

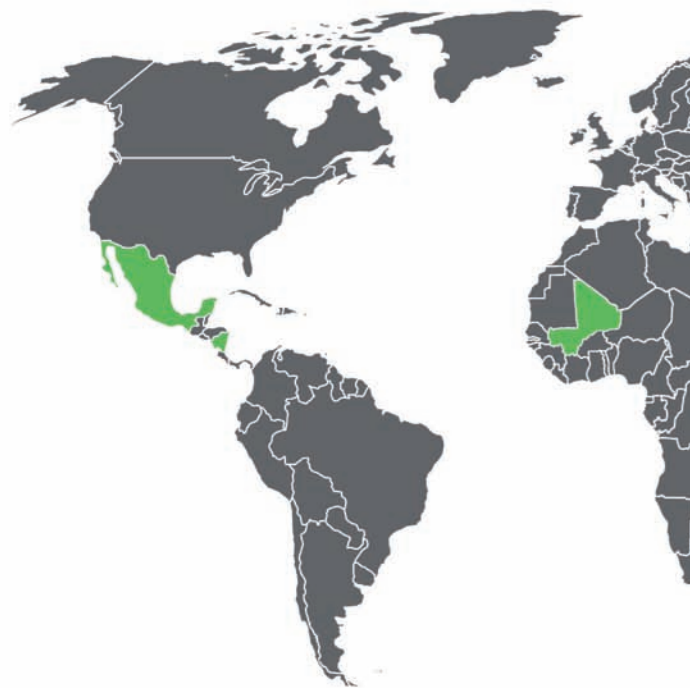
Messages from PAL leaders

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Uno de los efectos negativos de la pandemia en educación es ampliar las brechas entre conectados y desconectados. Aquellos que no pudieron conectarse, por falta de acceso a Internet, por falta de habilidades y/o por tiempo de atención en los hogares, tendrán mayores pérdidas de aprendizaje. Ante esta situación, ICAN funciona como una herramienta diagnóstica para que niños y niñas, maestros y directores, madres y padres, y la comunidad en general, puedan comprender de manera simple y clara, cuáles son los rezagos en matemáticas que la pandemia ha dejado en sus niños y niñas.

ICAN es fácil de aplicar y funciona para todos: para que el maestro en las aulas pueda planear mejor el regreso a clases; para que los niños y sus familias puedan motivarse por la escuela; para que el director de la escuela distribuya mejor sus recursos; para que el gobierno diseñe políticas educativas que se enfoquen en lo urgente y lo importante; y para que todos nos aseguremos que nadie se quede atrás.

Anabel Velásquez Durán, Medición Independiente de Aprendizajes (MIA), Mexico



La experiencia vivida en la Evaluación Común Internacional en Matemáticas (ICAN por sus siglas en inglés) en Nicaragua, específicamente en la visita a casi 1200 hogares de 60 comunidades rurales del Municipio de Matagalpa, fue muy peculiar. La participación activa y voluntaria de 125 estudiantes y 30 docentes de la Escuela Normal José Martí de Matagalpa permitió que, además de recolectar los resultados del propio proceso de Evaluación Común, también obtener insumos para la concreción del currículum de la formación docente en esa Escuela Normal.

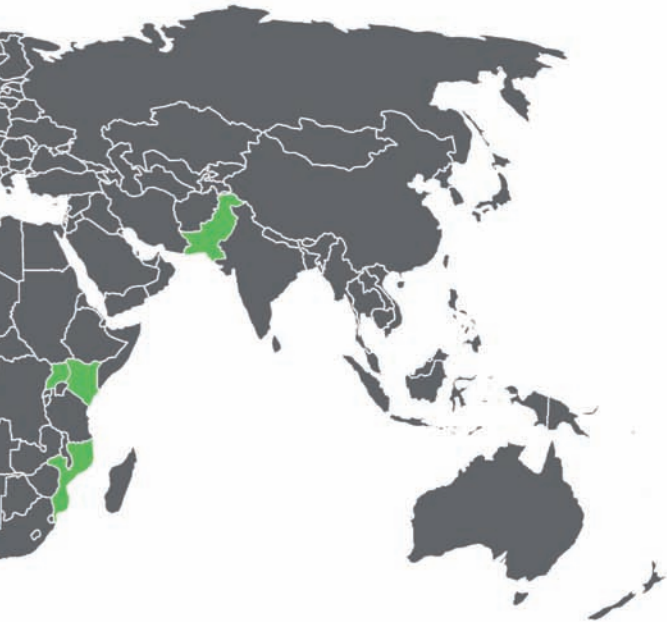
El acercamiento a la realidad socio-educativa en las comunidades rurales ha sido una experiencia muy impactante y ha permitido enamorarnos aún más de nuestro oficio como educadoras/es. Es mucho lo que podemos aprender del área rural. La experiencia nos fortalece en nuestro afán de seguir contribuyendo a la calidad educativa en cuanto al desarrollo de habilidades básicas en lectura, matemáticas e interacción social.

