



NEW YORK UNIVERSITY

Global TIES for Children

Transforming Intervention Effectiveness and Scale

Education Quality and Learning for All (EQUAL): A Global Researcher Network for SDG4

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EQUAL Network of the SDSN



- U.N. Sustainable Development Solutions Network (SDSN)

- Research and technical network
- advising the Secretary-General and the global community on development and implementation of the SDG's

- Building on Yoshikawa and Chavan's roles as Co-Chairs of the SDSN network on ECD and education (became SDG4)

- EQUAL

- Goal: Facilitate Research Networks in LMIC areas to achieve progress on SDG Goal 4 Target 4.1 and 4.2, 4.4 and 4.7
- Co-hosted by Global TIES for Children and SDSN
- Funded by Ford Foundation, Catalyst Foundation for Universal Education, and NYU Abu Dhabi Research Institute

What are roles for researchers in SDG4 measurement and integration with national level policy and program?

- Global, regional and national indicator work is included in the SDGs and in GAML
- Researchers involvement in each of these levels of indicator development and integration with national program and practice is critical
- Represents the evidence base for policy and practice relevant to lifelong learning
- Includes work on Tier I, Tier II, and Tier III indicators
- Unprecedented opportunity for networks of researchers to come together within and across countries

What does EQUAL address?

- Lack of adequate representation of scholars from LMIC's in leadership positions in measurement, evaluation relevant to progress on SDG 4 and its indicators
- Few research-to-policy networks; most are in the global North
- Capacity building exchange between scholars of the global South in collaboration with existing networks focused on policy, practice, advocacy (ASW; AfECN; ARC; etc.); links to global processes (UNESCO GAML e.g.; DQAF)
- What research skills are relevant?
 - Culture and learning / human development
 - Impact evaluation
 - Implementation research
 - Psychometric skills for within- and cross-country development and validation of individual assessments and contextual assessments (e.g., quality of programs)

+ Theory of change: a “Network of Networks”

Regional Networks – “Sections”

