



Closing the Implementation Gap: Comparing Delivery Approaches, Delivery Units, and EdLabs

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Acronyms

DUs	Delivery Units
DAs	Delivery Approaches
EdLabs	Education Evidence Labs
FCDO	U.K. Foreign, Commonwealth, and Development Office
IPA	Innovations for Poverty Action
LGI	Learning Generation Initiative
J-PAL	Abdul Latif Jameel Poverty Action Lab
LLSS	Launching, Learning, Sustaining and Scaling
OECD	Organisation for Economic Co-operation and Development
UNDP	United Nations Development Programme
RCMED	Research Coordination, Monitoring and Evaluation Directorate
WWHGE	What Works Hub for Global Education

1 Introduction

Education reforms often falter not during policy design and formation, but at the implementation stage (Andrews et al., 2017). Policies that look strong on paper may fail to translate into improved classroom outcomes with fidelity at scale, particularly for the most marginalised learners. Governments face mounting pressure to deliver more with fewer resources, while many education systems lack the capacity, culture, and structures to generate, analyse, and act on timely data and evidence. This 'implementation gap' makes effective delivery a central concern for policymakers (World Bank, 2018).

In response, governments worldwide have increasingly turned to structured mechanisms such as Delivery Units (DUs), broader Delivery Approaches (DAs), and Education Evidence Labs (EdLabs) (Barber et al., 2011; Barber, 2013; World Bank, 2010; Education Commission, 2023). While DUs and DAs are primarily designed to strengthen implementation and accountability, EdLabs were originally conceived to strengthen the generation, translation, and use of evidence in policy design and reform adaptation, drawing on traditions of evidence-informed policymaking, research-practice partnerships, and public-sector innovation (Abdul Latif Jameel Poverty Action Lab [J-PAL], 2020; Hayter & Morales, 2023). Later initiatives such as the United Nations Development Programme (UNDP) Accelerator Labs also offer useful methodological lessons on experimentation and adaptive learning across policy domains (UNDP, 2021). In practice, however, their work can often be perceived as overlapping with delivery efforts by generating insights that inform implementation at scale, a trend also noted in recent analyses of education policy labs (Hayter & Morales, 2023).

DUs, DAs, and EdLabs all seek to strengthen and embed the use of data and evidence within government to translate policy ambition into tangible results. They differ in origin, institutional form, and mode of operation, but share common objectives and functions.

This note aims to clarify the distinctions and complementarities between DUs, DAs, and EdLabs. It draws on the global evidence base generated by the DeliverEd initiative (2018-2023), a collaboration led by the Education Commission, now the Learning Generation Initiative (LGI) in partnership with the Blavatnik School of Government at the University of Oxford and with support from FCDO, which mapped over 150 delivery mechanisms across 80 countries, synthesised lessons from comparative research in Ghana, Jordan, Pakistan, Sierra Leone, and Tanzania and developed the Launching, Learning, Sustaining and Scaling (LLSS) Framework (Education Commission, 2023). The note also draws on emerging experiences from EdLabs, which have been established to strengthen evidence generation, synthesis, translation, and use within policymaking, implementation, and reform adaptation (Hayter & Morales, 2023; J-PAL, 2020).

Four practical implications emerge from this comparison. First, governments and partners should begin with a clear diagnosis of the implementation challenge rather than starting from a preferred model. Second, delivery mechanisms should be designed as fit-for-purpose solutions that combine functions as needed, rather than as rigid institutional choices. Third, sustained reform depends on building capacity to generate, use, and act on data and evidence. Finally, long-term success requires strong government ownership and institutionalisation within existing systems.

2 Definitions and Origins

Governments have experimented with a variety of approaches to strengthen reform execution. DUs, broader DAs, and EdLabs are among the most prominent of these (Education Commission, 2023; World Bank, 2010). While often used interchangeably, these concepts differ in scope, function, and institutional design, though they share overlapping objectives. DUs emphasise coordination and accountability, linking political leadership with implementation through structured performance routines (Barber, 2008; Barber et al., 2011; World Bank, 2010; Education Commission, 2023). DAs encompass broader routines and mechanisms for strengthening implementation across the system (Education Commission, 2023; Andrews et al., 2017), while EdLabs strengthen the generation, synthesis, translation, and use of evidence to inform policy design, implementation, and learning (Hayter & Morales, 2023; J-PAL, 2020).