Herman Van de Velde, Valoración Intersubjetiva del Aprender (VIDA), Nicaragua

Émerveillé par l'approche d'évaluation citoyenne des apprentissages scolaires, Monsieur MT déclarait ceci : « On n'évalue pas seulement l'enfant mais on montre également aux parents leur rôle dans la réussite scolaire de leurs enfants. Pour moi, cette évaluation avec ses outils simples et adaptés, est accessible à tous et doit être pratiquée chaque année et partout au Mali. J'ai maintenant compris que même non scolarisé, je peux aider mes enfants à apprendre, ne serait-ce que de m'assurer qu'ils ont le nécessaire qu'il leur faut le matin pour aller à l'école; leur accorder le temps pour leur devoir à la maison ; visiter souvent leur école et échanger avec leur enseignant ; leur demander de parler de ce qu'ils ont fait en classe »

Massaman Sinaba, Beekunko, Mali

Messages from PAL leaders



As members of the PAL Network's Citizen-Led Assessments (CLA) model, since the last decade we at Idara-e-Taleem-o-Aagahi (ITA) have invested heavily in raising awareness that schooling is not learning. The CLA model of conducting simple household-based assessments for foundational learning has played a fundamental role in shifting national and global conversations to improving competencies. The compelling need for generating robustness to capture globally agreed minimum proficiency levels for both language and numeracy has finally led the PAL Network to reach a global milestone. ICAN, tested in 13 countries including Pakistan is a testimony to the guts of our Network! Conducted with children 5-16 years old, across 60 villages of Toba Tek Singh (Punjab), ICAN could not have had a better first home landing! We at ITA are privileged to be part of a global community of practice that is committed to not just measurement but more importantly learning improvement initiatives on the ground.

Baela Raza Jamil, Annual Status of Education Report (ASER), Pakistan

'I panted like a dog having walked for only 10 minutes. It was raining heavily, and I knew that we had to get this assessment to every child', are the words of one volunteer in Mwala. Yet, the assessment establishes that every 4th learner in grades 7 and 8 (completed over 10 schooling years), cannot do numeracy at grade two level. The rains will pour, the sun will scorch our heads, but we will go on. Until the 4th child learns. Our hearts unite with the volunteers of Mwala, and every Kenyan who cares, as we launch these findings. May this report energise us, and usher new hope for every learner who cannot count.

John Mugo, Zizi Afrique, Kenya

Uwezo Uganda is delighted to be part of this historic comparison of numeracy learning outcomes across 13 countries in the Global South. From 2010 to 2019 we were privileged to be part of an East African movement which assessed basic literacy and numeracy across Uganda, Kenya and Tanzania. This enabled us to generate frequent comparative learning assessment data against which individual countries in the region benchmarked for systems accountability and improvement. Participating in the International Common Assessment of Numeracy (ICAN) provides yet another opportunity to individual countries for self-assessment and peer-learning. As Giovanni Sartori, a popular political scientist has noted, 'someone who knows just one country, doesn't know anything.' We believe that being part of this historic multi-country assessment of learning outcomes will enable countries in the Global South to understand their own realities better.

Mary Goretti Nakabugo, Uwezo, Uganda

In the last four years we have seen evidence that our children are not learning. Discussions with parents, teachers and education managers have shown unanimity on the problem. However, this has not resulted in innovative governmental solutions to improve learning. The ICAN tool offers the opportunity to generate comparable data between different countries in the Global South. Piloting ICAN has shown that we can generate data with the CLA approach. I hope this new tool is ICAN for VOICE. To contribute to raising our voice for quality education for all children who are often neglected.

