POLICY LINKING FOR MEASURING GLOBAL LEARNING OUTCOMES
Using the GPF in a cross-national remote benchmarking workshop

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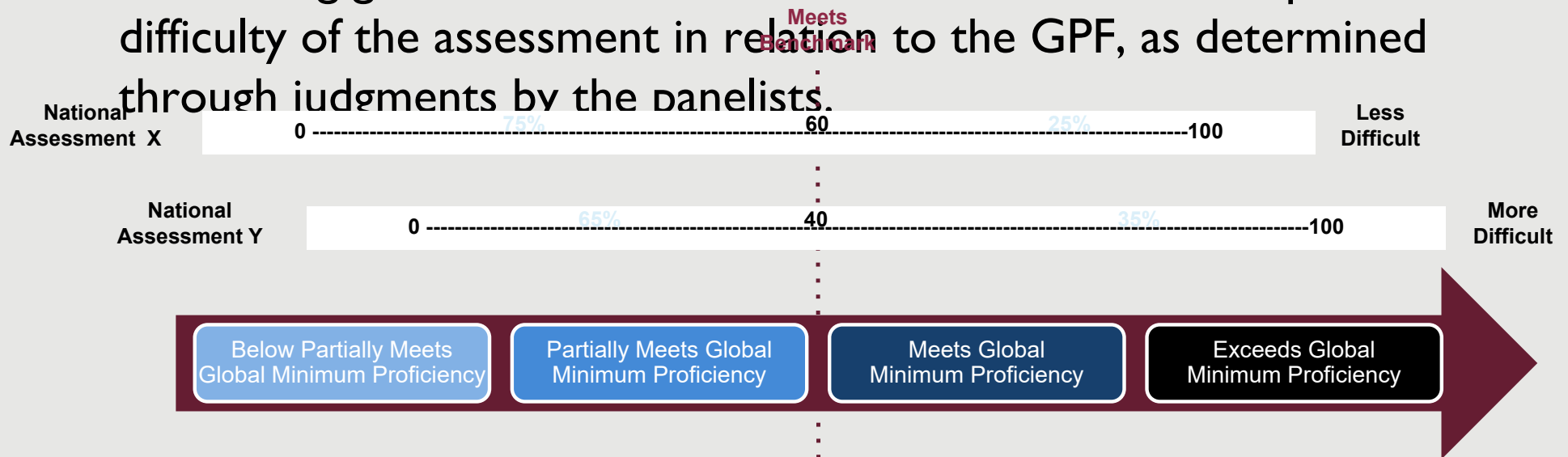
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PRESENTATION CONTENT

- Using the Global Proficiency Framework (GPF) to set global standards

- Using the GPF in a remote, cross-national standard setting workshop

- How to ensure learning outcomes' measurement is more inclusive

USING THE GPF TO SET GLOBAL STANDARDS

- Setting **global benchmarks** on different assessments links each assessment to the GPF.

- Positioning global benchmarks on the assessment scale depends on the difficulty of the assessment in relation to the GPF, as determined through judgments by the panelists.

Meets Benchmark

National Assessment X   0 -------------------- 75% --------------------- 60 --------------------- 25% ---------------100   **Less Difficult**

National Assessment Y   0 -------------------- 65% --------------------- 40 --------------------- 35% ---------------100   **More Difficult**

| Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |

POLICY LINKING STEPS

There are six steps to the policy linking process:

- Ensure participants understand the expectations of performance for the different global proficiency levels

- Determine whether the items in the assessment are aligned with the GPF in terms of content coverage

- Match the items in the assessment to the descriptors in the GPF

- Determine whether children performing at the different global proficiency levels would be likely to answer the question correctly

- Review outcomes of all panelists and impact data to explore rationale for decisions

- Finalize outcomes to determine benchmarks

INTERNATIONAL COMMON ASSESSMENT OF NUMERACY

The **Assessment**:

- ICAN developed and launched by PAL Network in 2019

- Assessment tool, available in 11 languages

- First round of large-scale implementation in one rural district in 13 countries

The **Workshop**:

- To demonstrate the feasibility of using a common assessment framework and set of tools across different country contexts

- To highlight the ways in which ICAN can be used to generate estimates that respond to important questions on foundational learning confronting countries in the Global South, including the performance of out-of-school children

LESSONS LEARNT FROM REMOTE WORKSHOP (I)

This was the first remote policy linking workshop and it was very successful.

We learnt:

- Logistics
  - Given the length of the documents, it is useful to provide hardcopies
  - Encourage panelists to join via laptops rather than phones
  - Provide data cards to panelists with time to check that they work and change provider
  - Set up a WhatsApp (or similar) group to communicate with panelists
  - Have a dedicated administrator to manage the teleconference platform (not a facilitator)

LESSONS LEARNT FROM REMOTE WORKSHOP (II)

- Discussion
  - Find a way to encourage panelists to have discussions amongst themselves before asking for questions in the main group
  - Schedule 1:1 sessions with each panelist between key main sessions to ensure understanding
  - When panelists are undertaking tasks, ensure they have a way to contact facilitators in case they have questions

- Standards
  - To aid with later tasks, ask panelists to write down the names of students who are best described by the descriptors in the GPF

INCLUSIVE MEASUREMENT OF LEARNING OUTCOMES

This workshop has demonstrated that policy linking can be inclusive in several ways:

- Involve remote educators without the need to bring to a central location (reduced costs and Covid-safe)

- Bring together educators from different countries for professional dialogue on standards

- Demonstrated that policy linking was suitable for assessments used with children both in and out of school