



MOVING FROM ASSESSMENT TO ACTION

Case Study Summaries

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The People's Action for Learning Network (PAL Network) brings together organizations from fourteen countries across three continents to assess the basic literacy and numeracy competencies in children in their homes through citizen led assessments.

Citizen led assessments started a decade ago in India as tool to gauge learning outcomes in children with the aim of improving learning. This method of assessment has since spread to thirteen countries and is still expanding.

With discussions progressing beyond conducting assessments, member countries shared case studies of actions that have taken place to move from assessment to action. A collection of sixteen case studies from 8 of the member counties gives a snippet of the range of actions that have being spurred from the assessment done over the past 11 years.

The case studies fall into two main categories: direct and indirect interventions. The direct interventions range from early childhood education, interactive learning camps and teacher training and support programs. While the Indirect interventions consist of advocacy and communication campaigns.

DIRECT INTERVENTIONS

Young women lay the educational foundations for preschoolers in India

India



WHAT?

Young women are trained to provide pre-school education to children age 3-5 in the villages in which they live.

WHERE?

In urban slums and some rural communities across India.

WHEN?

The program was started over 20 years ago when Pratham began work in Mumbai and has since been implemented in over 13 states across India.

WHO?

In 2016-17, these Pratham's 'Balwadi's' provided education to over 86,000 children across India.

WHY?

Ten years of ASER data demonstrate that basic learning levels are low. If children do not acquire foundational skills early on, they are unlikely to catch up later on. The acquisition of basic skills in reading and mathematics are the building blocks for all future progress – both in school and in life. The early school years are crucial for laying this foundation.

'We are leaving no child behind': volunteer teachers in Nigeria offer remedial classes to children

Nigeria



WHAT?

Volunteer teaching assistants provide support to teachers in community schools as well as facilitating after-school remedial classes for those students who are falling behind or who have dropped out of primary school.

WHERE?

Kano State, Nigeria.

WHEN?

The program began in January 2016.

WHO?

Volunteers from the citizen-led assessment LEARNigeria provide remedial teaching to children who have fallen behind or dropped out.

WHY?

As a direct result of the LEARNigeria citizen-led assessment pilot in Kano State, volunteers involved in the assessment felt the need to start an intervention program to improve the learning levels of children in their local communities. The assessment provided the evidence necessary to take action and mobilize the community to understand the problem and find local solutions.

Making Maths fun: young volunteers teach children basic arithmetic in South-East Mexico

Mexico



WHAT?

Children attend fun, activity-based 'Learning Camps' during their summer holidays to improve their reading and arithmetic through interactive physical learning activities and games.

WHERE?

In the region of San Andres, Tuxtla, Mexico in the towns of Sihupapan, Caleria and Caravaca.

WHEN?

The summer camp program began in July 2016 was implemented from Monday to Friday for 3 1/2 hours per day.

WHO?

The program's target group is children between the age of 5 and 16 years within the learning camp communities who are interested in attending and improving their learning.

WHY?

When the results of the citizen-led assessment 'MIA' were announced for the regions of Puebla, Veracruz, Tabasco, Campeche, Yucatan and Quintana Ro, a summer intervention program was proposed by the local communities as a suggestion to improve the learning outcomes. Learning Camp facilitators are trained in interactive, activity-based teaching methods.

'Accelerated Learning Camps' provide a ray of hope for out-of-school children in Sindh, Pakistan

Pakistan



WHAT?

Out-of-school children of primary school age who have not acquired basic skills in reading and mathematics attend learning camps where they are grouped according to their ability.

WHERE?

In the provinces of Sindh, Baluchistan and Punjab, Pakistan.

WHEN?

The program is implemented in two phases over 24 months. Each learning camp lasts for between 45-60 days, with assessments every 15 days to evaluate progress.

WHO?

The program's target group is out-of-school children whose age corresponds with the expected age of children in Grades 3-5.

WHY?

Data from the ASER Pakistan survey demonstrated that across Pakistan, high numbers of children remained out-of-school. Some of these children had never been enrolled and some had dropped out before they completed the primary cycle. Against this context, accelerated learning camps emerged as a popular innovation to build basic skills in reading and mathematics.

Spurred by low learning outcomes, remedial teaching program aspires to aid the acquisition of basic skills in Senegal

Senegal



WHAT?

A remedial teaching program aimed to accelerate children's acquisition of basic skills through training teachers, recruiting remedial teaching assistants, developing additional teaching materials and monitoring progress.

WHERE?

The project is being implemented in five local authorities in Senegal: Medina, Diareme Limamolaye, Rufisque-Est, Malicounda and Thies.

WHEN?

