal'

The idea of establishing an annual Nordic prize for 'best communication of pedagogical or education research' has been discussed. This would be awarded to a researcher who has communicated research in an efficient, new and innovative way to practitioners. The idea was that a bigger focus would be given research communication and efforts to pass on research to be used practically in education settings.

The proposed name, Heimdal, was taken from the Nordic Mythology, where Heimdal was a god who possessed foreknowledge.



5. Evidence-based research and The Nordic Lighthouse Project

The focus of The Nordic Lighthouse Project was to find ways of developing co-operation within the area of education research. Early on a discussion on 'what is research' and the importance of using evidence-based research ensued and became fundamental elements of the Nordic Forum workshops and meetings.

The term 'evidence-based research' has become increasingly used. Stating that a method is based on evidence-based research tends to interrupt further discussion: if it is evidence-based, then it must be correct.³ However, as per the presentation at the meeting on 15 September 2017 by Morten Sager, Senior Lecturer in Theory of Science at the University of Gothenburg, there is rarely, if ever, only one standard that is evidence-based, and the concept itself is at risk of being misused, or overused. Political decisions based on 'evidence-based research' might get less criticised.

Although 'proven' by studies, evidence-based research on, for example, the best way of implementing a political decision, can still display a diversity of implementation methods. Within the field of education, qualitative aspects are stressed more often, as well as the importance of local context – as opposed to medicine, where quantitative methods carry more weight. It is less common to expect educational systems/methods to be easily transferable than medical treatments: there is an intrinsic expectation that schools, students and cultures vary, and, hence, they must be treated as 'individual cases'. Randomised Controlled Trials (RCTs) are less often used for education research.

A continued dialogue on the strengths and weaknesses on basing education practices on evidence-based research would be advantageous, and might benefit education development in all countries. The annual conference mentioned as an option going forward could be one way of meeting this.

³ Paragraph based on 'Evidensens många ansikten' (2011), Ingemar Bohlin & Morten Sager (eds.) Lund: Arkiv förlag

6. Co-operation with Danish Clearinghouse for Educational Research

Although not a formal co-operation with the frames of the project, a review carried out by The Danish Clearinghouse for Educational Research has contributed considerably to the project. The Clearinghouse, established in 2006, *'provides an overview of the best currently available knowledge regarding good evidence-informed educational practice and disseminates this knowledge to educational practitioners and policymakers.'* At the 3rd meeting, in November 2016, Associate Professor Camilla Brørup Dyssegaard, then Head of the Clearinghouse, presented the interim results of their systematic review and state of the field analysis *'What enables or hinders the use of research-based knowledge in primary and lower secondary school'*. The full report, published in June 2017⁴, inspired the discussion on further co-operation on systematic reviews. The secretariat of The Nordic Lighthouse Project has communicated with the Danish Clearinghouse throughout the project and has benefited from their research.



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http://edu.au.dk/fileadmin/www.dpu.dk/danskclearinghouseforuddannelsesforskning/Clearinghouse_Research_Series_-_June_2017_-_Number_31_-_e-bog.pdf?utm_medium=email&utm_campaign=Skolelederen%20er%20drivkraften%20hvis%20forskning%20skal%20gre%20gavn%20i%20klasselokalet&utm_content=Skolelederen%20er%20drivkraften%20hvis%20forskning%20skal%20gre%20gavn%20i%20klasselokalet+CID_ccdab46c19346d60660a5f084800ff51&utm_source=Campaign%20Monitor&utm_term=What%20enables%20or%20hinders%20the%20use%20of%20research-based%20knowledge%20in%20primary%20and%20lower%20secondary%20school%20a%20systematic%20review%20and%20state%20of%20the%20field%20analysis



7. International input and co-operation

Concerted attempts have been made to bring in international examples of education co-operation and listening to experiences from other parts of the world – mainly Europe – where the focus on using research in education has been stronger for a longer period of time. For example, The Netherland Initiative for Education Research <https://www.nro.nl/en/> and school-university co-operation in the form of research schools in the Netherlands and in England have been studied. An EIPPIE (*Evidence Informed Policy and Practice in Education in Europe*, <http://www.eippee.eu/>) conference took place in Copenhagen in the days before the 3rd Nordic Forum meeting, also in Copenhagen, and provided opportunities for some Forum members to learn more about, for example, European examples of school-university collaboration and partnerships in teacher education.

In addition to the specific examples listed here, the secretariat has researched and made use of additional ideas from other regions/countries to prepare forum workshops.

Appendices

1. Project process, including dates of meetings, agenda and participants' comments on the process
2. Videos produced for The Nordic Lighthouse Project (including a video on how to produce knowledge videos)
3. Article produced by UCC University College on how to identify and make use of education research
4. On the option of setting up a joint research database – summary in English.
5. On co-operating on systematic reviews