2.1 Delivery Units

DUs are institutionalised structures within government, established to drive policy implementation and monitor progress on high-priority reforms (World Bank, 2010; Education Commission, 2023). They provide coordination, set milestones, track delivery, and ensure accountability. DUs typically sit close to political leadership, drawing authority from their mandate and their proximity to decision-makers.

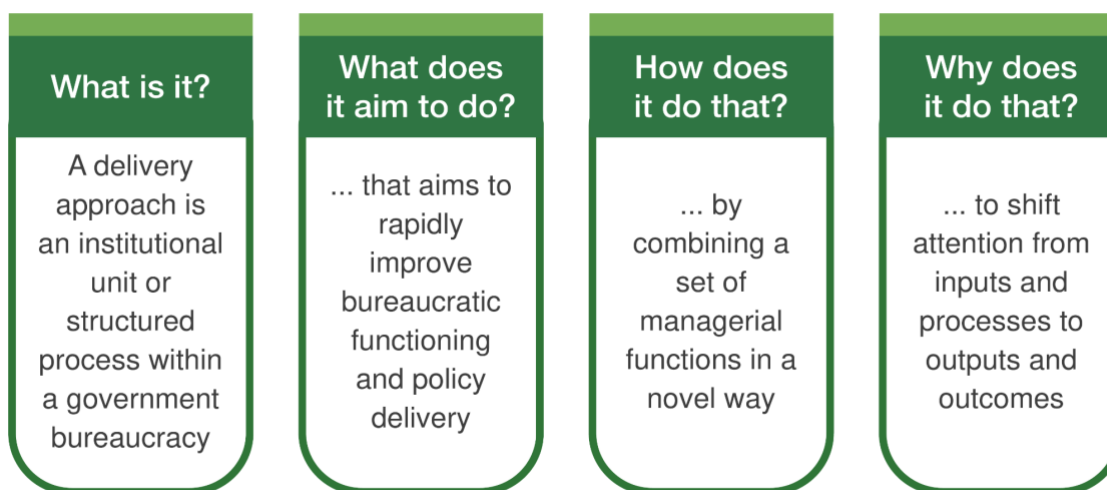
- **Origin:** The model was first developed in the UK Prime Minister's Delivery Unit (2001) to improve accountability for national priorities (Barber, 2008; Barber et al., 2011) and has since been adapted across multiple sectors and countries to strengthen coordination, performance monitoring, and system learning (Organisation for Economic Co-operation and Development [OECD], 2019).
- **Typical role:** Ensuring high-level coordination, political accountability, and monitoring and follow-up on reform commitments.

2.2 Delivery Approaches

DAs are broader systems or strategies for improving implementation. They encompass a range of routines, tools, and coordination mechanisms including (but not limited to) DUs. A DA may include structured performance monitoring, problem-solving forums, political engagement, and practical toolkits or frameworks to support implementation across multiple levels of the system.

- **Origin:** Conceptualised and studied extensively by the DeliverEd initiative, which developed a comparative framework for understanding how different delivery mechanisms operate across contexts (Williams et al., 2021; Education Commission, 2023).
- **Typical role:** Drawing on Problem-Driven Iterative Adaptation, DAs strengthen system-wide execution by embedding adaptive routines that shift focus from inputs and processes to outcomes (Barber et al., 2011; Andrews et al., 2017; OECD, 2019).