The remedial teaching program started in 2014. To date, 70 teachers have been trained.

WHO?

The remedial teaching program has reached 1,480 children, trained 70 teachers to strengthen their teaching in Arabic and recruited 70 remedial teaching assistants.

WHY?

Data from the Jàngandoo citizen-led barometer has demonstrated that learning levels remain low despite increased enrollment. Jàngandoo works alongside local communities and in partnership with local authorities to support them to improve learning through remedial programs in their local communities. This is in line with Jàngandoo's Theory of Change, which states that the citizen-led barometer should act as a catalyst in the chain of actions that are required to improve learning outcomes, using a 'bottom-up' approach.

100+ Teacher Training Colleges include training in fun, activity-based learning in 13 Indian States

India



WHAT?

Student Teachers attending the District Institutes of Education and Training (DIET) are trained to assess children using the ASER tool, and then group them according to their ability (not age or grade) to use interactive teaching materials and methods to accelerate their acquisition of basic skills.

WHERE?

Across India, partnerships have been formed with 95 District Institutes of Education in 13 states.

WHEN?

A partnership was formed in 2015 where the module comprises of 4-6 days of training of the student teachers followed by 30-50 days implementation in local government schools.

WHO?

Approximately, 10,000 trainees have been trained in different models. Over 1,900 government schools covering approximately 87,000 children have been reached.

WHY?

Every year, thousands of student teachers graduate with acute lack of awareness of children's poor learning outcomes. The program aims to build their capacity using simple methods of assessment and level-based teaching which they can use in their own schools and communities.

Fun and interactive learning camps accelerate learning progress for most disadvantaged children in India

India



WHAT?

Children attend fun, activity-based 'Learning Camps' where they are grouped according to their ability rather than their age or Grade. The instructional approach is called CAMaL (Combined Activities for Maximised Learning) and is sometimes also referred to as TaRL (Teaching at the Right Level).

WHERE?

Pratham is implementing TaRL in 21 states of India, 14 of which are through signed partnerships with the State Government.

WHEN?

The program was officially launched in 2007 and is currently in its fourth three-year phase (2016-19).

WHO?

The program has reached close to 5 million children between the ages of 6-14 years on an annual basis since 2007.

WHY?

Data from ASER Centre shows that although children are enrolled in school, large proportions are not acquiring even foundational skills like basic reading and math on time. Substantial proportions of children are struggling with foundational skills even after five or more years of schooling. Without these capabilities, students are not able to cope with what is expected of them in different grades. Children therefore need to be grouped by ability at taught at their level.

309 schools in Sindh make the transition from pre-school to primary school smoother

Pakistan



WHAT?

A holistic, multi-stakeholder project was developed to strengthen the ability of 309 public primary schools to provide quality pre-primary education, enabling children to successfully transition to Primary School.

WHERE?

In three districts of Sindh Province, Pakistan: Sukkur, Shikarpur and Karachi.

WHEN?

The project spanned a three-year period from January 2014 – December 2017.

WHO?

The project recruited and trained 399 teaching assistants who helped ensure that 26,096 children successfully transitioned to Primary School over the duration of the 3-year project.

WHY?

Data from ASER Pakistan demonstrated low learning levels amongst children in the early grades, in addition to difficulties transitioning from early childhood education to primary school. As the early school years are crucial building blocks to all future progress in school, this project aimed to provide quality pre-primary education to prepare children for Grade 1.

INDIRECT INTERVENTIONS

Local communities convene to discuss solutions to poor learning levels in Tanzania

Tanzania



WHAT?

Local partner organization held public meetings to create awareness of low learning levels, followed by the creation of a small community-based remedial learning program for 3 months.

WHERE?

Mdanda District in Tanzania.

WHEN?

For a period of 3 months in 2016.

WHO?

The 3-month community-based learning program was facilitated by Uwezo volunteers, identifying children who had not acquired basic skills and supporting them to improve reading and mathematics.

WHY?

Spurred through their own involvement with the Uwezo assessment, the district partner organization operating in Mdanda District held public meetings to discuss what could be done in the local community to assist those children who are being left behind to acquire basic skills in reading and mathematics.

Why are learning outcomes for children in Uganda low? Academics, researchers, and policymakers thrash it out!

Uganda



WHAT?

In partnership with Kyambogo University, Makerere University and Curriculum, Assessment and Certification Systems Architects (CACSA), Uwezo Uganda organized a conference that brought together over one hundred academics and practitioners to discuss learning outcomes in Uganda.

WHERE?

Kampala, Uganda.

WHEN?

April 2017.

WHO?

The conference convened academics, practitioners, policy makers (Ministers) and international researchers.

WHY?