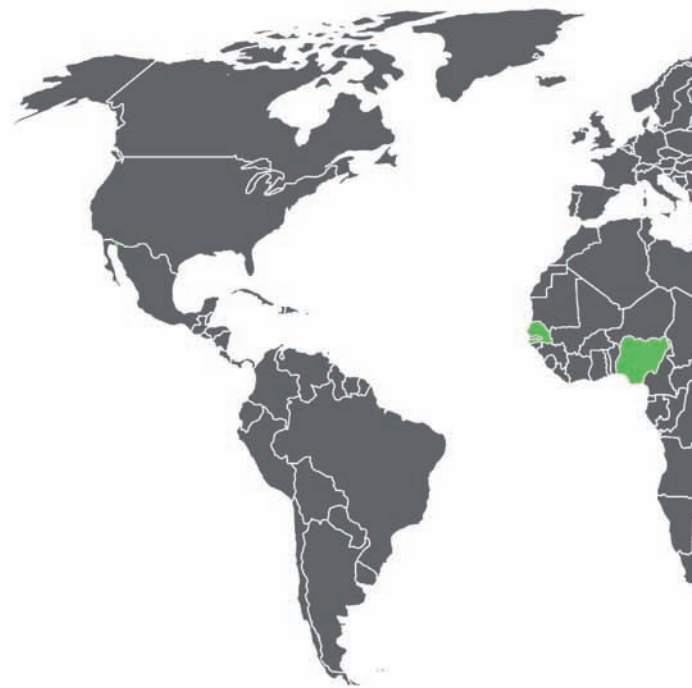
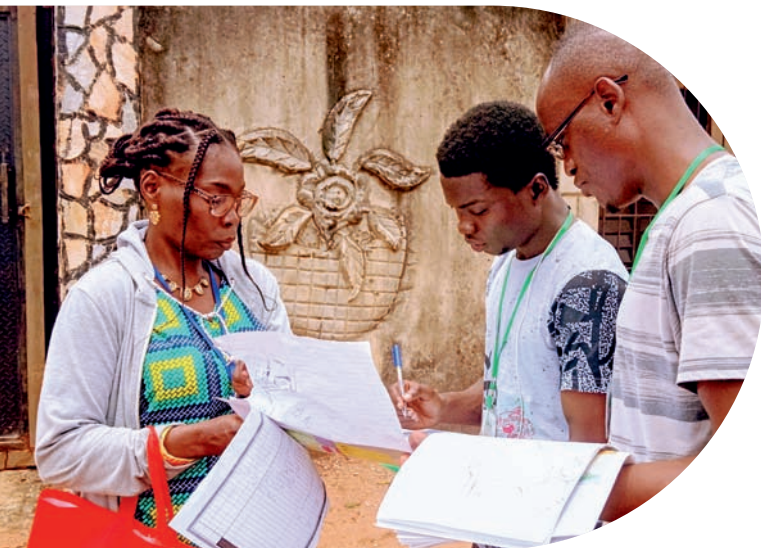
Matilde de Melo, Todos Pelas Crianças em Moçambique (TPC), Mozambique



Messages from PAL leaders

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For ICAN, we partnered closely with our community volunteers who did a splendid job. These volunteers played a critical role due to their familiarity with the environment, ease of communication with the community members, and the ability to keep costs low. Because our volunteers live in the community we surveyed, they demonstrated a deep and shared sense of commitment to the activities.



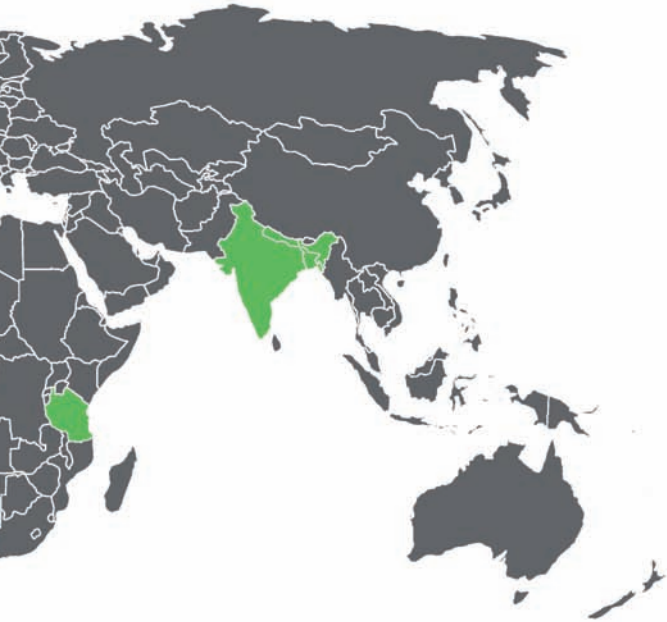
Preparing volunteers for the field involved much training and practice. We dispatched them in teams for repeated practice sessions until they got a firm grasp of the ICAN approach and methodology. In the end, ICAN did more than ascertain the learning levels of children; it brought members of the community together, created a connection between volunteers and households, and made everyone realise that educating our children is a joint effort that must continue to be prioritised by all.