DeliverEd defines a delivery approach in the following way:

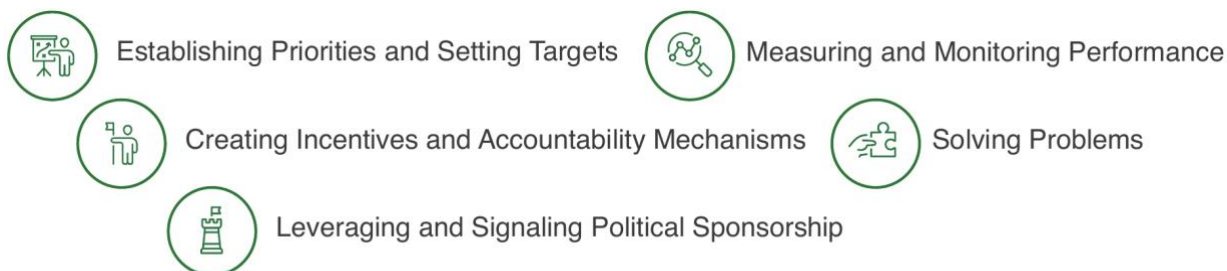


Source: Education Commission. (2023).

According to DeliverEd, DAs typically mobilise five core functions to improve performance:

- Establishing priorities and setting targets
- Measuring and monitoring performance
- Creating incentives and accountability mechanisms
- Solving implementation problems
- Leveraging and signalling political sponsorship

DeliverEd identified five functions that delivery approaches use:



Source: Education Commission. (2023).

These functions are not unique to DAs; they reflect activities already present within most education bureaucracies. What distinguishes a DA is how these functions are deliberately combined, sequenced, and reinforced, often breaking down silos and increasing coherence across planning, monitoring, problem-solving, and political engagement. By reconfiguring how existing functions are carried out, rather than creating entirely new structures, DAs help governments focus efforts on priority outcomes and sustain momentum during implementation (Education Commission, 2023).

2.3 Education Evidence Labs

There is no single, universally agreed-upon definition of an EdLab. The term refers to a range of institutional arrangements that strengthen the generation and use of evidence in policymaking and practice (Hayter & Morales, 2023; WWHGE, 2023). Across models, EdLabs generally share three features: a focus on evidence uptake rather than research production alone; a clear link to policy and/or practice; and the capacity to translate evidence into actionable decisions within government systems (Hayter & Morales, 2023; WWHGE, 2023).

EdLabs may be embedded within ministries, operate as government-enabled partnerships, or exist as independent entities with close and sustained relationships with public institutions (Hayter & Morales, 2023). One model is Innovations for Poverty Action's (IPA) Embedded Evidence Lab, where a dedicated team works within government to align sector priorities with data and evidence, supporting both decision-making and, in some cases, implementation.

- **Origin:** EdLabs draws on traditions of evidence-informed policymaking, research-practice partnerships, public sector innovation and behavioural science. Examples include: MineduLAB in Peru, supported by IPA and J-PAL and officially launched in 2016; J-PAL's Education Evidence and Innovation Labs; and later initiatives such as the UNDP Accelerator Labs (J-PAL, 2020; UNDP, 2021; Hernández-Agramonte & Sims, 2025).
- **Typical role:** Strengthening the generation, synthesis, translation, and use of evidence to inform policy design, adaptation, and implementation, and in some models, institutional capacity for evidence-informed decision-making (Hayter & Morales, 2023; Kembou & Dimovska, 2024).

Together, these mechanisms illustrate the range of institutional responses governments have adopted to strengthen the delivery of education reforms.

3 Core Features

Although DUs, DAs, and EdLabs all aim to improve implementation, they differ in their degree of institutionalisation, orientation, and use of evidence – all of which are critical elements of their effectiveness. These distinctions influence when and how each mechanism is most useful (Education Commission, 2023; World Bank, 2010; OECD, 2019; WWHGE, 2023).

3.1 Institutionalisation

DUs are usually formally embedded within ministries or at the centre of government, though often time-bound and established with strong political ownership (Barber, 2008; Barber et al., 2011; World Bank, 2010; Education Commission, 2023). Their sustainability depends on continued leadership commitment and institutional anchoring, as sustained political attention and regular performance routines are essential to maintaining momentum (Barber, 2008; Education Commission, 2023). DAs may take multiple forms, ranging from institutionalised units to cross-ministerial task forces or toolkits, and their effectiveness often reflects the degree of government buy-in and internalisation of delivery routines (Education Commission, 2023; OECD, 2019; Andrews et al., 2017). EdLabs, by contrast, vary significantly in their degree of formalisation and longevity. Some operate as time-bound or project-based initiatives, often supported by development partners, while others are formally embedded within government structures and explicitly designed to strengthen institutional capacity and sustain evidence-use over time (WWHGE, 2023; Hayter & Morales, 2023; Hernández-Agramonte & Sims, 2025).