A range of sources showed that the results from different assessments including citizen-led assessment that there was evidence of children failing to acquire basic competencies, despite being enrolled in school. Against this background, Uwezo Uganda in partnership with different institutions brought together academics and practitioners to discuss learning outcomes across Uganda.

Six years later, are citizen-led assessments helping communities in Mali improve learning for their children?

Mali



WHAT?

An annual communications campaign discusses the findings of the citizen-led barometer, Beekunko to provoke discussion and actions to improve the learning outcomes of children who have failed to acquire basic competencies in reading and mathematics.

WHERE?

4 municipalities in the Segou region of Mali.

WHEN?

Every year since 2011.

WHO?

The communications campaign targets parents, teachers, community members, elected officials in local councils, devolved education institutions and the Ministry of Education.

WHY?

The assessment findings for the citizen-led barometer in Mali demonstrates poor learning outcomes for all children, regardless of their schooling status. The strategy adopted by Beekunko to provoke change in education policy and practice is centred on communicating the results of the citizen-led barometer to provoke discussion and action. The campaign focuses on parents to engage with the learning progress of their children and create favourable learning environments to help them learn.

A celebration of literature accompanied by music, art and culture makes learning fun for children in Pakistan

Pakistan



WHAT?

Vibrant and exciting literature festivals for children to encourage a culture of reading for creativity, imagination and multi-sensory stimulation whilst celebrating Pakistan's rich cultural history.

WHERE?

Pakistan (nationwide).

WHEN?

The Children's Literature Festivals began in 2011 and take place annually in different states across Pakistan.

WHO?

The Literature Festivals invite all children between the ages of 4-17 years to participate, regardless of schooling status, gender, and geographic location.

WHY?

After ASER Pakistan findings revealed that almost 50% children in Grade 5 are unable to read a simple story of Grade 2 level, the children's literature festivals were conceptualized as a means to popularize reading and creative expression without the stress of using textbooks and taking tests, associated with the school environment.

It takes a village to educate 10 million children – communities in India excited to improve learning!

India



WHAT?

An exciting national advocacy campaign to mobilize parents, teachers and community members to take actions to ensure that all children are going to school and learning well.

WHERE?

India (nationwide).

WHEN?

Launched on October 21st 2015, the campaign had reached 152,000 villages, recruited over 300,000 volunteers and assessed over 10 million children by 25th December 2015! The campaign was followed by 'reading weeks' in 100,000 villages in January 2016.

WHO?

The advocacy campaign was run by Pratham across India, who in turn mobilized over 300,000 volunteers to complete their own village report cards, and discuss what can be done in their village to improve children's basic learning.

WHY?

The Annual Status of Education Report (ASER) data shows that although 96% children in India are enrolled in school, only about half of all Grade 5 children are able to read a simple story or solve a simple subtraction sum. Pratham wanted to investigate whether there were ways to solve the problem quickly, at scale, and at low cost by involving as many citizens as possible in the conversation and solutions.

Uwezo citizen-led assessments stir action between community and local government to improve learning in Uganda

Uganda



WHAT?

A project to equip Local Council Chairpersons in Uganda to discuss the findings from the Uwezo citizen-led assessment through meetings at the village, sub-county and district levels.

WHERE?

50 districts of Uganda.

WHEN?

The project started in 8 districts of Uganda in 2014 and has been conducted annually. The project is now operational in 50 districts of Uganda.

WHO?

The project targets Local Council Chairpersons as influential actors capable of mobilizing actions to improve learning outcomes in their local communities.

WHY?

Local Council Chairpersons are at the center of local service delivery in Uganda, sitting as ex-officio officers in District Councils nationwide. They are the link between local-level meetings and higher levels of local government, putting them in a perfect position to influence both.

Parents are learning! Citizen-led assessments bring to light learning gaps for children in Uganda

Uganda



WHAT?

Uwezo trains volunteers to provide instant feedback to parents and guardians regarding the performance of their children. This happens in the household immediately after the assessment has taken place and provides an opportunity for conversations about learning to happen.

WHERE?

Uganda (nationwide).

WHEN?

Annually since 2011.

WHO?

Uwezo volunteers are trained to provide instant and factual feedback about the performance of the child to his or her parent or guardian.

WHY?

Instant feedback to parents and guardians offered an opportunity for further discussion on what can be done to improve the learning outcomes. Parents and guardians are therefore more involved on ways they can support their children's journey both at home and in their schools.

Massive campaign calls on policy makers to implement Right To Education law in Pakistan

Pakistan



WHAT?

A national advocacy campaign to collect one million signatures supporting the Right to Education Act in Pakistan and calling on policymakers to implement Article 25A, ensuring that all children receive a free, quality education.

