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**What can global education and global health learn from each other to support the use of evidence?**

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**Objectives/aims**

This presentation will systematically scope and compare the evidence-to policy ecosystem and evidence infrastructure in global health and global education. In particular, it will investigate questions of supply and demand for evidence as well as the linkages between evidence users and producers. It will also assess norms and practice standards related to evidence use and decision-making, cognitive and behavioural factors and modes of decision-makers in each sector, as well as perceptions and attitudes towards evidence use. Having done so, we will present a comparative analysis of what both sectors can learn from each other’s efforts to encourage the use of evidence.

**Methods**

We will conduct a comparative analysis of the evidence-to-policy ecosystem in two sectors: global health and gloabal education. This analysis will investigate the respecitve strenghts and weaknesses, system structures and components, and best practices in both sectors.

**Main findings**

This is an ongoing study with completion in September 2018. It starts from the premise that the evidence needs of policy decision-makers and practitioners in both global health and global education are similar in many ways. However, in the education sector the notion of critical thinking is more developed than the narrower notion of critical appraisal in the health sector. Conversely, global infrastructures for evidence and policy are more developed and better applied both nationally and regionally in the health sector, leading to a more wide-spread practice of evidence-informed decision-making. This contrast between the evidence systems is particular acute in LMICs where the use of evidence by education decision-makers is scarce (Fiennes & Wulf 2014). By drawing lessons related to evidence use across both sectors, the study hope to contribute to more resilient and sustainable evidence ecosystem in both sectors.