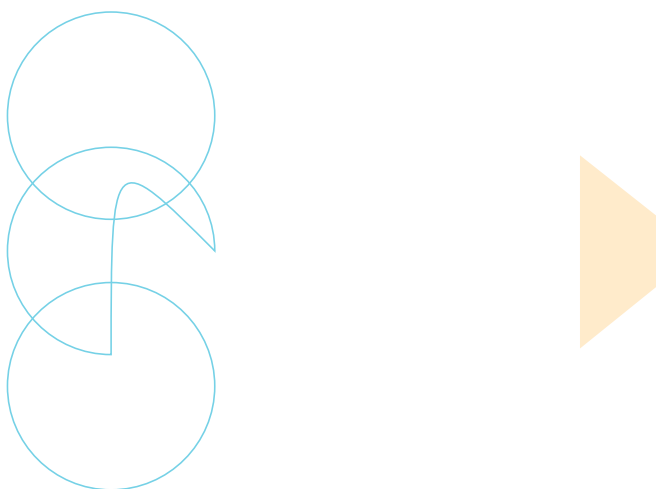


## 6.2 Equitably distributed capacities needed to support evidence use

The capacities needed to support evidence use should be distributed across four dimensions:

- vertically across levels (global and local, where local can mean national, state or provincial, and municipal jurisdictions, as well as large organizations), with capacities concentrated globally where they involve evidence-related global public goods (e.g., syntheses of the best evidence globally) or there are strong arguments about economies of scale
- functionally across domains (decision-makers who use evidence, evidence intermediaries who support the use of evidence, and producers of the eight forms of evidence), with capacities concentrated wherever there are comparative advantages
- horizontally across local jurisdictions, with capacities for using and supporting the use of evidence equitably distributed across all jurisdictions (regardless of whether they are high- or low- and middle-income countries)
- substantively across societal challenges (or Sustainable Development Goals, such as 2 – Zero hunger, 4 – Quality education, and 6 – Clean water and sanitation).

We illustrate the first and second of these dimensions below.



\* E.g., UN Assembly, as a UN agency, as  
 \*\* E.g., as a agency, as a agency, as a agency  
 \*\*\* E.g., as a agency, as a agency, as a agency



Turning to the third and fourth dimensions – local jurisdictions and societal challenges (or Sustainable Development Goals (SDG) – consider the case of a Nigerian non-governmental organization focused on SDG4 – Quality education. This organization may be both a ‘decision-maker’ and an intermediary that supports the use of evidence by government policymakers, school leaders, teachers, and parents. Ideally the organization would have the capacity, opportunity and motivation to:

- acquire, assess, adapt and apply evidence in their own efforts to support quality education
- respond to Nigerian decision-makers’ needs with best evidence
- build the case for greater local evidence use and for optimizing supportive local structures, processes and incentives.

For the first two points the organization may:

- keep abreast of evidence needs through its own ‘rapid evidence service’ request process and by tapping into a Nigerian initiative that supports listening and foresight, as well as the prioritization of locally needed evidence, in the education sector
- begin any response by searching the best one-stop evidence shops focused on education (e.g., \_\_\_\_\_  
\_\_\_\_\_)