



USAID
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**WE ARE THE FUTURE
LEADERS**

Implementing Policy Linking: Background and Pilots

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USAID Overview

USAID leads USG international development and humanitarian efforts to **save lives, reduce poverty, strengthen democratic governance** and help people progress beyond assistance.

USAID Education Policy (2018). Serves as the guiding policy document for *all* of USAID's education-related investments and initiatives



USAID's Core Technical Work



Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.



Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.



Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.



Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.



Reporting on global indicators requires defining “minimum proficiency”

UNESCO Institute for Statistics Sustainable Development Goal 4.1.1

“Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a **minimum proficiency level** in (i) reading and (ii) mathematics, by sex.”

USAID’s Foreign Assistance Indicators

Percent of learners targeted for USG assistance who attain a **minimum grade-level proficiency** in reading at the end of grade 2.

Percent of learners targeted for USG assistance with an **increase of at least one proficiency level in reading** at the end of grade 2

What does MINIMUM PROFICIENCY mean?

Who decides what it means?

Background

2019: Global Working Group

(led by Global Reading Network, supported by UNESCO Institute for Statistics)

2019: Publication of Global Proficiency Framework (Version 1)

2020: Gates-led working group

Members: (USAID, WB, UIS, NFER, ACER, FCDO)

2020: Publication of Global Proficiency Framework (Version 2)

2021: GPF available on USAID Edulinks website

Global Proficiency Framework

- Helps countries understand what students should be able to developmentally achieve given proper instruction

Evidence-based framework, relying on developmental progressions

- Articulates the minimum knowledge and skills learners should have at grade end
- Grades 1–9
- Reading and math
- Defines four levels of proficiency

Does Not Meet Global
Minimum Proficiency

Partially Meets Global
Minimum Proficiency

Meets Global Minimum
Proficiency

Exceeds Global
Minimum Proficiency

GPF Reading

An “x” means there are global proficiency descriptors (GPDs) for the grade in question. If there is no “x,” that means there are no GPDs for that grade level. Learners have either developed the knowledge and skills for these subconstructs at earlier grade levels, or they are not yet ready to demonstrate this knowledge or skill.

Domain	Construct	Subconstruct	Grade											
			1	2	3	4	5	6	7	8	9			
C Comprehension of spoken or signed language	C1 Retrieve information at word level	C1.1 Comprehend spoken and signed language at the word or phrase level	x	x										
		C1.2 Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner	x	x										
	C2 Retrieve information at sentence or text level	C2.1 Retrieve <u>explicit information</u> in a short <u>grade-level continuous text</u> read to or signed for the learner	x	x	x									
		C3 Interpret information at sentence or text level	C3.1 Interpret information in a short <u>grade-level continuous text</u> read to or signed for the learner		x	x								
D Decoding	D1 Precision	D1.1 Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences	x	x	x	x	x	x	x	x	x	x	x	
		D1.2 Decode isolated words	x	x	x	x	x	x	x	x	x	x	x	
	D2 Fluency	D2.1 Say or sign a <u>grade-level continuous text</u> at pace and with accuracy		x	x	x	x	x	x	x	x	x	x	
R Reading comprehension	R1 Retrieve information	R1.1 Recognize the meaning of <u>common grade-level words</u>	x	x	x	x	x	x	x	x	x	x	x	
		R1.2 Retrieve explicit information in a grade-level text by direct- or close-word matching		x	x	x	x	x	x	x	x	x	x	
		R1.3 Retrieve explicit information in a grade-level text by synonymous word matching			x	x	x	x	x	x	x	x	x	
	R2 Interpret information	R2.1 Identify the meaning of unknown words and expressions in a grade-level text			x	x	x	x	x	x	x	x	x	
		R2.2 Make inferences in a grade-level text			x	x	x	x	x	x	x	x	x	
		R2.3 Identify the main and secondary ideas in a <u>grade-level text</u>			x	x	x	x	x	x	x	x	x	
	R3 Reflect on information		R3.1 Identify the <u>purpose</u> and audience of a text			x	x	x	x	x	x	x	x	x
			R3.2 Evaluate a text with justification			x	x	x	x	x	x	x	x	x
			R3.3 Evaluate the status of claims made in a text						x	x	x	x	x	x
			R3.4 Evaluate the effectiveness of a text								x	x	x	x

**How can
countries take
advantage of the
GPF?**

- Review country content and performance standards
- Design or revise curricula
- Develop texts and materials
- Align teacher training
- Design or revise assessments

Reporting requires setting benchmarks for global minimum proficiency on all national and cross-national assessments

How do we determine what is an appropriate benchmark?



