Educational research and evidence-based policy:
Funding educational research by the Federal Ministry in Germany

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Overview

I. Introduction

II. Situation in Germany

III. The framework programme for the promotion of empirical educational research

IV. Transfer of knowledge

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II. Situation in Germany
Education policy in Germany - parties involved
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Funding and research landscape for educational research in Germany

- German Research Foundation
- Universities
- Max-Planck Society
- Gottfried Wilhelm Leibniz Science Association
- Federal Institutions
- Länder institutes, IQB
- Private Foundations/Trusts
- Ministries of the Länder (Project funding, Institutional funding)

Federal Ministry of Education and Research (BMBF) (Project funding, Institutional funding)
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Timeline of events

- TIMSS 1995
- PISA 2000
- PIRLS / IGLU 2001
- TIMSS 2007
- PIAAC 2010

1997 Resolution of Constance (KMK)

2003 first education reporting system (KMK)
2003 Education standards

2004 IQB

2006 first regular education report (KMK)

2007 Framework Programme

2009 NEPS
The framework programme in numbers

- Start: November 2007

- Projects funded so far: 342

- Funds provided so far: 160 Mio Euro

- Funding ratio of proposals submitted: about 25%

- Main academic (sub-)disciplines of principal investigators: Pedagogy, Psychology, Didactics, Sociology, Neuroscience, Linguistics, Economics
III. The framework programme for the promotion of empirical educational research

1. Measures for structural support

   – support for young scientists

   – promotion of international exchanges

   – improvement of the information infrastructure
III. The framework programme for the promotion of empirical educational research

2. Thematic focuses (examples)

- National educational panel study
- Improving language skills
- Disorders in development of academic skills
- Professionalization of teaching staff
- The system’s level of the educational system
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National educational panel study (NEPS)
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National educational panel study (NEPS) – Map of Consortial Structure
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Improving language skills
Disorders in Development of children’s academic skills
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Professionalization of teaching staff
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Poster of Project “Attention goes school…”
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Poster of Project “Education and courses of education of kindergarten teachers’ characteristics”
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The system’s level of the educational system
IV. Transfer of knowledge

1. Communication of results

2. Conference series “educational research”

V. Future visions for evidence informed policy and practice and next steps

1. New collaborations with the Länder

2. Funding of large intervention studies

3. New measures for research transfer into practice
Communication of results

- [http://www.empirische-bildungsforschung-bmbf.de](http://www.empirische-bildungsforschung-bmbf.de)

- [http://www.fiss-bmbf.uni-hamburg.de](http://www.fiss-bmbf.uni-hamburg.de) (language skills)
- [http://www.jeki-forschungsprogramm.de](http://www.jeki-forschungsprogramm.de) (musical skills)
- [http://www.propaeda.de](http://www.propaeda.de) (professionalization)
- [http://www.stebis.de](http://www.stebis.de) (system’s level)
- [http://www.esf-koordinierung.de](http://www.esf-koordinierung.de) (disorders in academic skills)
- [http://www.empirische-bildungsforschung.net/zeigen.html?seite=6356](http://www.empirische-bildungsforschung.net/zeigen.html?seite=6356) (young researchers scholarship programme)
- [http://www.bildungspanel.de](http://www.bildungspanel.de) (NEPS)
- [http://www.kompetenzen-im-hochschulsektor.de](http://www.kompetenzen-im-hochschulsektor.de) (competencies in higher education)
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Prof. Baumert as keynote speaker
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Prof. Antes (German Cochrane Center)
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„Market place“ communication
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Panel discussion
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http://www.empirische-bildungsforschung-bmbf.de/