The sustainability of these mechanisms often depends on the degree of government ownership and how they embed their learning processes, routines, and evidence functions into existing bureaucratic structures rather than relying on external facilitation (Hayter & Morales, 2023; Education Commission, 2023). Embedded labs can strengthen institutional capacity when aligned with government systems, particularly by building individual, procedural, and systems capacity over time (Kembou & Dimovska, 2024; Hayter & Morales, 2023). Sustained delivery also depends on organisational culture and behaviour change that promote shared accountability and problem-solving over compliance (Education Commission, 2023; World Bank, 2010).

3.2 Focus and Orientation

DUs primarily focus on coordination, monitoring, and accountability for priority reforms, directing political attention to a small number of measurable outcomes through regular performance reviews and follow-up mechanisms (Barber, 2008; Barber et al., 2011; Barber, 2013; World Bank, 2010; Education Commission, 2023). DAs go further by embedding problem-solving routines and adaptive processes across the system to sustain reform implementation over time (Education Commission, 2023; Andrews et al., 2017; OECD, 2019). EdLabs, by contrast, focus on improving how evidence is generated, synthesised, and used to inform policy and practice. Depending on the model, they may support policy design, innovation, experimentation, implementation learning, and evidence-informed decision-making, often in collaboration with researchers and practitioners (WWHGE, 2023; J-PAL, 2020; Hayter & Morales, 2023).

3.3 Approach to Delivery

DUs typically take a structured, top-down approach given their mandate and proximity to senior political leadership. Originating with the UK Prime Minister's Delivery Unit, this model centres on tight accountability loops, regular performance stocktakes, and direct engagement between political leaders and implementing ministries (Barber, 2008; Barber et al., 2011; Education Commission, 2023). DAs can be either top-down or adaptive, depending on institutional maturity and political context, often combining hierarchical coordination with iterative problem-solving and feedback loops (Education Commission, 2023; Andrews et al., 2017; OECD, 2019). Many EdLabs emphasise experimentation, iteration, and adaptation, particularly where learning is needed to inform policy design and implementation. However, other EdLab models, especially those embedded within or established close to government, play a coordinating, synthesising, and capacity-strengthening role, supporting the aggregation, translation, and use of evidence to inform system-wide decision-making and implementation learning (WWHGE, 2023; Hayter & Morales, 2023; Hernández-Agramonte & Sims, 2025).

3.4 Use of Evidence

DUs rely on performance information and reporting systems to track progress and ensure accountability for results, reflecting the structured, data-driven approach first developed by the UK Prime Minister's DU and later adapted for education reforms such as the Punjab Roadmap in Pakistan (Barber, 2008; Barber et al., 2011; Barber, 2013; World Bank, 2010; Education Commission, 2023). DAs combine monitoring with problem-solving, using data and evidence not only for oversight but also to support and encourage continuous learning and adaptation during implementation (Education Commission, 2023; Andrews et al., 2017; World Bank, 2018; OECD, 2019). EdLabs use evidence generation, synthesis, data analysis, feedback loops, and adaptive learning to inform policy and program design, implementation decisions, and system learning (WWHGE, 2023; J-PAL, 2020; UNDP, 2021). While EdLabs are not usually responsible for direct programme delivery, many models support implementation at scale by strengthening data systems, monitoring implementation fidelity, supporting adaptive management, and building government capacity to use evidence during scale-up.

3.5 Comparative Snapshot

The distinctions between these mechanisms can be summarised along four dimensions: institutionalisation, focus, approach, and use of evidence, with each influencing when and how they are most effectively applied in practice.