WHERE?

Pakistan (nationwide).

WHEN?

Phase I ran from March 6th-July 10th 2012. Phase II of the campaign to collect an additional million signatures from out-of-school children was launched on September 8th 2012.

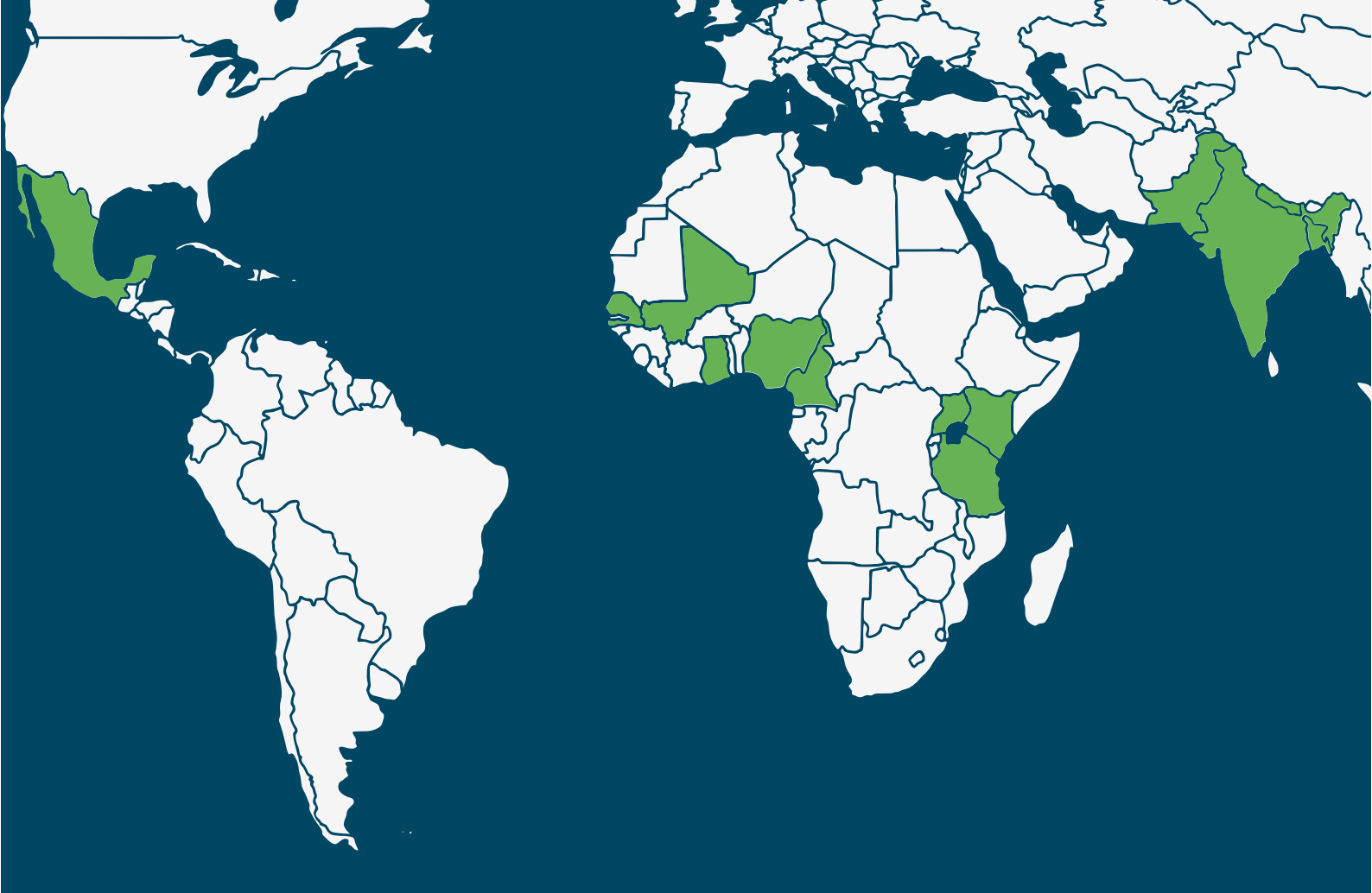
WHO?

Civil society organizations and citizens all over Pakistan were mobilized to sign the petition.

WHY?

After the introduction of Article 25 A in the 18th constitutional amendment on April 19, 2010, the fundamental right to free and compulsory education to all children between 5-16 years was written into Law. However, the constitutional amendment was only the first step in ensuring that all children gain access to free, quality education. This national advocacy campaign was designed to put pressure on national and state governments to implement Article 25.

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