



Citizen-led Assessments of Basic Learning to Track SDG 4.1.1

SDG 4.1.1: Proportion of children and young people in grades 2/3, at the end of primary, and at the end of lower secondary achieving at least a minimum proficiency level in reading and mathematics, by sex.



In many developing countries, large proportions of children in grades 2 and 3 cannot yet read. Pen- paper assessments therefore cannot be used meaningfully to track progress towards SDG 4.1.1. CLAs are administered orally, one on one with each child.

The People's Action for Learning (PAL) Network brings together fourteen countries working across three continents to assess basic reading and numeracy competencies of all children, in their homes, through citizen-led assessments (CLA). Together, we regularly assess more than one million children. Data from these assessments highlights the learning crisis across many developing countries.

Emerging from the global south, this family of citizen-led assessments has grown over the past ten years, but our guiding question remains the same: Are our children learning?

Learning levels in grade 3 and grade 5



Can read this grade 2 text (%)	
Grade 3	Grade 5
25.1	47.8

सावन का महीना था। आसमान में काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

$$\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
27.6	50.5

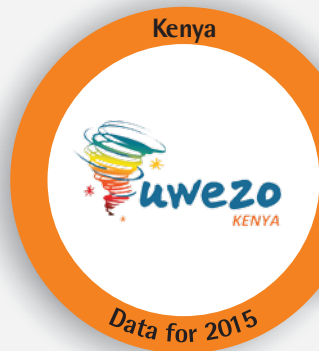


Can read this grade 2 text (%)	
Grade 3	Grade 5
16.7	52.1

ٹاٹورا اور اپنے ابا کے ساتھ ٹرین میں سڑک کے لیے جا رہے تھے۔ سڑک شروع ہونے سے پہلے ایک پھول پٹی بھی اپنے ماں باپ کے ساتھ ٹرین میں سڑک کرنے کے لیے آئے۔ لیکن ان کے پیٹھے کے لیے گولڈن جی۔ ٹاٹورا اور ان سے کہا کہ آپ لوگ ہمارے ساتھ بیٹھے جائیے۔ انھوں نے کہا کہ آپ لوگوں کا شکر ہے، ہماری سب سے آپ کو تکلیف ہوگی۔ حنائے کہا اور رول کی مدد کرتا تو اچھی بات ہوتی ہے۔

$$78 \div 3$$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
14.5	48.4



Can read this grade 2 text (%)	
Grade 3	Grade 5
46.1	80.0

Wiki iliyopita tulikuwa na karamu kubwa nyumbani. Dada yangu alikuwa amefaulu mtihani wake. Mama na baba walijawa na furaha tele. Waliika jamaa na marafiki kwenye karamu. Wageni wote walifika mapema sana karamuni. Mama alipika vyakula vitamu sana. Alipika chapati, wali na nyama. Kulikuwa na matunda ya aina nyingi. Dada yangu alikuwa na furaha tele. Alivaa nguo nzun na kujita marashi. Wageni wote walimpongeza na kumpa zawadi nyingi.

$$20 \div 2 =$$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
47.1	77.3



Can read this grade 2 text (%)	
Grade 3	Grade 5
12.9	45.4

My country Uganda

I love my motherland Uganda. We have a national flag. Our flag has three colours. These colours are black, yellow and red. It has a crested crane in the middle. The crested crane stands on leg.

I like staying in Uganda. It is good for crops. People grow different types of crops. There is enough rain for the whole year. This makes crops green all the time. Our country is a good place to stay in.

$$12 \div 3 =$$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
28.1	59.9



Can read this grade 2 text (%)	
Grade 3	Grade 5
56.0	80.7

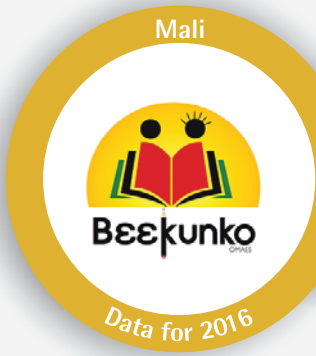
Hapo zamani paka alikuwa na pete ya dhahabu. Panya alikuwa rafiki yake wakishi pamoja. Siku moja paka alipotaka kuvaa pete yake hakuiona. Aliamua kumaliza rafiki yake kama alijua pete ilipo. Panya alijibu kuwa hajaiona.

