

## 6. Illustrative comparisons using ICAN 2019 data



# What proportion of children meet the SDG 4.1.1 (a) numeracy criteria for class 2 or 3?

Chart 1a

% Children in class 2-3 who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a)

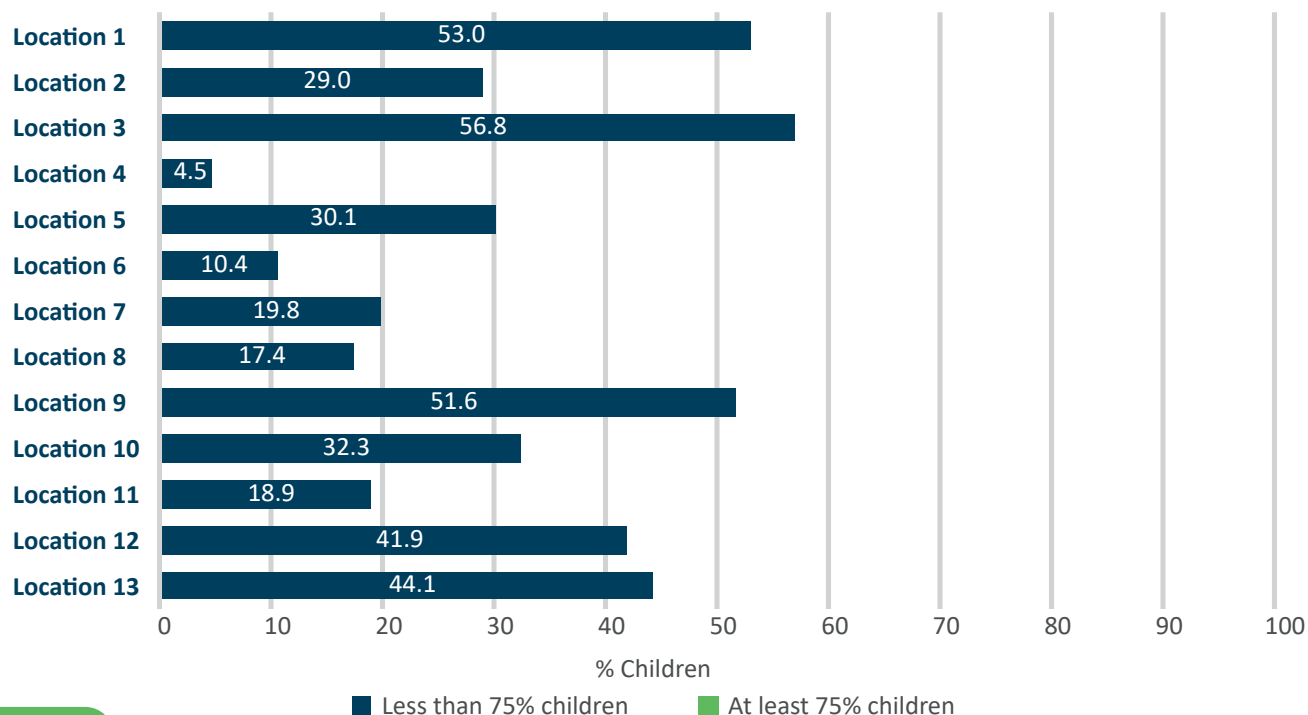
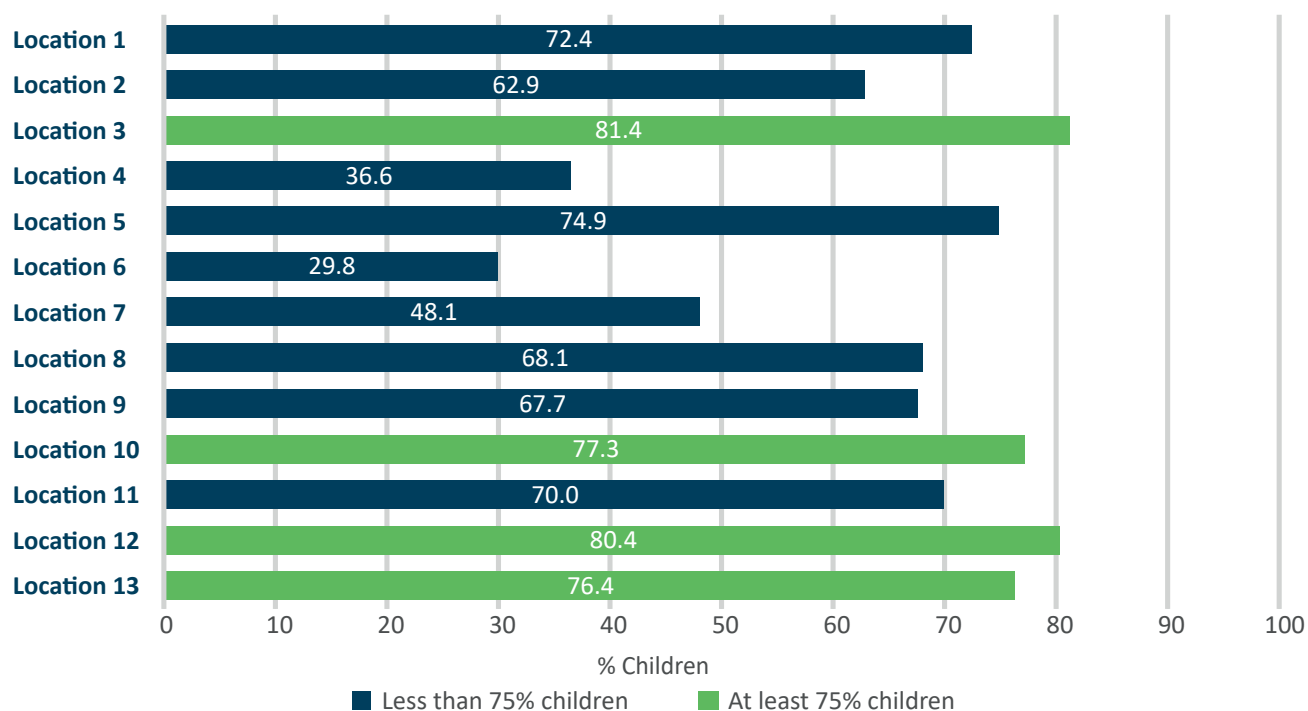


