



**PAL NETWORK**  
People's Action for Learning



# ANNUAL REPORT 2022





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# Abbreviations and Acronyms

ALP	Accelerated Learning Program
ASER	Annual Status of Education Report
CEO	Chief Executive Officer
CLA	Citizen-led Assessments
COVID-19	Coronavirus disease 2019
EAC	East African Community
ECOWAS	Economic Community of West African States
ELANA	Early Language & Literacy and Numeracy Assessment
EM	Evidence Map
FLN	Foundational Literacy and Numeracy
FUNER	Fundamental Understanding of Numeracy, Engineering and Reading
ICAN	International Common Assessment of Numeracy
LRP	LEARNigeria Remedial Programme
MELS	Monitoring, Evaluation, Learning and Sharing
MIA	Movilizar, Innovar y Aprender
PAL	People's Action for Learning Network
RELI	Regional Education Learning Initiative
SADC	Southern Africa Development Community
STEM	Science, Technology, Engineering and Math
SSA	sub-Saharan Africa
TaRL	Teaching at the Right Level

# Board Members



**Ariel Fiszbein**  
CHAIRPERSON



**John Mugo**  
SECRETARY



**Sinaba Massaman**  
TREASURER



**Sara Ruto**  
MEMBER



**Rose Mwaura**  
MEMBER



**Baela Raza Jamil**  
MEMBER



**Maria Fernanda Farinha**  
MEMBER



# Our principles

- A. We generate responses from the global south that are appropriate for our shared contexts and issues, communicating and sharing our results regularly and learning from each other.
- B. We monitor and evaluate our assessment and actions in order to learn from our mistakes and take actions based on evidence.
- C. We freely share our tools and methods with partners, volunteers and other organizations

## Assessment and Action Principles

### Principles of Assessment

#### WE FOCUS ON FOUNDATIONAL SKILLS...

**We assess basic skills including reading and simple arithmetic**

If children cannot read, they cannot move ahead - either in school or in life.



### Principles of Action

**We use simple assessments to understand and track children's progress**

Understanding children's learning progress is impossible without regular assessment to tailor teaching to the appropriate level.

#### ...PAYING ATTENTION TO EACH INDIVIDUAL CHILD...

**We assess children orally, one-on-one**

Pen and paper assessments assume that a child can already read. We do not make that assumption.



**We build on the current learning level of each individual child to help them progress**

We do not assume that children of the same age or grade are at the same level and learn at the same pace.

#### ...ENSURING THAT NO CHILD IS LEFT BEHIND

**We assess children in their homes**

The best place to find a representative sample of all children, whether in school or not, is in their home.



**We ensure that all children are supported to acquire basic skills**

Children come from many different contexts and backgrounds. We believe that every child can learn.



# Message from the Board Chairperson



“We are committed to continuing our focus on innovation, growth, and adding value to all children's foundational learning”

**Dr. Ariel Fiszbein**  
CHAIRPERSON, PAL NETWORK BOARD

Dear Members, Partners, and Friends of the PAL Network,

I am pleased to present our annual report for the fiscal year 2022. It has been another successful year for the PAL Network, and we are proud to share our achievements with you.

We have continued to grow as we venture into new projects in the four pillars of assessment, action, advocacy, and research with the aim of remaining faithful to our mission of generating evidence through assessments and action to inform, influence, and improve children's learning. We have also expanded the network to new geographies, keeping in mind that we want to reach all the children left behind. We want to ensure that they all have a foundation for lifelong learning.

None of this would have been possible without the hard work and dedication of our members across the global south, who work tirelessly to reach all children even in the most remote parts of their countries, the generous donations from our funders, and the staff at the secretariat, who have demonstrated their commitment to the network's vision and success. I would like to take this opportunity to thank everyone for all of the hard work and dedication you have shown.

Looking ahead, we remain optimistic about the future. We are committed to continuing our focus on innovation, growth, and adding value to all children's foundational learning. We are confident in our ability to capitalise on the opportunities that lie ahead, and remain committed to tracking progress toward SDG 4.

On behalf of the Board of Directors, I would like to express our appreciation for your continued support to the PAL Network. We look forward to continuing to collaborate as we move into the future.

Sincerely,

**Dr. Ariel Fiszbein**



# Message from the Chief Executive Officer



“We are proud of our accomplishments in the past year and remain committed to improving learning outcomes for ALL children.”

