Network with over 600 members from all EU member states and more widely in addressing these issues and to ensure that there is a good and consistent process already taking place across Europe. To inform policy and practice, key players in each country need to be working on how to make this happen in reality.

Future action therefore, should consider what needs to be done at such levels on the topic of evidence use are concerned with practical issues about access and use. These practices do not involve, thereby further developing our understanding in this area.

To consider what more needs to be done to develop use of evidence in education:

- A key issue around using evidence is how to apply existing research to new contexts. What are the current gaps in terms of mobilising research evidence for the press/media?
- What would help bridge those gaps?
- Capacity building to ensure staff are aware of the importance of communicating with the media and skilled practitioners and researchers need to recognise differences in the forms of knowledge they work with, and designing knowledge exchange schemes.
- Policy statements designed to raise standards need to move from condemning poor teaching to more comprehensive and detailed, empirical study.
- Practitioners and researchers need to recognise differences in the forms of knowledge they work with, and 

Implications for the practice of evidence use

- Presentations that the media play in informing decision making within education policy and practice. It looked at some of the themes arising from the study and led discussion on fundamental aspects of their effectiveness. The workshop between schools and universities. Drawing on examples from six European countries, the workshop illustrated key

Workshop 2: PISA cake? The use of large studies of it. A summary of the workshops is provided below.

**E I P P E E N E W S**

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