



Ministerie van Onderwijs, Cultuur en  
Wetenschap

## Research Impact on Policy: The Need for Brokerage

Stockholm December 1 2009  
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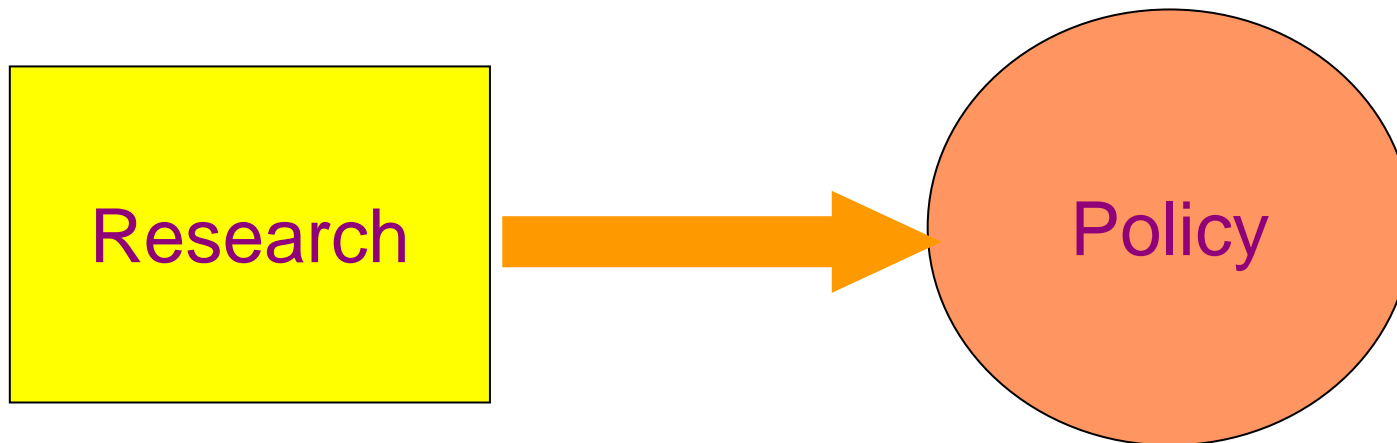


# Introduction

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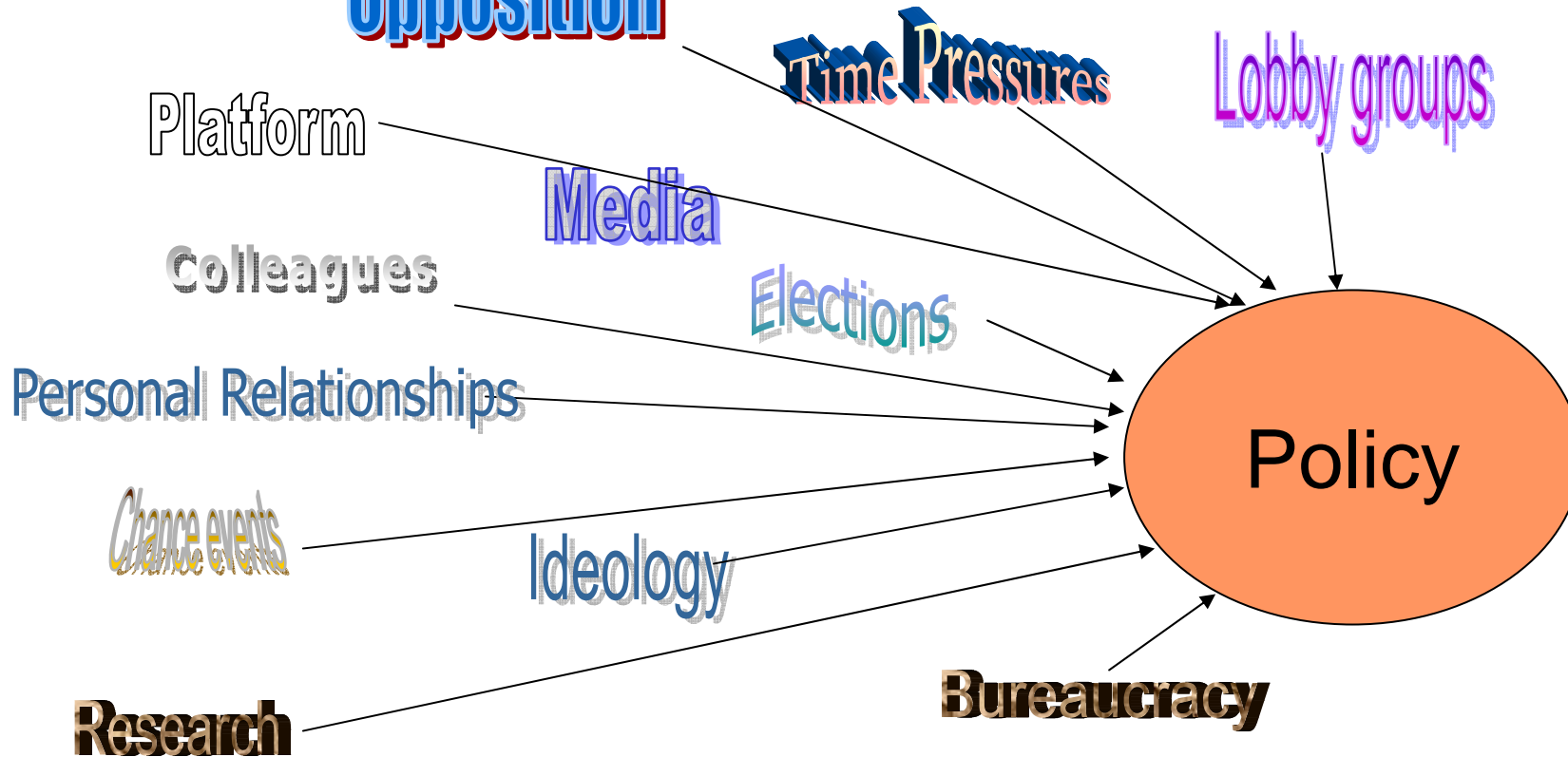
## A simple model