**Armando Ali**  
CEO, PAL NETWORK

Dear PALs,

I am excited to share with you the progress we have made in the past year. To begin, I'd like to note that the adoption of the call to action to transform education at the 77th United Nations General Assembly is a recognition of what PAL Network members have been saying for years: that children are going to school but they are not learning. We are glad that the world is acknowledging the problem and that organizations, donors, and states are now collaborating to find solutions.

We made significant progress in the second field trial of ELANA in 2022. We piloted a new version of the ELANA application with a contextual questionnaire. We also trained our project management teams on various aspects of the project, finalized the assessment item bank, and assessed over 20,000 children across 12 countries. In addition, we committed to engaging regional organizations by generating and sharing evidence on learning outcomes to increase the salience of Foundational Literacy and Numeracy (FLN) in sub-Saharan Africa.

In our learning interventions, we launched the 'My Village' project in Kenya, Tanzania, and Nepal. The project's aim is to support at least one million children in reading and basic math over the next five years through community participation. The first phase of the project (the baseline assessment) reached over 39,000 children in 300 villages across the three countries.

In our small grant project, we saw successful innovations such as the integration of literacy, numeracy, and engineering into early-grade learning in Nepal through a play-based methodology. In Nicaragua, teacher trainees were trained on the Accelerated Learning Pedagogy, while a digital app for literacy and numeracy was developed in Nigeria to facilitate self-paced learning for children. In Mexico, teachers were supported to implement the accelerated learning pedagogy in multi-grade schools, and a two-phase writing assessment was conducted in Uganda.

We hosted a regional policy dialogue in Mozambique on promoting FLN for the Southern Africa Development Community (SADC) region. In Kenya, we held three physical meetings in three regions to discuss expanding learning opportunities for children with special needs, based on a report we published on the inclusion of children with special needs in education.

We are proud of our accomplishments in the past year and remain committed to improving learning outcomes for ALL children.

Thank you!  
Armando Ali







## Assessment

### Implementation of the Early Language and Literacy and Numeracy Assessment (ELANA)

The assessment team created and piloted a new version of the ELANA application, which included a contextual questionnaire, in the second field trial. In July, the team held trainings on various aspects of the project, including the sampling strategy, assessment protocols, how to fill out information on the tablet, a contextual questionnaire, assessment items, and monitoring and recheck processes. Furthermore, the team completed the assessment item bank for both numeracy and language and literacy, which comprised 2000 items each. These items were put to test during the second field trial, which was completed in all 12 participating countries in October. Over 20,000 children were assessed during the field trial. In July, an ELANA consensus-building workshop was held in Kenya, where all project-related issues, including communication, advocacy, finance, and samples, as well as next steps, were discussed.

### Assessment for Advocacy

To increase the salience of Foundational Literacy and Numeracy (FLN) in the Global South, a commitment was made to engage with regional organizations such as ECOWAS, EAC and SADC to provide evidence on the current state of learning in sub-Saharan Africa (SSA) as well as evidence on solutions that work to improve learning. The team used the International Common Assessment of Numeracy (ICAN) tool to assess numeracy, while country-specific citizen-led assessment tools were used for reading. The assessments were conducted in Kenya, Mozambique, and Nigeria, surveying one district in each country, and was completed by mid-December. The results from the assessments will provide an understanding of the foundational landscape in these countries. The team will use the evidence obtained from the data in various policy dialogues to engage regional influencers, with a specific focus on SSA regional organizations such as EAC, ECOWAS, and SADC with the aim of creating an appreciation of the criticality of foundational learning in the SSA community.



# Our 2022 Milestones



## Action

### My Village – A learning village

The My Village learning intervention is a project that aims to support at least one million children in reading and basic math over the next five years through community participation. The project aims to respond to the learning crisis by supporting all children of primary school age in a village to be able to read and do basic math. In May, PAL Network launched the Project in Kenya, bringing together participants from Zizi Afrique Foundation Kenya, Uwezo Tanzania, and ASER Nepal in a four-day workshop. The project builds on PAL Network's ethos of using evidence from CLAs to help children develop reading and basic math competence within 40-50 days. The project is being implemented in Kenya, Tanzania, and Nepal where the first phase of the project- baseline assessment- was conducted in 300 villages across the three countries, reaching over 39,000 children.