Paka aliamua kufanya upekuzi ili kuitafuta pete. Panya alipona anashikwa alimeza pete na kukimbia. Paka aliamua kumkimbia panya mpaka amshike. Akimshika atamtoboa tumbo achukue pete. Hiyo ndiyo sababu paka anakula panya.

$$11 \times 2 =$$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
35.1	64.2

Note: Citizen-led assessments test children's foundational reading and arithmetic abilities. Each country designs assessment tools and sampling strategies based on the national curriculum and context. Data is therefore not comparable across countries.



Can read this grade 2 text (%)	
Grade 3	Grade 5
1.8	10.3

Mon école est jolie. Elle est située à côté de l'église. La cour est toujours propre. Les élèves apprennent bien.

Sitan a 12 fruits. Elle donne 4 fruits à ses amies à l'école. Combien de fruits lui reste-t-il?

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
2.4	12.3



Can read this grade 2 text (%)	
Grade 3	Grade 5
18.1	33.0

A la course de chevaux
Aujourd'hui, il y a une course de chevaux. La place du village est pleine de monde.
- « Qui sera le gagnant ? », demande Awa
- « C'est le cheval de Mamadou qui va gagner, c'est sûr ! » dit Ali

$234 \times 3 =$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade V
21.8	61.0



Can read this grade 2 text (%)	
Grade 3	Grade 5
62.7	80.2

El niño que no sabía reír. Juanito siempre estaba serio, serio... Nada podía ocurrir a su alrededor que le arrancara una sonrisa siquiera. Aunque mirara payasos muy graciosos que contaban chistes, hacía actos de magia y hacían bromas muy divertidas... nada, el niño seguía muy serio. Un día temprano, despertó a su mamá diciendo: ¡Ya me salieron mis nuevos dientes! Desde ese día, Juanito es el niño más sonriente que conozco.

$28 - 14 =$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
46.3	64.3

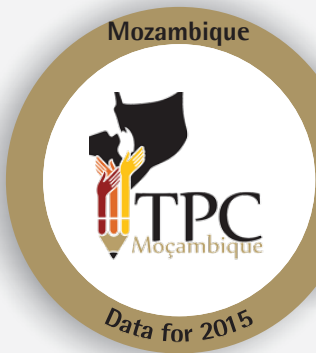


Can read this grade 2 text (%)	
Grade 3	Grade 5
29.7	44.4

WASU ABOKAT UKU
An yi wasu abokai guda uku. Mai katon kai da mai katon ciki da mai tsilar kafa. Suka tafi tsinko lemo a lambu.
Mai katon kai ya hau, kansa ya makale. Mai katon ciki ya hau ceto. Shi ma sai cikinsa ya fashе.
Mai tsilar kafa ya ruga gida ya fada. Yana gudu sai kafarsa ta karye. Daga nan sai ya fashе da kuka.

$7 \times 9 =$

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
31.5	40.1



Can read this grade 2 text (%)	
Grade 3	Grade 5
2.7	17.5

A Machamba do Senhor Daúdo O Senhor Daúdo tem uma Machamba onde semeou Milho Mapira. Nas férias, os seus filhos ajudam na limpeza do capim velho. Na altura da colheita, os vizinhos ajudam armazenar os produtos no celeiro. O milho é vendido e a mapira fica para o consumo familiar. Com o dinheiro, compra cadernos para os seus filhos.

A Escola da Amélia tem um campo de futebol. No campo estão 13 Meninas e 27 Meninos a jogar a bola. Quantos estão a jogar a bola?