Global Proficiency Framework

Framework that defines globally agreed upon minimum proficiency in reading and math (grades

1-9)

Standards

Curriculum

Materials

Instruction

Assessment

Policy Linking
Approach used to link
assessments to the GPF



Policy Linking

- A five day workshop (in-country)
- Includes 15 panelists (including local teachers and curriculum specialists)
- Panelists conduct three tasks (looking at assessment and GPF)
- Outcome: Local benchmarks that align to the GPF



Three Key Tasks for Policy Linking Workshop

Background

(Day 1) Begin with review of the assessment and GPF



Alignment

Task 1 (Day 2). Check content alignment between the assessment and the GPF

Task 2 (Day 3). Match assessment items with the GPF



Benchmarkin

g

Task 3 (Days 4 and 5). Set global benchmarks for assessment through two rounds of ratings

Stages of Policy Linking

1. Initial engagement
2. Gathering assessment material
3. Global panel review of assessment material
4. Preparation for workshop
5. Implementation of workshop & reporting
6. Global panel review of outcomes
7. Reporting results



Policy Linking allows countries to

- Compare results from diverse assessments both in national and cross-national contexts, and across languages and populations
- Aggregate learning outcomes, track the outcomes over time (including improvement)
- Check alignment between national assessments and GPF
- Report on F Indicators and SDG s 4.1.1 in a cheaper and more feasible way than using classical, statistical linking

Advantages of the Policy Linking approach

- Conducted by *local* experts; uses *local* assessments
- Quick
- Cheap (\$100,000 for 2 different assessments-in person)
- Jointly endorsed by international community
- Allows for national benchmarks in addition to GPF-based benchmarks

On Edulinks

<https://www.edulinks.org/>

1. The Global Proficiency Framework
2. Policy Linking Toolkit (with materials)
3. Two pagers on GPF & Policy Linking
4. How-To Guide for Policy Linking
5. Link to express interest in training

The screenshot shows a web browser window with the URL [edu-links.org/resources/policy-linking-measuring-global-learning-outcomes](https://www.edulinks.org/resources/policy-linking-measuring-global-learning-outcomes). The page features the 'EDUATIONLINKS' logo and a navigation menu with 'RESOURCES' highlighted. The main content area is titled 'READING & LITERACY' and 'Policy Linking for Measuring Global Learning Outcomes'. It includes a 'Download(s):' section with links for 'Policy Linking Overview' (PDF, 131 KB) and 'Policy Linking How-To'. The text describes USAID's collaboration with global partners like the World Bank, UNESCO Institute for Statistics (UIS), UK's Foreign, Commonwealth, and Development Office (FCDO), and the Australian Council for Education Research (ACER) to support the development of Policy Linking for Measuring Global Learning.

Policy Linking Pilots

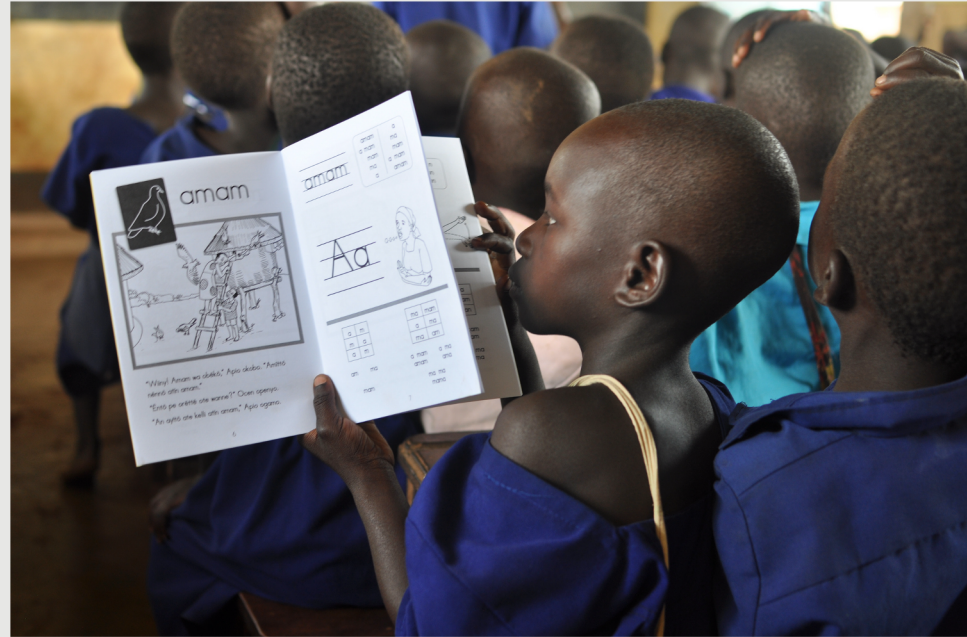
UNESCO (UIS)/FCDO	UNESCO (UIS)	USAID	The World Bank
International Common Assessment of Numeracy (ICAN)	Bangladesh	Nigeria	Ghana
	India (x2)	Djibouti	Gambia
	Ethiopia	Kenya	
	Cambodia		
	Lesotho		
	TBD		

Feedback from Policy Linking Pilot Workshops

- **India.** Spend more time in the beginning of the workshop reviewing the assessment to be used during the workshop
- **Nigeria.** Plan to have a project coordinator on the ground to manage logistics well in advance of the workshop
- **Djibouti.** Ensure that all forms used during the workshop are available as editable documents
- **ICAN:** Remote workshops are possible but may require one on one meetings with panelists to ensure questions are answered

Next steps for USAID

- Raise awareness
- Support countries to use the GPF and Policy Linking
- Gather feedback and refine process
- Train USAID partners on Policy Linking



What can you do?

- Learn more at Edulinks.org
- Sign up for the Policy Linking training online
- Spread the word about the GPF and Policy Linking
- **These are global goods-how can they be useful to your work?**

For more information, email ed.policylinking@usaid.gov

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Questions?
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Aligning Different Assessments to One Framework