# Knowledge paradox

## Opposition





## Gap between research and policy (practice)

- Divergent time frames
- Different 'languages'
- Different values



## When is knowledge used?

- Results are not controversial
- Proposed change of policy is limited
- Timely, clear and relevant
- Robust results
- In line with existing convictions / beliefs / paradigms
- Strong advocates
- Implementation is reversible

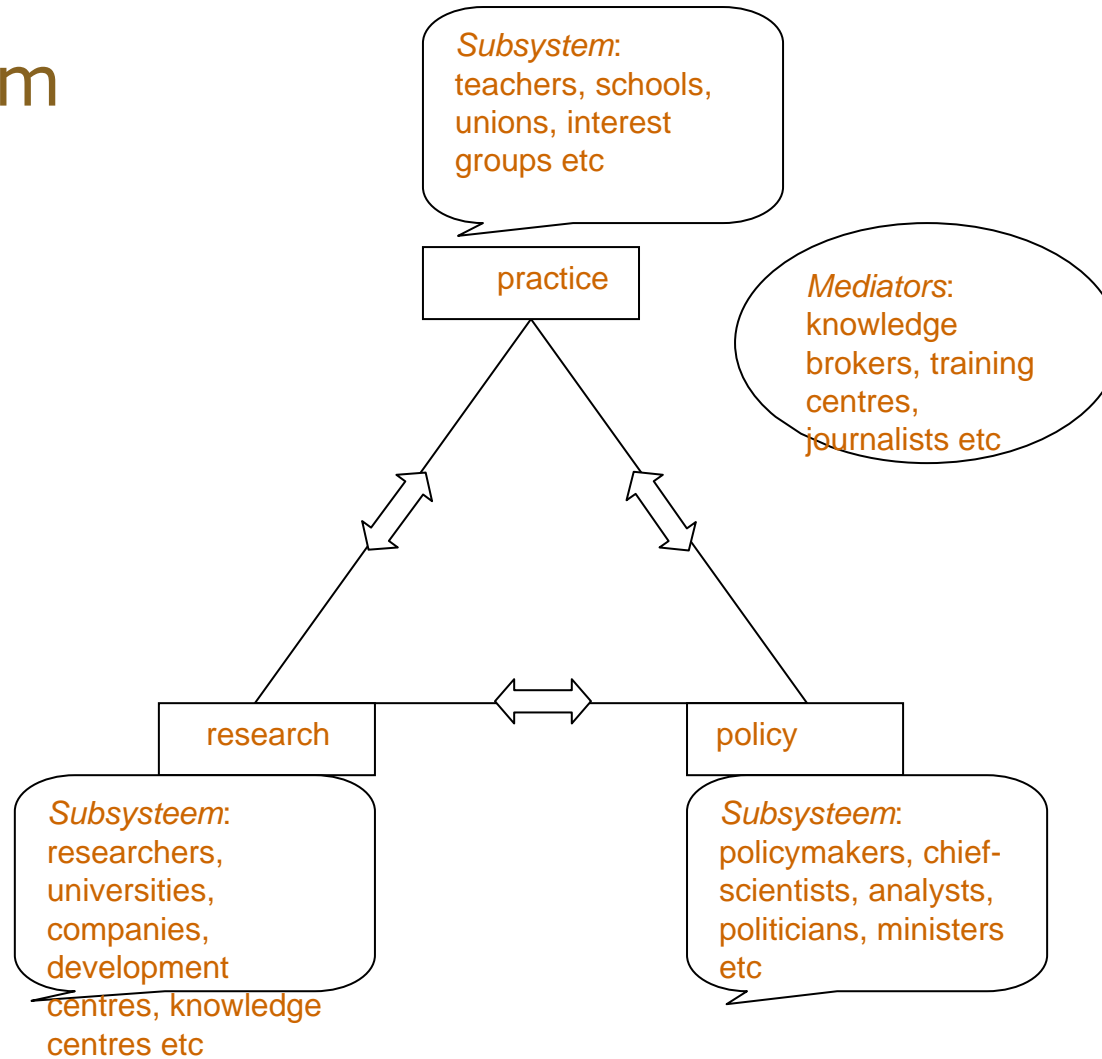


## Design principles for effective relations between research and policy

- Continuous interaction
- Direct connections
- Dialogue with various research 'schools' / traditions
- Multiple channels
- Multilevel
- Brokerage as specific function
- Systemic
  
- Capacity



# Ecosystem





## Brokerage organizations

- Knowledge directorate
  - Workshops with peers
  - Masterclasses with experts
  - Schooling
  - Quick scans
  - Radip reaction
- TIER: Topinstitute for evidence based education research
  - Evaluation of educational interventies through experimental designs
  - Evidence based portal
  - Teacher Academy
- Knowledge chamber



## Knowledge chamber

- Background: the need for explicit knowledge policy
- Aims: knowledge questions
- Design: flexible
- Experiences: more questions
- Challenges: broadening



# Horizon of possibilities