Can do this grade 2 arithmetic problem (%)	
Grade 3	Grade 5
1.5	10.4

About the PAL Network

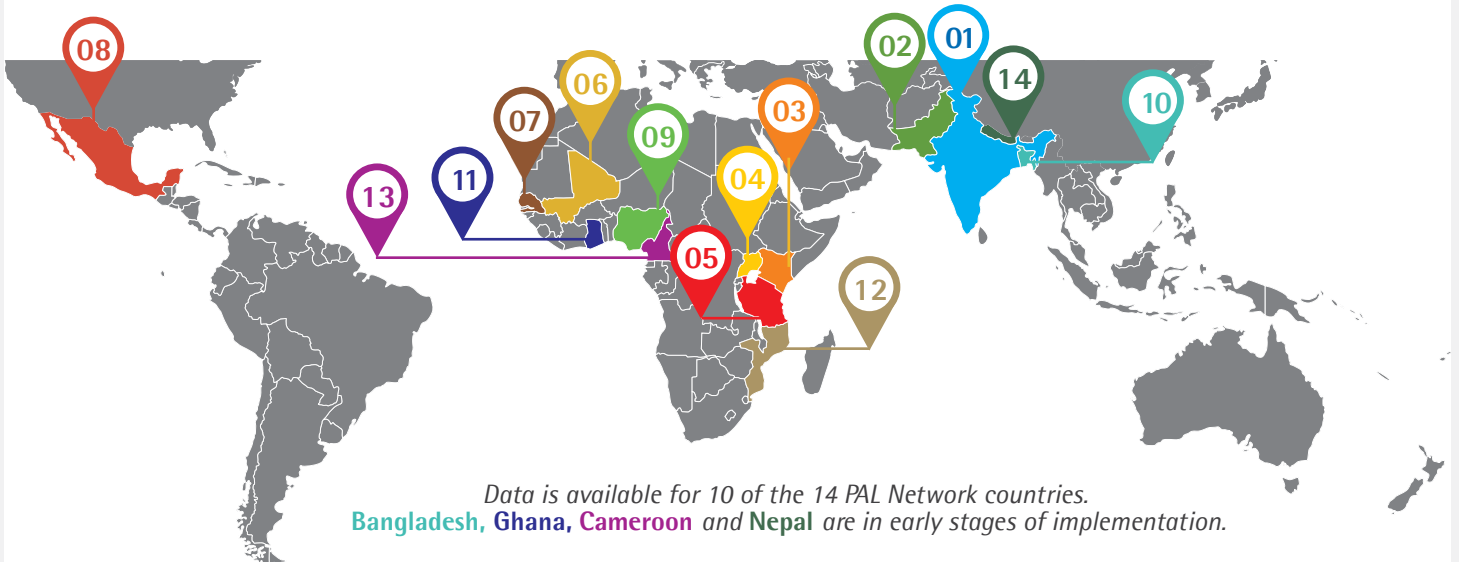
The PAL Network envisages a world where all children acquire the foundational skills that allow them to thrive. Its mission is to bring learning and measurement to the centre of educational policy and practice through citizen-led assessments.

Household-based assessments of basic reading and numeracy competencies are the only way to find out whether ALL children are acquiring basic skills, which are the building blocks for all future progress in school.

Guiding principles

- We design basic assessments of foundational skills including reading and simple arithmetic, based on national curriculum expectations
- We assess children one on one
- We conduct assessments in the household
- We assess at scale
- We assess at regular intervals
- We respond to local demand to address the crisis in learning
- We ensure that our data meets the highest standards
- We involve as many citizens as possible by using simple tools, communications, and assessments
- We communicate assessment results regularly to inform citizens and influence policy

Sample Description



	01	02	03	04	05	06	07	08	09	12
Ages assessed	India 5 - 16	Pakistan 5 - 16	Kenya 6 - 16	Uganda 6 - 16	Tanzania 7 - 16	Mali 6 - 14	Senegal 9 - 16	Mexico 5 - 16	Nigeria (Pilot) 5 - 15	Mozambique (Pilot) 7 - 16
Children assessed	562,305	216,365	130,653	99,617	197,451	44,861	22,688	10,804	1,720	9,901
Tool languages	19	3	1	7	1	11	2	1	2	1
Assessment scale	National	National	National	National	National	Regional	National	Regional	Regional	Regional
Data for year	2016	2016	2015	2015	2015	2016	2016	2016	2015	2016