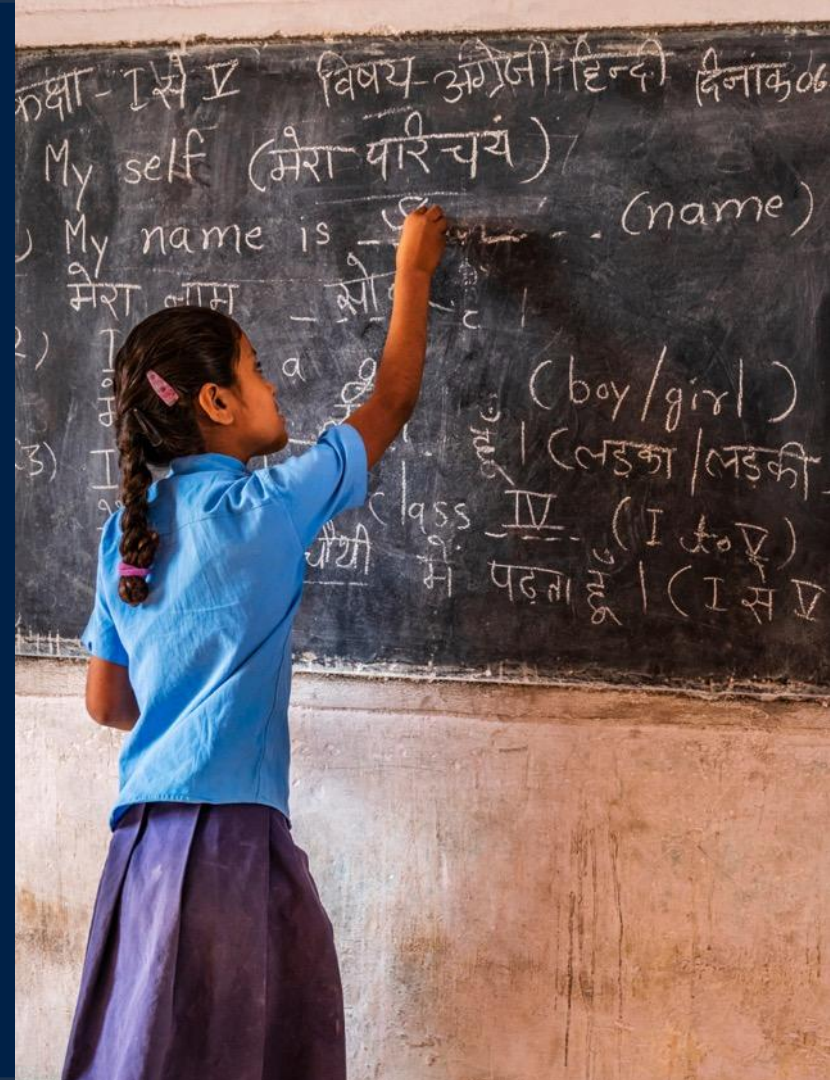


DBE Case Study Dissemination & Ed Lab Peer Learning Event

Department of Basic Education, South
Africa, 2025



The next frontier: quality implementation at scale with governments to unlock learning for millions of children.



Who we are – Strategic Partners



The Blavatnik School is convening a unique consortium



Governments, NGOs and researchers; 2/3 LMIC-based



Pillars of the What Works Hub for Global Education



1.EVIDENCE TRANSLATION

Making best existing evidence clear and available to governments so they can use it effectively (evidence synthesis, curation and translation.)



2.EVIDENCE USE

Supporting evidence generation and use by governments for policy design and implementation (education labs, strengthening individual and institutional capacity.)



3.IMPLEMENTATION SCIENCE

Research supporting governments in real time to implement evidence-based reforms at scale. (Catalyse new focus on implementation within education research.)



Approach to Data & Evidence Use

Working with governments and policy stakeholders to **understand and stimulate** demand for data and evidence on implementing foundational learning at scale and to ensure that data and evidence is **used effectively** to transform policy and practice.