Feature	DUs	DAs	EdLabs
Institutionalisation	Formal, often time-bound units embedded in ministries or at the centre of government; sustainability depends on continued political ownership and institutional anchoring.	Varies: may include DUs, task forces, toolkits; longevity tied to institutional buy-in and internalised routines.	Ranges from time-bound initiatives to fully embedded government units, with many models explicitly designed to strengthen institutional capacity and sustain evidence-use over time.
Focus	Coordination, monitoring, and accountability for priority reforms.	Embedding routines and problem-solving processes to sustain the implementation of reforms across the system.	Strengthening the generation, synthesis, and use of evidence to inform policy design, implementation and learning, while embedding a culture of evidence-informed decision-making.
Approach	Structured and top-down, driven by senior leadership.	Can be top-down or adaptive depending on context and capacity.	Varies by model, ranging from iterative learning and adaptation to more formal coordination, synthesis and translation of evidence, depending on purpose and level within the system.
Use of Evidence	Performance monitoring to track milestones and ensure accountability.	Combining monitoring with problem-solving and adaptive learning during implementation.	Evidence generation, synthesis, translation, and use to inform policy implementation and learning; depending on the model, may also support research agenda-setting, experimentation and implementation monitoring.

Sources: Adapted from DeliverEd (2023); World Bank (2010); OECD (2019); WWHGE (2023); Hayter & Morales (2023); Barber et al. (2011); Andrews et al. (2017); UNDP (2021).

These comparative features highlight that no single mechanism fits all contexts; rather, their effectiveness depends on aligning the approach with reform objectives, political commitment, and system capacity. These considerations are explored further in the discussion of when each mechanism is best used.

4 When to Use What?

Determining when and how to use a DU, a broader DA, an EdLab, or a combination of these mechanisms depends on the reform objectives, political context, and stage of policy development (Education Commission, 2023; Andrews et al., 2017; OECD, 2019). Each mechanism is suitable under different circumstances.

4.1 Delivery Units

DUs are most effective when there is strong political leadership, clear reform priorities, and an emphasis on short- to medium-term implementation (Barber, 2008; World Bank, 2010; Education Commission, 2023). DUs help align priorities across ministries, track milestones, and ensure regular reporting to senior leadership. In many contexts, however, performance monitoring remains focused on activities and outputs; strengthening DUs therefore requires a deliberate shift toward tracking outcomes and results linked to reform objectives.

Example 1

In **Punjab, Pakistan**, the Chief Minister's DU played a central role in driving education reform by monitoring a small set of priority indicators, including teacher attendance, student learning outcomes, and resource flows (Barber, 2013; World Bank, 2010; Education Commission, 2023). Its proximity to political leadership enabled regular performance stocktakes and follow-up with implementing departments, strengthening accountability for results. The Punjab experience illustrates the potential of DUs to sustain reform momentum through high-frequency monitoring and political engagement, while also highlighting key limitations, particularly the risks of over-reliance on top-down accountability and the challenges of sustaining delivery gains amid leadership turnover and shifting political priorities.

4.2 Delivery Approaches

DAs are best suited when the goal is to strengthen the execution of reforms across the system. DAs are useful when governments need to embed routines that shift attention from inputs to outcomes, even though the institutional arrangements through which these are implemented may vary (national, subnational, or decentralised) (Education Commission, 2023; OECD, 2019; Andrews et al., 2017).

Example 2

In **Jordan**, between 2010 and 2019, the government sought to improve learning outcomes for children through coordinated efforts among multiple units. The Prime Minister's DU and the Results and Effectiveness Unit at the Royal Hashemite Court provided cross-sectoral oversight, while the Development Coordination Unit within the Ministry of Education coordinated reform implementation and monitored results, which together functioned as a broader delivery approach (Qarout, 2022). Rather than relying on a single DU, Jordan applied a broader delivery approach embedding accountability routines, linking reforms to donor priorities, and using multiple mechanisms to track progress.

4.3 Education Evidence Labs

EdLabs are most useful when governments need stronger mechanisms to generate, synthesise, translate, and use evidence to inform policy and implementation decisions. Depending on their model and mandate, EdLabs may support evidence generation and synthesis, facilitate implementation learning and adaptive management, and help institutionalise the use of evidence within government systems (WWHGE, 2023; Hayter & Morales, 2023). By creating structured links between evidence and decision-making, they enable governments to test, refine, and adapt reforms in real time while building longer-term capacity for evidence-informed policymaking (UNDP, 2021; Hayter & Morales, 2023; Kembou & Dimovska, 2024).

