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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SUSTAINABLE DEVELOPMENT
SOLUTIONS NETWORK
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

Overview

- Two Initiatives of Relevance for GAML co-hosted by NYU Global TIES for Children, SDSN and Pratham:

- 1) EQUAL Global Research Network for SDG 4

- 2) Measurement Inventory (funded by WB SIEF) of learning assessments, middle childhood to adolescence, and assessments of contexts in LMIC's

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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's role as Co-Chair of the SDSN network on education and ECD

- EQUAL
  - Global Thematic Network: Research Universities, Institutions and NGOs
  - 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 Pratham
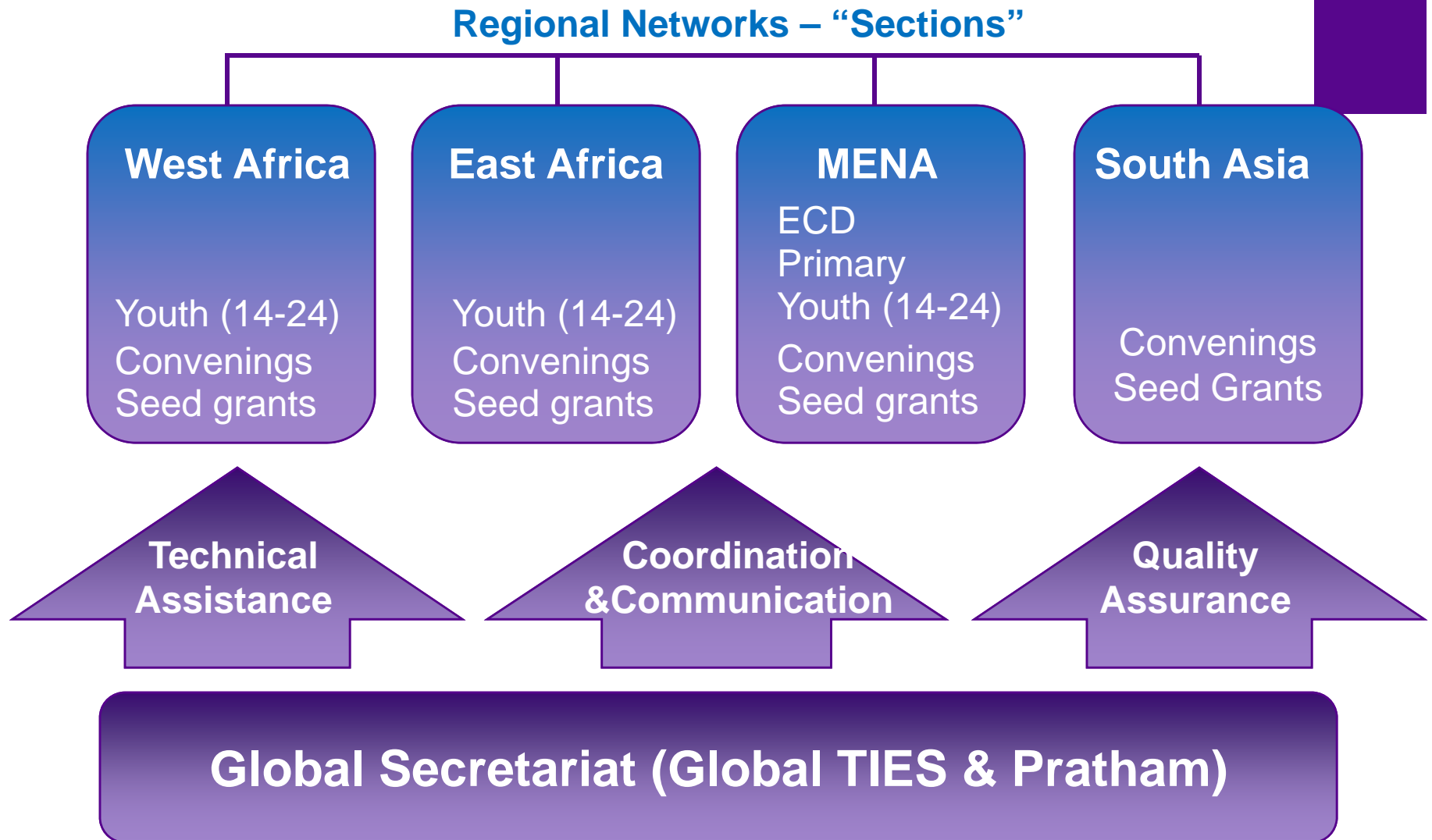
What does EQUAL address?

