



Child being tested in Kenya. Photo credits: Uwezo, Kenya

Citizen-Led Assessments of Basic Learning



The People's Action for Learning (PAL) Network brings together fourteen countries working across three continents to assess the basic reading and numeracy competencies of all children, in their homes, through annual citizen-led assessments.

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 has remained constant: **Are our children learning?**

Learning levels in grade 5

% of children who:



Can read this grade II test (%)
47.8

पियग मप भनजगपपपप स्वपमिपग भकब
मपथकमपथक अपलथ लप, पक
दब:जब:ज नयप उथ वनजपज भत्रशक
श्रधथप श्रधथगक मप भग मसपद अंक
जपकसप म मपकखज जि वीजि थकमव
अपनव स्वप, जपकसप गक वीजि मपक पक:
कि थखमपमव श्रधथप अगपसपद जि गक
मथमवपधअ श्रधथप श्रधथपद अपमज अएक
जपज स्वपमव भत्तंक कि श्रधथगक थहक
श्रधथचकश्रधथचक वपच नपक हदर

$7 \overline{) 879}$

Can do this grade IV arithmetic problem (%)
25.9



Can read this grade II test (%)
54.9

تا اور اہم اپنے امی اور کے ساتھ ترین میں سڑک کے لیے جا رہے
تھے۔ سڑکوں ہونے سے پہلے ایک بچہ اور بیٹی بھی اپنے ماں
باپ کے ساتھ ترین میں سڑک کرنے کے آئے۔ لیکن ان کے
بیٹے کے لیے گولڈن جی۔ تا اور اہم نے ان سے کہا کہ آپ لوگ
ہمارے ساتھ بیٹھ جائیے۔ انہوں نے کہا آپ لوگوں کا شکر ہے
ہماری سب سے آپ کو تکلیف ہوگی۔ تا نے کہا اور سڑک کی مدد کرتا تو
ابھی بات ہوتی ہے۔

$78 \div 3$

Can do this grade II arithmetic problem (%)
49.8



Can read this grade II test (%)
76.8

Wiki iliyopita tulikuwa na karamu kubwa nyumbani. Dada yangu alikuwa amefaulu mtihani wake. Mama na baba walijawa na furaha tele. Walialika jamaa na marafiki kwenye karamu. Wageni wote walifike mapema sana karamuni.

Mama alipika vyakula vitamu sana. Alipika chapatti, wali na nyama. Kulikuwa na matunda ya aina nyingi. Dada yangu alikuwa na furaha tele. Alivaa nguo nzuri na kutjitia marashi. Wageni wote walimpongeza na kumpa zawadi nyingi.

$20 \div 2 =$

Can do this grade II arithmetic problem (%)
73.6



Can read this grade II test (%)
55.7

Obugenyi owa Tatento

Obwire obuhwaire tatento akaba aine obugenyi. Akeeta abantu bataano baashatura enku nyingi. Akashigisha obushera burimu obwoki bwingi munonga. Akabaagira abantu abo embuzi ibiri. Byona ebyo akabikora kushemeza abantu abo. Omu kasheeshe akabaaga ente ibiri.

Abantu bakakora munonga kuboneza obugenyi obu. Enku ezi baashatwire zitateeka haasigara enshaagi. Ebyokurya bikaba biri bingi kandi binuzire. Abantu bakarya baanywa obushera bwingi munonga. Obushera bwabo bukaba bunuzire munonga. bakanywa baashemererwa. Nangwa bakataagurira baasima munonga tatento. Obugenyi bwa tatento bukabonera munonga.

$12 \div 3 =$

Can do this grade II arithmetic problem (%)
60.8

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

Tanzania



Data for 2015

Can read this grade II test (%)

81.0

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

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

$11 \times 2 =$

Can do this grade II arithmetic problem (%)

65.0

Mali



Data for 2016

Can read this grade II test (%)

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 II arithmetic problem (%)

12.3

Senegal



Data for 2016

Can read this grade III test (%)

33.0

À 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 III arithmetic problem (%)

61.0

Mexico



Data for 2016

Can read this grade II test (%)

79.7

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.