Example 3

In **Rwanda**, IPA supports an Embedded Evidence Lab within the Ministry of Education that strengthens evidence generation, synthesis, and use across the policy cycle, helping policymakers identify priorities, test solutions, and adapt reforms over time.

South Africa's Department of Basic Education provides another example through its Research Coordination, Monitoring and Evaluation Directorate (RCMED), a government-embedded research unit that generates and synthesises evidence to inform policy and practice. Through the Early Grade Reading Studies, the RCMED produced rigorous evidence on effective literacy interventions and supported its uptake through stakeholder engagement, policy dialogue, and government-wide collaboration, demonstrating how embedded evidence functions can strengthen evidence-informed decision-making within government systems.

Together, these examples show that DAs, DUs, and EdLabs can be complementary when combined in ways that align with country priorities, institutional capacity, and reform stage. EdLabs strengthen the generation, synthesis and use of evidence to inform policy and implementation; DUs provide coordination and accountability to support follow-through at scale; and DAs embed delivery routines across the system to sustain results.

The next section explores how these mechanisms can intersect and reinforce one another when effectively integrated. Importantly, these mechanisms should not be viewed as a rigid typology or as mutually exclusive choices. The more important question for governments is not which mechanism to adopt, but what implementation challenge they are trying to solve, and which combination of functions, routines, and institutional arrangements is best suited to that stage of reform.

5 Intersections and Complementarities

As outlined above, DUs, DAs, and EdLabs are not mutually exclusive, and should not be viewed as a fixed framework. In practice, these mechanisms are often combined, drawing on different mixes of coordination, accountability, evidence use, learning, and adaptation (Education Commission, 2023; OECD, 2019). Their real value lies less in the mechanism's specific label and more in how different functions are combined to match a country's reform goals, institutional readiness, and political context.

5.1 Education Evidence Labs Informing Delivery

EdLabs can generate, synthesise, and translate evidence to inform policy choices and implementation strategies that DUs may support as part of broader implementation efforts (WWHGE, 2023). In some models, EdLabs also support implementation learning by:

- strengthening data systems
- monitoring implementation fidelity
- supporting adaptive management
- building government capacity to use evidence in decision-making

Once a policy direction is agreed, a DU can help coordinate rollout, align actors, track progress, and maintain accountability for results.

5.2 Delivery Units within Delivery Approaches

DUs often operate within a broader DA, providing the structure for coordination and follow-up. The DU ensures high-level attention and progress tracking, while the broader DA embeds supporting routines, such as problem-solving forums, data-driven reviews, and cross-ministerial collaboration that sustain reforms beyond the life of the DU (Qarout, 2022; Education Commission, 2023).

5.3 Delivery Approaches Incorporating Education Evidence Labs

A comprehensive DA can also incorporate both institutional structures such as DUs that support coordination and implementation and EdLabs that strengthen evidence generation, synthesis, and learning, alongside the cultural and behavioural changes needed to sustain implementation. Within such approaches, structured monitoring and accountability mechanisms can coexist with adaptive learning spaces, allowing governments to track progress and continuously refine the system's policy decisions.

In this configuration, EdLabs do not solely function as experimental units, but also as integrated evidence hubs that translate evidence into decision-making, including agenda-setting and testing where appropriate. Insights generated through EdLabs can inform DUs and other coordination mechanisms, while continuing to support implementation learning, adaptation, and capacity strengthening as reforms progress.

Rather than following a fixed linear sequence, these mechanisms are most effective when iteratively combined, allowing governments to generate and use evidence, strengthen coordination and accountability, and progressively institutionalise delivery routines as reforms mature.

Summary

Education Evidence Labs: Strengthen the generation, synthesis, and use of evidence to inform policy design, adaptation, and implementation decisions (WWHGE, 2023).

Delivery Units: Coordinate and monitor scaling, ensuring accountability and alignment (World Bank, 2010; Education Commission, 2023).

Delivery Approaches: Embed delivery routines across the system to sustain results and expand reforms (Education Commission, 2023; OECD, 2019).

