

System Delivery

Evidence shows that governments have ambitious reform agendas to provide education for all, but implementation is lagging with low learning traps often related to delivery challenges (World Development Report, 2018).



OUR VISION | The System Delivery transformation is part of the Learning Generation Initiative (LGI), whose mission is to empower the people within and connected to education systems to enable *all* children to be learning within a generation. In line with the LGI mission, the goal of the System Delivery transformation is to support education systems to improve delivery through better prioritization, use of data, and problem-solving to achieve learning for all.

WHY SYSTEM DELIVERY? | Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, is off track and the learning crisis has been exacerbated by COVID-19. Implementing reforms to achieve learning and efficiently deliver results for education is a global education priority. A focus on Systems Delivery is needed because:

- Increased fiscal constraints make it critical to efficiently deliver results for education.
- Governments have ambitious reform agendas, but service delivery is lagging.
- Low learning traps are often related to delivery challenges (WDR, 2018).

IMPACT TO DATE | DeliverEd was launched in 2019 by the Education Commission (EC) to strengthen the evidence base on delivery approaches. More and more countries have used delivery units or approaches to promote better outcomes for policy reform and implementation. There was, however, little empirical evidence on the effectiveness of these approaches in delivering education outcomes or on the design choices, contextual features, and enabling factors that contribute to the performance of these delivery approaches. Four years of research was conducted on delivery approaches with the Blavatnik School of Government (BSG) at the University of Oxford and with national research partners in Ghana, Jordan, Pakistan, Sierra Leone, and Tanzania on the effectiveness of delivery approaches in improving reform implementation.

DeliverEd developed a conceptual framework for delivery approaches, providing a clear definition and pinpointing common design features in [Delivery Approaches to Improving Policy Implementation: A Conceptual Framework](#) and [A Global Mapping of Delivery Approaches](#), a paper and interactive [virtual map](#) that present a detailed analysis of 152 instances of delivery approaches used across 80 different countries. DeliverEd developed a series of research products and policy briefs, including [Design Choices for Delivery Approaches in Education](#), and [The Challenge of Delivering for Learning and Delivery Approaches in Crisis or Conflict Situations](#). Nine working papers have been published on the websites of EC and BSG, attracting widespread attention (the global mapping paper alone garnered over 1,000 downloads). Furthermore, three papers have been accepted for publication in academic journals.

The DeliverEd final report, [Deliberate Disruptors: Can Delivery Approaches Deliver Better Education Outcomes?](#) was published in June 2023, and this report underscores the necessity of enhancing performance and policy delivery to meet the 2030 SDGs. The report translated the main findings from academic research into practical policy considerations and put forward a framework for launching, learning, and sustaining delivery approaches. The iterative process of launching, learning, sustaining, and scaling is portrayed as a virtuous circle aimed at improving classroom learning.



WHERE ARE WE FOCUSING NOW? | The System Delivery transformation builds on the work done under DeliverEd and the important areas that emerged from that research that are in high demand or are under-researched. Delivery approaches are effective at leveraging political will, prioritization, coordination, use of data at the national levels, and top-down accountability—but not necessarily problem-solving, prioritizing solutions, addressing local constraints, or changing behaviors at the school level and middle tier of the education system.

Focusing on the System Delivery transformation, our objectives by 2027 are to work with countries to:

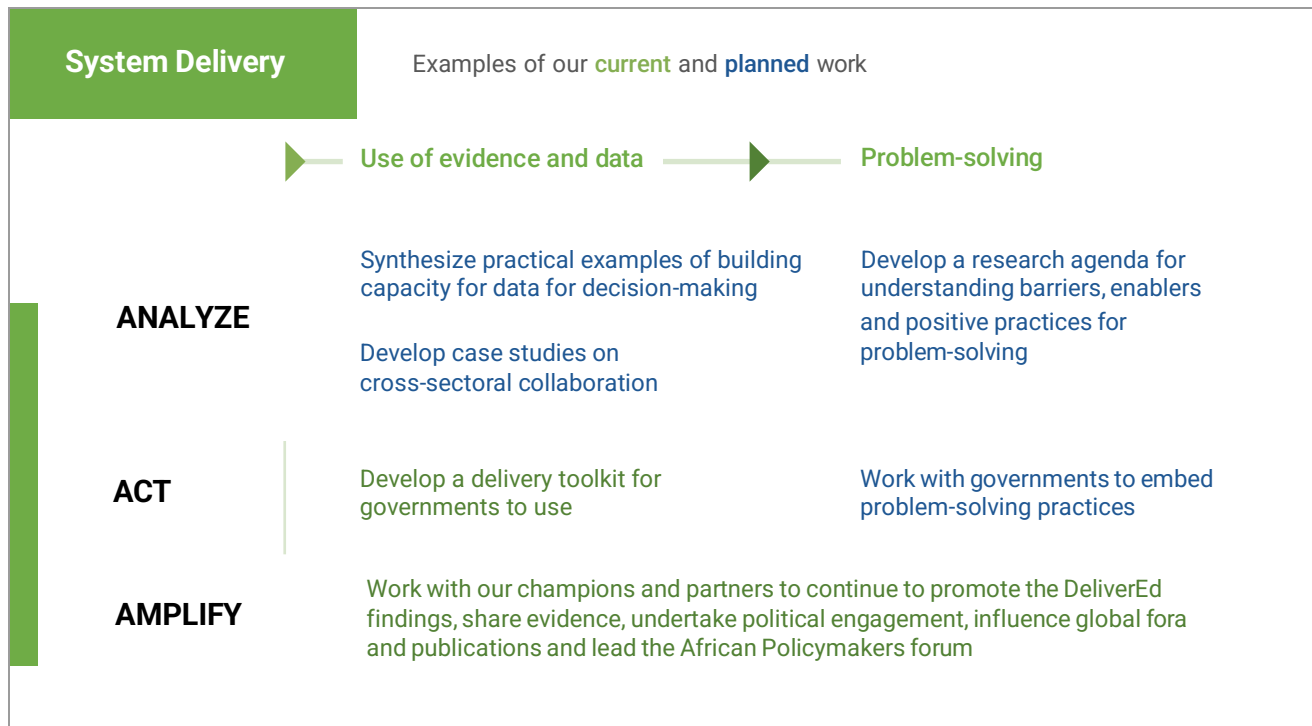
- Use evidence and data to prioritize, problem-solve, and improve organizational learning at all levels of the education system, with a focus on the sub-national, school levels, middle tiers, and the most marginalized populations.
- Embed problem-solving practices throughout the delivery chain.

Our theory of change is that education systems can be most effective when all actors within and across different levels of the education systems and beyond to use data/evidence to work collaboratively, problem-solve, and build organizational learning, the following will happen: First, government capacity for using data for decision-making, prioritization, and problem-solving improves. Second, all actors in the system work together to identify and tackle implementation challenges and adapt or pursue course correction interventions. Third, the sectors work together collaboratively. This means that education systems are more effective at using evidence, data, and problem-solving techniques to improve implementation and achieve learning for all.

Objective 1 aims to assist governments in using evidence and data for prioritization, analysis, problem-solving, and organizational learning across all education system levels, particularly through action/participatory research, addressing the middle tier, and supporting the most poor and vulnerable populations.

Objective 2 focuses on working with education systems to enhance problem-solving practices throughout the delivery chain, emphasizing activities at the subnational level and promoting collaborative leadership. This objective also encourages cross-sectoral collaboration, prioritizes equity by amplifying the voices of the most marginalized, and bolsters system resilience.

OUR APPROACH | Using LGI’s framework of Analyze, Act, and Amplify, we focus on the following elements:



WHO ARE WE WORKING WITH? | We will build on our partnerships through DeliverEd and the What Works Hub for Global Education and would welcome government, research, policy, and funding partnerships to help take this work forward. The ultimate beneficiaries are political leaders, policymakers, and, most importantly, children striving for improved learning outcomes.

CONNECT WITH US | If you’re interested in learning more about our work or partnering with us, you can visit our website at: <https://www.learninggeneration.org/transformations-system-delivery> or contact Charry Lee at clee@edc.org.