### Trialling out innovations

In 2021, members were given the opportunity to trial innovations through a small grants project aimed at improving children's learning outcomes. Five members identified proven innovations from other countries and implemented them in their own contexts.

In Nepal, a project called "Fundamental Understanding of Numeracy, Engineering and Reading (FUNER)" was implemented in five schools, using a STEAM at-home approach to integrate literacy, numeracy, and engineering in early grade learning through play-based methodology.

In Nicaragua, teacher trainees were trained on the Accelerated Learning Pedagogy and worked in five schools to facilitate sessions with children lagging behind. A curriculum for Spanish and math was designed and approved by the Ministry of Education for use in learning interventions.

In Nigeria, a literacy and numeracy digital app based on the LEARNigeria Remedial Programme (LRP) was developed to facilitate self-paced learning for children. The app is web-based and was developed using interactive literacy and numeracy content created from the Nigerian curriculum.

In Mexico, MIA supported teachers to implement the accelerated learning pedagogy in multi-grade schools, reaching 800 children.

In Uganda, Uwezo conducted a two-phase assessment of writing, which involved developing performance tasks and a scoring rubric for the writing assessment.





# Our 2022 Milestones



## Advocacy

### Regional Policy dialogues

On September 13, PAL Network in collaboration with Facilidade ICDS and MEPT Mocambique hosted a Regional Policy Dialogue in Maputo, Mozambique with the theme "Promoting Foundational Literacy and Numeracy in Mozambique and the Southern Africa Development Community (SADC) region". The event brought together organizations and individuals interested in promoting Foundational Literacy and Numeracy to discuss education issues, evidence-based data, and interventions that can be implemented to improve learning outcomes. Participants were presented with findings from the Policy Analysis of Foundational Literacy and Numeracy in Education in SSA region to stimulate debate on the role of government, local communities, and parents in education policies affecting education.

### Policy Dialogues on Children with special needs held in Kenya

We published a report and executive summary on the inclusion of children with special needs in education in April 2022. The study findings in this report were disseminated during three dialogues held in Nairobi, Kisumu, and Kilifi, Kenya. The three dialogues brought together over 500 participants to discuss expanding learning opportunities for children with special needs for inclusive development. We also published a policy brief and shared it with the project's donor for circulation. Video highlights are available on the PAL Network YouTube channel.

A policy dialogue series on deboarding held in Kenya gained traction when a government-led taskforce echoed our policy dialogue sessions and recommended a shift toward deboarding secondary schools, retaining them only where absolutely necessary, such as in arid and semi-arid areas or for students with severe disabilities.

### Adoption of the Call to action to Transform Education

As a result of the network's longstanding advocacy for the improvement of quality education and foundational learning, the PAL Network contributed to the adoption of the call to action to transform education. We promoted the adoption of this call to action with over 60 organizations and individuals through our members. This call to action was adopted at the 77th session of the United Nations General Assembly's 77th in New York.



## Research

### Evidence Map – Innovations in FLN in the global south

PAL Network conducted a review of innovations by non-government organizations and government agencies across 14 countries- Bangladesh, Botswana, India, Kenya, Mali, Mexico, Mozambique, Nepal, Nicaragua, Nigeria, Pakistan, Senegal, Tanzania, and Uganda between 2021 and 2022. The innovations reviewed aimed to support children's foundational learning outcomes between 2010-2022. The review also includes evidence-backed publications by implementation agencies in the sample set. This review presents an Evidence Map (EM) to support quick access to relevant literature, understanding of FLN innovation, and showcase effective innovations. The sources include reports and white papers that capture 115 interventions/innovations, 63 of which are complete and 52 of which are ongoing, including innovations from PAL Network members. The EM serves as a one-stop-shop to showcase what has worked in the collective journey of helping children learn to read and do basic math in 14 countries in the global south.

## Membership

### Two members join the network!

The PAL Network Annual General Assembly admitted two new members to the network, the GLOT Foundation based in Colombia and Movilizar, Innovar y Aprender (MIA. A.C) based in Mexico. GLOT Foundation is dedicated to promoting cultural exchanges and creating social impact through languages. Meanwhile, MIA A.C aims to facilitate the active involvement of the population in educational initiatives that foster access to development opportunities through the creation of participatory spaces that encourage inclusion, a culture of peace, equality, gender equity, and human rights promotion.