While no study explicitly outlines these relationships, they reflect patterns observed across multiple national experiences. When combined effectively, these mechanisms can help governments strengthen use of evidence, coordination, accountability, and institutional learning, contributing to more coherent delivery systems capable of sustaining reform at scale.

6 Implications for Governments and Partners

The experiences of DUs, DAs, and EdLabs offer important insights for how governments and their partners, can better support effective reform implementation. Four implications stand out.

6.1 Prioritise Diagnostics Before Design

Before establishing or adapting delivery mechanisms, governments must assess their political and institutional readiness and reform priorities. A structured diagnostic can help identify the specific implementation gaps, coordination bottlenecks, and capacity constraints to determine whether a DU, a DA, an EdLab, or a combination offers the best fit (Education Commission, 2023; Andrews et al., 2017; World Bank, 2018; OECD, 2019). For partners, supporting this diagnostic phase ensures that external assistance aligns with local priorities and reforms rather than introducing parallel structures (Education Commission, 2023; OECD, 2019; World Bank, 2010).

6.2 Support Fit-for-Purpose Solutions

No single model guarantees success. Governments differ in context, capacity, and reform priorities, meaning delivery mechanisms must be tailored accordingly (Education Commission, 2023; World Bank, 2010; OECD, 2019; Andrews et al., 2017). This may involve combining mechanisms and functions in different ways, for example, using EdLabs to strengthen evidence generation and learning, DUs to support coordination and accountability, and DAs to embed delivery routines across the system. It is equally important to ensure that these mechanisms address regional and subnational disparities, are implemented consistently, and reach the most marginalised learners.

6.3 Invest in Capacity-Building and Partnerships

Effective delivery depends on institutions' ability to generate and use data and evidence for continuous learning, feedback, and problem-solving (Education Commission, 2023; World Bank, 2018; OECD, 2019). Governments should strengthen the capacity of middle-tier leaders and technical teams to monitor progress, identify barriers, and adapt strategies (Education Commission, 2023; Mourshed et al., 2010; Education Commission, 2019; Andrews et al., 2017). Building agency and autonomy among middle-tier actors is essential so they can adapt and respond to local delivery challenges with accountability. Technical and development partners can play a catalytic role by providing practical tools (e.g., the Delivery Toolkit, LLSS framework), facilitating peer learning across different governments and countries, and fostering partnerships with research and innovation actors to strengthen both delivery and learning (Education Commission, 2023; J-PAL, 2020; WWHGE, 2023).

6.4 Strengthen Ownership and Reduce Dependency

Sustaining delivery mechanisms and evidence use requires strong government ownership, consistent leadership engagement, and integration within public systems (Education Commission, 2023; World Bank, 2010; Barber, 2008; Barber et al., 2011; OECD, 2019). Governments should plan for the gradual transfer of responsibilities from donor-supported initiatives to national institutions, embedding delivery within core bureaucratic processes (Education Commission, 2023; Andrews et al., 2017). Partners can facilitate this transition by building internal capabilities, promoting peer learning, and embedding local leadership in design and oversight (Barber et al., 2011; Education Commission, 2023; OECD, 2019).

By combining comparative evidence with context-sensitive support, governments and partners can move beyond isolated reforms toward delivery mechanisms that are adaptive, data-driven, and capable of sustaining improvements in learning outcomes at scale (Education Commission, 2023; Andrews et al., 2017; World Bank, 2018).

7 Conclusion

The central lesson is that effective delivery is not about adopting a specific model but asking what problem governments are trying to resolve and then designing fit-for-purpose solutions and systems that learn, adapt, and endure. Achieving this requires greater alignment among development partners and technical assistance providers so that support is coordinated, complementary, and embedded within government-led delivery systems, rather than fragmented or working at cross-purposes. Such coherence strengthens national ownership and ensures that innovations contribute to a comprehensive whole. Effective systems must also ensure adherence to intended design and equitable reach so that reforms deliver improved learning outcomes for all learners, including the most marginalised. When governments and partners collaborate to align innovation, accountability, and learning, they move closer to translating education reform from ambition into measurable improvements in learner outcomes.

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