$6 \overline{)204}$

Can do this grade IV arithmetic problem (%)

41.9

Nigeria



Data for 2015

Can read this grade II test (%)

44.4

WASU ABOKAI UKU

An yi wasu abekai 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 fashe.

Mai tsilar kafa ya rugo gida ya fada. Yana gudu sai kafarsa ta karye. Daga nan sai ya fashe da kuka.

$7 \times 9 =$

Can do this grade II arithmetic problem (%)

40.1

About the PAL Network

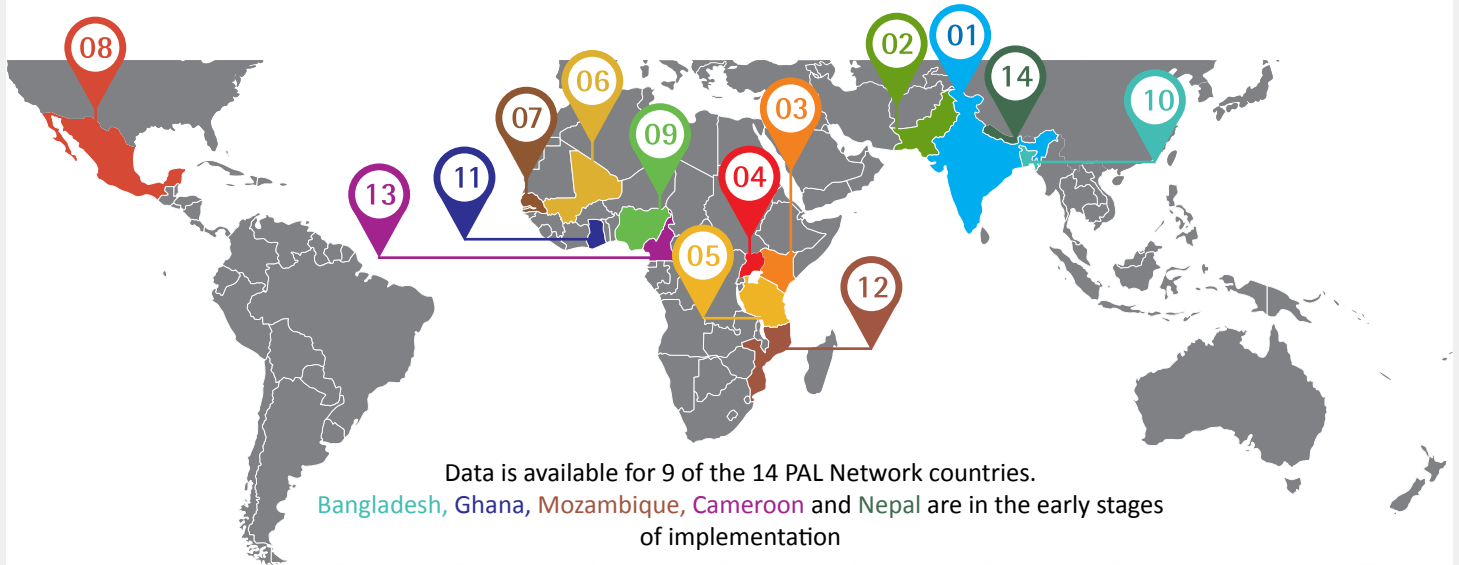
The PAL Network envisages a world where all children acquire the foundational skills that allow them to thrive. Its mission is to bring learning and measurement to the centre of educational policy and practice through citizen-led assessments.

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
	India	Pakistan	Kenya	Uganda	Tanzania	Mali	Senegal	Mexico	Nigeria (Pilot)
Ages assessed	5-16	5-16	6-16	6-16	7-16	6-14	6-18	5-16	5-15
Children assessed	562,305	244,457	130,653	99,617	197,451	44,861	22,688	10,804	1,720
Tool languages	19	3	1	7	1	11	2	1	2
Assessment scale	National	National	National	National	National	Regional	National	Regional	Regional
Data for year	2016	2015	2015	2015	2015	2016	2016	2016	2015