Modupe Adefeso-Olateju, LEARNigeria, Nigeria

Après d'énormes progrès dans la fréquentation scolaire au cours des deux dernières décennies grâce à plusieurs initiatives, l'un défi majeur que rencontre le système éducatif des pays en développement dont le Sénégal demeure la qualité des apprentissages. Les tests en mathématiques et/ou en lecture réalisés par divers acteurs montrent tous la persistance des lacunes chez les enfants scolarisés dès le primaire. Dans ce contexte, il urge de connaître de manière fine les difficultés rencontrées par les enfants afin de développer les solutions adéquates. L'évaluation ICAN entre largement dans cette perspective. Elle offre aux décideurs locaux, nationaux et internationaux des informations clés sur le niveau et les types de difficultés, pour l'instant en mathématique, que rencontrent les enfants dans nos pays. Il s'agit ainsi d'un outil précieux, qui vient renforcer, au Sénégal, ceux développés par le LARTES-IFAN de l'Université Cheikh Anta Diop (Jàngandoo, Programme de la Remédiation à l'Élémentaire) au service du développement de la qualité des apprentissages.

Soufianou Moussa, Jàngandoo, Senegal

Messages from PAL leaders



A citizen assessor of ICAN from Makwanpur (Nepal) during the fieldwork: 'I was shocked to find that a grade 8 student couldn't solve a grade 2 division problem. What can I do?' This anecdote tells us that ICAN not only offers international comparability of results aligned to SDG 4.1.1 (a), but also inspires local youths and community members to raise the standards of numeracy in constructive ways. Thus, ICAN is an important tool for local youths, teachers, students, parents and the governing body. I believe that ICAN assessment tool is able to take diversity into account in order to obtain a fair estimation of learning as it is available in 11 different languages. The lead of PAL Network to come up with ICAN as new global standard numeracy dataset from the Global South is very relevant for us at the moment.

Rajib Timalisina, Annual Status of Education Report (ASER), Nepal

Fifteen years ago, we could never have imagined that Pratham's approach to measuring children's foundational learning would travel the globe and seed collaborations across the Global South. The development and release of ICAN, a product of these shared priorities and joint efforts, could not have come at a more opportune moment. We don't yet know the full extent to which the ongoing crisis caused by COVID-19 will affect our world and our children. We do know that even before the pandemic, large proportions of children were not receiving the education they need and deserve. This situation will be far worse in the days ahead.

ICAN is in the public domain, available in 11 languages, aligned to SDG 4.1.1 (a), and can be used in a variety of contexts. Its release reminds us all that wherever we are and whatever our differences, we have both the responsibility and the ability to work together towards shared global goals.

Suman Bhattacharjea, Annual Status of Education Report (ASER), India

ICAN is a locally rooted, globally scaled tool for the assessment of foundational numeracy of children. By being so, it not only solves the dilemma of local vs global assessment debate, but also embodies the strategic benefits of both approaches. Most globally comparative assessments are centrally developed and then translated for other countries, which fail to address national policy apparatus and often lack localisation. ICAN was designed collaboratively in 11 languages, based on the national curriculum of PAL member countries. Therefore, it is effective in both monitoring and advocating for the quality of education nationally, and in monitoring the progress towards achieving global education goals such as SDG 4.1.1 (a).

Syed Ahamed, Annual Status of Education Report (ASER), Bangladesh

It was in November 2019, when I visited some households in selected villages during ICAN assessment of children aged 5-16 years in Arusha district. I was excited to see how volunteers had mastered the tools and were assessing children with confidence. Parents were happy to see their children attempting numeracy tests that were also being attempted by other children in 12 countries. During the assessment at the households, each child was eager to take the test. From that experience, I was wondering: What could be more thrilling than having a Global South initiated International Common Assessment of Numeracy which is easy to administer and allows to compare results across the countries? As ICAN tools are simple to use, reliable, and easy to administer, they can facilitate independent ranking of achievement of SDG 4.1.1 (a) globally and within a specific country.

Zaida Mgalla, Uwezo, Tanzania