### The PAL Family Meeting

In July, the PAL Network held its third physical family meeting in Machakos, Kenya. The event titled "Walking, Voicing and Learning Together" brought together over 60 participants from 17 countries. The participants celebrated individual and collective achievements, examined the current strategy, and shared possible pathways for the future. The meeting also provided an opportunity for reflection on the transition from individual Citizen-led Assessments and Actions (CLA) to joint and collaborative CLAs.

## Monitoring Evaluation Learning and Sharing (MELS)

### Quantify developed to support members!

We designed Quantify, a Monitoring, Evaluation, Learning and Sharing (MELS) system, to support data-based decision-making allowing for user flexibility and easy accessibility. The system comprises two components: a design studio for project development and form design, and a mobile app for data collection. We designed the system with members' programs in mind, and it is currently being used to support monitoring of the My Village project to empower country teams to make data-based decisions.

### Learning Data Analysis to improve decision making.

A two-part series of learning modules was held aimed at improving the technical capacity of network members' staff in data analysis. The series was structured as short courses that focused on applied concepts and techniques frequently used in the network's assessment and action work. The modules on data analytics were conducted using the R programming language and attracted the participation of up to 75 personnel from across the network. The goal was to provide a consistent basis for approaching data analysis tasks and to inform decision-making at the implementation and management levels.



# Members Highlights

## South Asia

### ITA and ASER Pakistan CEO Wins the RISE Impact Award

Baela Raza Jamil, CEO ITA and ASER Pakistan received the RISE Impact Award at the 2022 RISE Oscars. The awards were created to recognize exceptional work by the RISE community in capacity development, impact, and research. Baela received the Impact award, which recognizes organizations, teams, or individuals whose actions have had a substantial overall impact or have high potential for future impact toward the RISE cause. Specifically, it recognizes work and actions that have led to a recognition of the learning crises, of the importance of education systems coherence and alignments to learning, and/or to undertake systems solutions for addressing the learning crisis. Baela leads the team in Pakistan that uses targeted instruction approaches to understand a child's current learning levels and tailor teaching to meet their needs, resulting in substantial improvements in learning outcomes. The approaches have been recognized as having a significant impact on addressing the learning crisis.

### ASER India 2022 Nationwide Survey

The ASER 2022 national report was released on January 18, 2023, in New Delhi. The survey marked the 13th ASER report in the series that began in 2005. The ASER 2022 data is especially valuable as it helps in understanding the impact of COVID-19 and prolonged school closures on the schooling and learning levels of children in India. The 2022 field survey used similar tools, sampling strategies, and household survey methods as previous ASER assessments; therefore, the data can be compared with past data and trends over time. The report gives estimates of 'learning loss' in India between 2018 and 2022, which gives significant information to states and districts in planning their interventions for "learning recovery" and "catch up". The ASER 2022 survey reached 616 districts and a total of 374,544 households in 19,060 rural villages in India. ASER volunteers surveyed 699,597 children, recording the schooling status of children aged 3 to 16 and assessing children aged 5 to 16 in basic reading, arithmetic, and English.

### ASER 2022 conducted in Nepal

ASER Nepal led a full-scale foundational learning assessment (ASER 2022) in one rural municipality across five districts of Karnali province under the Global Partnership for Education (GPE) funded "The South Asian Assessment Alliance: Communicating and Collaborating for change project. The ASER team comprised of 11 master trainers and 76 local volunteers who successfully surveyed 2111 children in 1248 households. After analysing the data collected, the findings were presented to various stakeholders in the rural municipalities. The team also distributed ASER 2022 assessment tools and a community report card alongside the municipality level report.

### Assessing the impact of system shocks on learning level and progression loss in Bangladesh

To assess the impact of COVID-induced school closure and socioeconomic factors on children's learning, IID conducted a household-level learning assessment in December 2022 in the Jhenaidah district. By comparing the findings from a pre-COVID assessment of the same populace in 2019, this study will assess children's level of learning and compare the progression since the start of the pandemic. IID carried out the assessment as part of its education initiative 'e!quality' with support from the Global Partnership for Education (GPE), in partnership with the PAL Network. Additionally, a village-level pilot study was conducted to grasp the community-level perceptions about the pandemic's effect on rural children's education under e!quality.



