Abstract

Recently, the importance of the accumulation of human capital and education is increasing together with the development of globalization. However, because of the financial difficulties many countries are facing, the demand for a more efficient and effective education policy is growing. Furthermore, given the discussion about modernizing the government, governments are required to be more accountable about how the public funding is used, and about the outcomes of the use. It is in this context that the interest in using “evidence” has become stronger. However, there are different approaches to understanding what is meant by “evidence” or “evidence use.” Depending on what kind of “evidence use” is assumed, the way of promoting it differs considerably. In Europe, since 2007, discussions have taken place specifically on how to promote the use of “evidence” in education. As a result, starting from 2010, the EU has commissioned several projects on “Evidence-based policy and practice” to develop networks of knowledge brokerage initiatives. In this paper, the framework for evidence use in social policy, including educational policy, is discussed as a basis for our understanding on how evidence use is captured and how it will be promoted in Europe. This includes the definition of evidence and different models of evidence use. After briefly introducing the content of the projects commissioned by the EU, we will reflect on how the discussion surrounding “evidence” has proceeded in Europe since the “Lisbon Strategy.” Some of the latest trends on improving creation, dissemination and application of evidence in Europe will be mentioned. By examining these initiatives, this paper concludes by discussing the challenges for promoting evidence use in Japan.