- Supporting **data & evidence generation and uptake** in government systems
- **Building institutional capacity** to sustain data & evidence-based policymaking
- Fostering **networks across governments, research institutions, and civil society**



Evidence use workstreams

Education
Evidence
Labs

Fellows'
Programme

Technical
Dialogues

Community
of Practice

Case
Studies

Supporting individuals, teams & institutions, and ecosystem

Education Evidence Labs

- **Institutions, processes or relationships** that bring evidence generation, uptake and use into or close to governments.
- **Function over form:** different forms of Ed Labs perform a range of functions, tailored on governments' needs towards data and evidence use.
- Ed Labs can be vehicles for educational reforms, contributing to **culture of evidence informed policy making and implementation.**

Typology of Ed Lab functions

Data use

- Analysis of administrative/EMIS data
- Supporting data use for planning, budgeting and prioritisation
- Knowledge sharing and capacity strengthening for government officials on data use
- Supporting monitoring and evaluation for government programmes
- Data visualisation

Research and synthesis

- Commissioning and conducting research
- Synthesising and translating evidence based on government needs
- Co-creating research agenda
- Supporting test-learn-adapt approaches for informing and improving implementation

Policy communication

- Drafting presentations, policy briefs and other outputs
- Dissemination of data, evidence and knowledge outputs for uptake and strategic impact
- Facilitating meetings and workshops for government / relevant stakeholders

Implementation support

- Supporting govt in design and drafting of policy and programmes based on research and evidence
- Supporting in roll out/implementation of policies and programmes (including drafting memos, documents, orders, process monitoring, engaging with technical partners, etc.)
- Supporting government in conducting and preparing for education sector review meetings

Typology of Ed Lab forms

	Type 1	Type 2	Type 3
Structure	Inside government embedded staff in ministries, Ed Lab developed, hosted and owned by government.	Close to government embedded staff/units developed outside and hosted near ministries with links to government.	Outside government building on existing independent, strategic relationships with government.
Advantages	Easier to choose demand led topics.	Proximity facilitates trust among officials.	Flexibility in topic focus of engagement.
	Higher starting levels of trust among officials.	Affiliation can bolster influence over time	Independence from political dynamics.
Limitations	Political risk to impartiality or survival.	Bureaucratic process can lead to delays.	Less proximity may lead to missing opportunities.
	Securing finance can be challenging.	Securing financing can be challenging.	Strong competition for access to senior officials.
Locations	South Africa, Tanzania, Rwanda, Ghana	Pakistan (PIE/PFL Hub) India (Karnataka)	Pakistan (CERP) India (UP)

Hub Objectives for Ed Lab Support

1. **Shaping global conversation on Ed Labs:** Advancing knowledge on Ed Labs – what they are, what they can do – by convening and collaborating with global partners on a shared learning agenda, as well as informing research, evaluation and technical engagements across different countries.
2. **Facilitating shared learning and peer support across Ed Labs:** Facilitating shared learning via communities of learning and practice among Ed Lab teams, for capacity strengthening, knowledge exchange and mentorship.
3. **Supporting individual country Ed Labs:** Providing technical, strategic and responsive support to individual Ed Labs through sharing relevant global/regional evidence; customised tools, frameworks and syntheses; and supporting documentation and dissemination of learnings.

Learnings from South Africa

1. **Data, research & evidence use:** RCME recognized the importance of locally generated evidence, that builds on global evidence and facilitates deeper contextualized understanding of what works in South Africa and how
2. **Informing Policy & Decision-making:** RCME's work has helped to shape national dialogue and conversation on important questions and ensured this conversation would be informed by data and evidence
3. **Implementation & Scaling:** RCME engaged deeply in details of implementation, resulting in greater insights for their research findings, and deeper levels of collaboration with implementers
4. **Sustainability & impact:** RCME has worked actively to coordinate country research and to align it with government priorities for greater impact, system coherence and sustainability
5. **Technical skills & capacity:** RCME has built a strong, talented, and highly motivated team, enabling the organization to deliver high quality work and also to be adaptive.

Thank you

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What Works Hub
for Global Education



**UK International
Development**

Partnership | Progress | Prosperity

Informal gathering questions

- Top take-aways of the event so far
- What might you try to implement when you go home?
- What does "Evidence" mean to you? What does "Data" mean to you?
- What does it mean to "embed evidence use"? Is this the same thing as institutionalizing your Ed lab/partnership? Why or why not?
- How might this group continue to learn from each other?