# Members Highlights

## East and Southern Africa

### More Children reading and doing basic math in Nampula, Mozambique

In 2022, Facilidade—ICDS implemented *Wiixutta Nitweelaka* (a learning intervention) across six districts in Nampula Province. The project reached 1,808 children, 760 in the third grade and 1,048 in the fourth grade. The project was implemented by 47 teachers and 34 local facilitators who were duly trained in implementing the approach. The project recorded a significant rise in literacy levels where the number of children who could not read letters dropped from 1,017 to 367 at the end of the learning camps. In numeracy, the number of children who could solve basic addition operations rose from 430 to 1,031. Facilidade—ICDS will continue to implement actions to improve learning so that more children have the opportunity to learn how to read and do basic math.

### Uwezo 2021 National Learning Assessment Report Launched in Kenya

On February 11, 2022, the director of Policy, Partnerships, and East African Community Affairs at the Ministry of Education led the launch of the 2021 Uwezo National Assessment Report by Usawa Agenda. This was the seventh learning assessment conducted by Uwezo in Kenya, reaching over 35,000 households, and assessing over 38,000 children with the help of more than 4,000 volunteers. Educational stakeholders from the Ministry of Education, civil society, academia, and media attended the launch event.

### Uwezo Tanzania Assesses Children in Literacy and Numeracy

Uwezo Tanzania implemented ‘MyVillage’ project named as ‘Kijiji Changu’ in Swahili. A total of 16,526 children assessed from 3 districts (Ludewa, Kisarawe and Gairo) during baseline assessment conducted in 100 villages by volunteers between October and December 2022. This baseline assessment was conducted with the purpose of identifying children who are struggling with basic numeracy and literacy so that they get enrolled in the learning camps to be supported to acquire those skills using *Jifunze*.

### Uwezo Uganda 2021 National Learning Assessment Report Launch

On 18th January 2022, Uwezo Uganda launched the 2021 National Learning Assessment report titled, *Are our children learning? Illuminating the Covid-19 learning losses and gains in Uganda*. The Uwezo 2021 National Learning Assessment report represents the latest of a series of national assessments of children’s foundational literacy and numeracy skills that Uwezo has carried out in Uganda since 2010.

### Youth Impact Rolls Out Literacy Curriculum in Botswana

Youth Impact has rolled out its Teaching at the Right Level (TaRL) literacy curriculum in Botswana’s schools after two years of development and pilots. The curriculum is being delivered alongside the numeracy program, which started in 2018 and has since expanded to cover half of Botswana’s 10 regions.

### Zizi Afrique Hosts a Policy Forum in Kenya

The year 2022 marked the conclusion of a four year pilot of Zizi Afrique’s Accelerated Learning Programme (ALP). ALP was established to domesticate the principles of the TaRL approach to the Kenyan context. Evidence from the initiative showed that the ALP works in hastening acquisition of literacy skills, by 60%. ALP benefitted over 25,000 learners in 150 schools spread across 3 counties and was supported by 265 teacher assistants. On 8th September, 2022 Zizi Afrique partnered with 5 members of the Regional



# Members Highlights

Education Learning Initiative (RELI) to disseminate the findings of ALP and other ALP-like approaches to partners from the Ministry of Education and Civil society Organizations. The interventions altogether benefitted over 40,000 learners in 318 schools and involving 1,033 youthful teacher assistants.

## West Africa

### LearnNigeria Launches Low-Tech Remedial Learning Programme

LEARNigeria developed a low-tech remedial solution for foundational literacy and numeracy called Za Mu Koya to address teaching and learning gaps in northern Nigeria due to the pandemic. The Koya curriculum was adapted from the LEARNigeria Remedial Programme (LRP) which is a learning intervention that delivers activities for differentiated learning to build foundational literacy and numeracy skills of young learners. The curriculum is scheduled with carefully curated teaching activities where learners actively engage in participatory learning schemes, using local learning aids such as paper cut-outs, bottle tops, sticks, and other locally sourced learning materials. LEARNigeria modified this curriculum for Koyo's instructional SMS-based approach, with an average of three SMS messages scheduled per learning skill indicating the specific lesson objective for each week. The programme achieved an increase in learning outcomes from 6% to 15%.

