



Evidence-Based Education Policy: What Evidence What Basis Whose Policy

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This book raises important questions about the extent to which policy can be derived from research and about the kind of evidence which should inform policy.

- Challenges contemporary orthodoxies and offers constructive alternatives
- Critiques the narrower conceptions of evidence which might inform policy advanced by the ‘what works’ movement
- Investigates the logical gaps between what can be shown by research and the wider political requirements of policy
- Examines the different educational research traditions e.g. large population studies, individual case studies, personal narratives, action research, philosophy and ‘the romantic turn’
- Calls for a more subtle understanding of the ways in which different forms of enquiry may inform policy and practice
- Discusses the recognition and utilisation of the insights offered by the rich variety of educational research traditions available to us



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