- Lack of adequate representation of scholars from LMIC's in measurement, evaluation and program innovations relevant to progress on SDG 4 and its indicators

- Capacity building – mutual – between scholars of the global North and global South

- What research skills are relevant?
  - Psychometric skills for within- and cross-country validation of individual assessments and contextual assessments (e.g., quality)
  - Culture and learning / human development
  - Impact evaluation
  - Implementation science

- Buy-In for GAML Initiatives with role for national-level measurement

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+ "Network of Networks"

Regional Networks – "Sections"

West Africa	East Africa	MENA	South Asia
Youth (14-24) Convenings Seed grants	Youth (14-24) Convenings Seed grants	ECD Primary Youth (14-24) Convenings Seed grants	Convenings Seed Grants

Technical Assistance

Coordination &Communication

Quality Assurance

Global Secretariat (Global TIES & Pratham)

+ # EQUAL Timeline

I. Planning Phase:

Global: Identify key players (Universities, researchers) in 4 regions (East Africa, West Africa, MENA, South Asia); identify Section Leader and co-Leader; host global planning meeting.

Sections: Attend global planning meeting; host regional planning meeting; identify research questions.

II. Development Phase:

Global: Provide technical assistance and guidance to Section Leader s in preparing for Seed Grant competition (guidelines and standards for evaluation etc.); develop solutions for dissemination, engagement, and collaborative learning.

Sections: Launch seed grant competition.

III. Implementation and Consolidation Phase:

Global: Provide technical assistance to sections and seed grant projects; host annual global convenings; facilitate and ensure collective learning and exchange; consolidate findings from sections.

Sections: Implement seed grant projects, consolidate findings, engage and collaborate in Global Network.
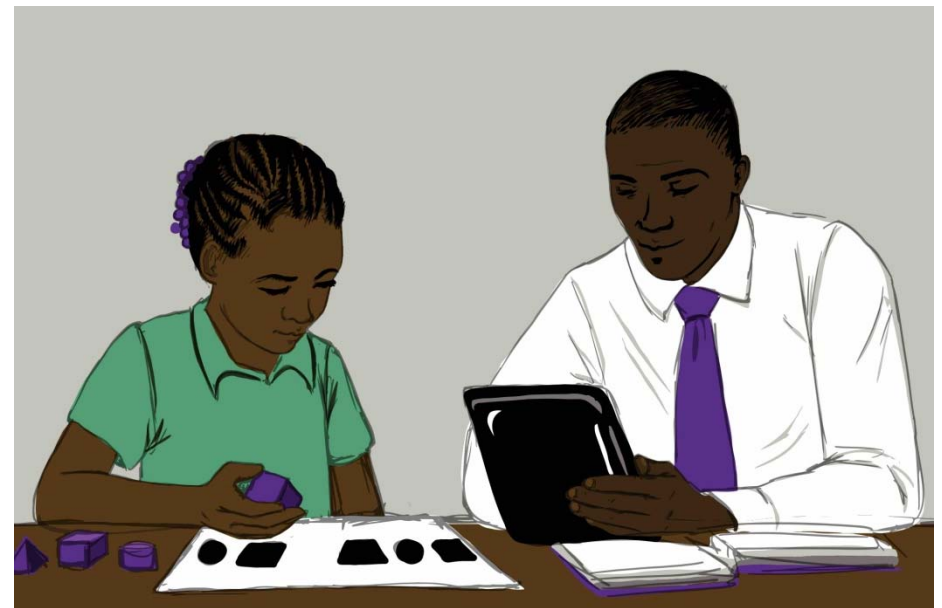
LMIC Measurement Inventory

Wuermli et al. (2016), a joint product of Global TIES for Children (NYU) and SIEF (WB)

- Objective: Landscape of available measure validation studies across full range of learning, development and quality (context) measures

  - Inclusion criteria

    - Assesses individual level outcomes

      - Children and youth 6-24

      - Adults

    - Setting-level characteristics and processes

      - E.g., classrooms, home environment

    - Used in low- and/or middle-income country

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The Inventory to Date…

- Total: 294 measure validation studies
  - Setting: 126
  - Individual: 168
    - child outcomes: aprx. 96%
    - Socioemotional: 84
    - cognitive: 28
    - physical health: 16
    - educational outcomes: 34
  - Used in more than one LMIC: 156
    - 89 individual-level
    - 67 setting-level
    - 76 measures have been used in more than five LAMICs.

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Useful for…

- Guiding "common set of items" approach

- Mapping next steps for measures aside from literacy and math skills in SDG 4

- Adding current state of measurement of quality of education – preprimary through secondary / youth programs

- Identifying networks of researchers engaged with measurement

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Next Steps

- Completion work for Measurement Inventory

- Launch user survey

- Systematize categorization of methodological rigor

- Identify associated tools for policy / training / practice

- Install on public platform

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