### LARTES implements the Senegalese Schools Strengthening Project

LARTES, in partnership with Dubai Cares Foundation and the Ministry of National Education in Senegal, implemented the Senegalese Schools Strengthening Project with a focus on internal evaluation and remediation. The program aimed to accurately identify the difficulties encountered by learners in different classes of elementary school through a formative assessment approach. LARTES implemented a participatory approach strategy, which involved strong participation of academic authorities at central and local levels, as well as communities. The program established a digital teaching platform and a real-time monitoring system. In total, 42,423 children attended the remediation courses in 76 schools located in the Kaffrine, Kolda, and Matam regions. The program's results earned LARTES two awards, including the best innovation in education in Senegal awarded by the Ministry of National Education.

## Americas

### MIA Camps Incorporated into Mexico's Ministry of Public Education National Strategy

We are excited that MIA learning camps have been included in Mexico's National Education Strategy (SEP) at the federal level. This follows the presentation of MIA's educational innovation to all of Mexico's school technical councils. This means that the learning camps will reach more than 700,000 teachers in over 232,000 schools across Mexico. MIA will maintain its commitment to developing new innovations and strategies to improve children's foundational learning.

### ÁBACOnRed Hosts Innovative Learning Sessions in Nicaragua

ÁBACOnRed arranged for 24 graduate teachers to lead 10 innovative sessions to improve reading and math skills in May 2022. The teacher paired up to conduct learning sessions with primary school children in two municipalities in Nicaragua. Besides reading and math, ÁBACOnRed also considers the project a training programme for teaching students. The project was supported by the PAL Network's small grants initiative designed to support member's innovations.





# Members Highlights

## **GLOT Generate Evidence on Remedial Learning in Colombia**

GLOT Colombia, through its Literacy+ Kit program, piloted its accelerated learning program where children learn through play in 12 public schools in Colombia. Through this pilot project, 114 teachers received training on the implementation methodology to help children acquire basic reading and math skills. The project received support from SUMMA (Chile), and the Education Endowment Foundation (UK), and was evaluated by Innovations for Poverty Action (IPA- Colombia).

## **MIA, A.C. Working with and for adolescents to develop life skills.**

To generate educational processes that promote access to development opportunities through the creation of spaces for participation, where inclusion, a culture of peace and the promotion of gender equality and human rights are promoted, is our mission. For this reason, we are giving workshops with adolescents in rural communities aimed at strengthening life skills and the acquisition of tools for responsible decision-making.





# Financial Highlights

2022 GRANT INCOME

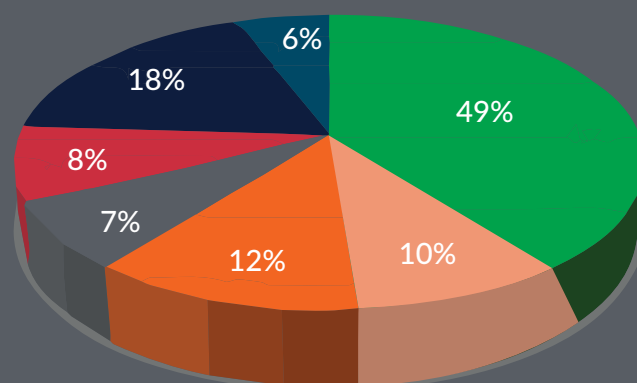
**US\$1.685**

MILLION

SPENT ON PROGRAMS

**83%**

PERCENT



## Statement of Income and Expenditure

For the years ending December 31, 2022, and December 31, 2021 (USD)

REVENUE	2022 USD	2021 USD
Total Grant Income	1,685,255	1,628,003
Other Incomes	75,450	50,133
<b>TOTAL INCOME</b>	<b>1,760,705</b>	<b>1,678,136</b>

EXPENDITURE PER PILLAR	2022 USD	2021 USD
Assessment	714,154	139,700
Advocacy	122,282	79,169
Action	199,424	122,604
Research	173,953	67,224
Governance	169,245	113,349
Enablers (Membership, Fundraising, MELS, Communication, Network Governance and Operations)	268,064	385,603
Administration costs	108,706	74,037
<b>TOTAL EXPENSES</b>	<b>1,755,828</b>	<b>1,276,716</b>







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