Chart 1b

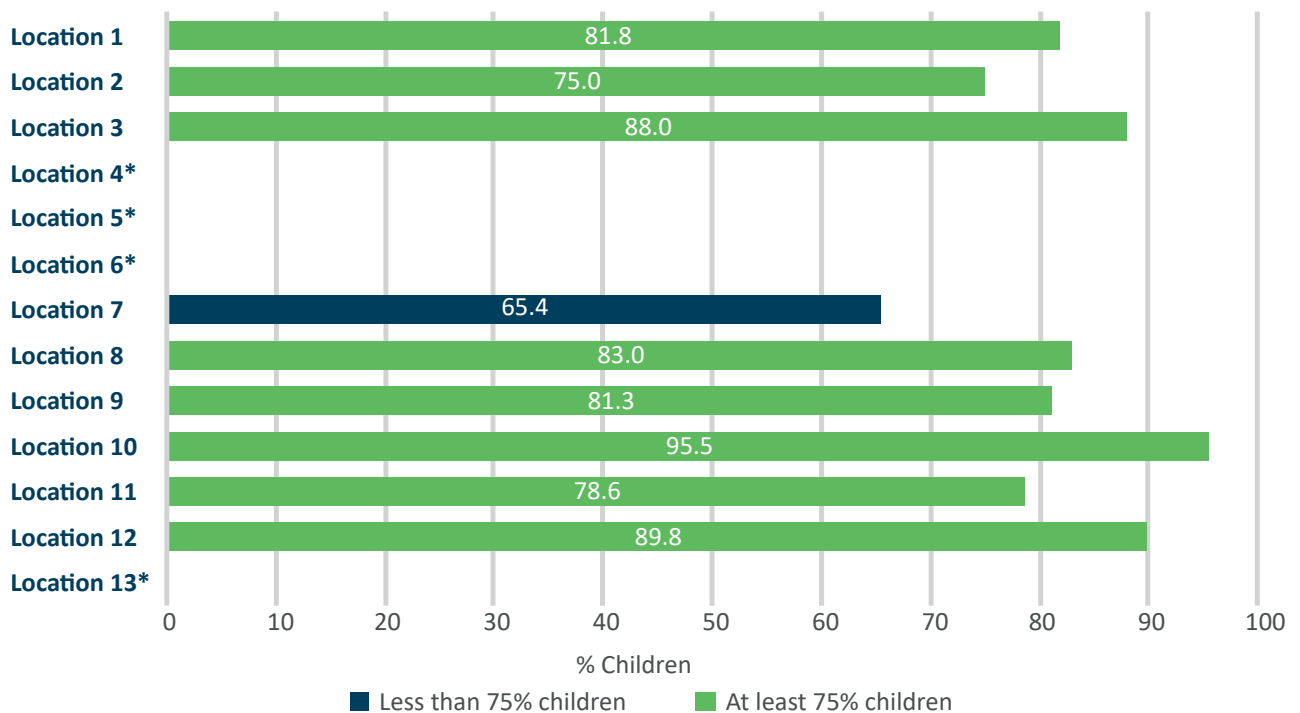
% Children in class 4-6 who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a)



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

Chart 1c

**% Children in class 7-8 who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a)**



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

\* Insufficient sample size

The minimum proficiency level descriptor for numeracy under SDG 4.1.1 (a) expects students to demonstrate skills in number sense and computation, shape recognition and spatial orientation in class 2 or 3.

Chart 1 shows the proportion of children in class 2-3 (chart 1a), class 4-6 (chart 1b) and class 7-8 (chart 1c) who are able to do a set of foundational numeracy tasks that proxy the minimum proficiency level requirements for SDG 4.1.1 (a):

- At least 1 task each on spatial orientation, shape recognition, measurement, and number recognition; as well as
- At least 3 simple number operations.<sup>1</sup>

Charts 1a, 1b and 1c also identify the class group by when at least 75% children in a given location are able to do this set of tasks (green bars).

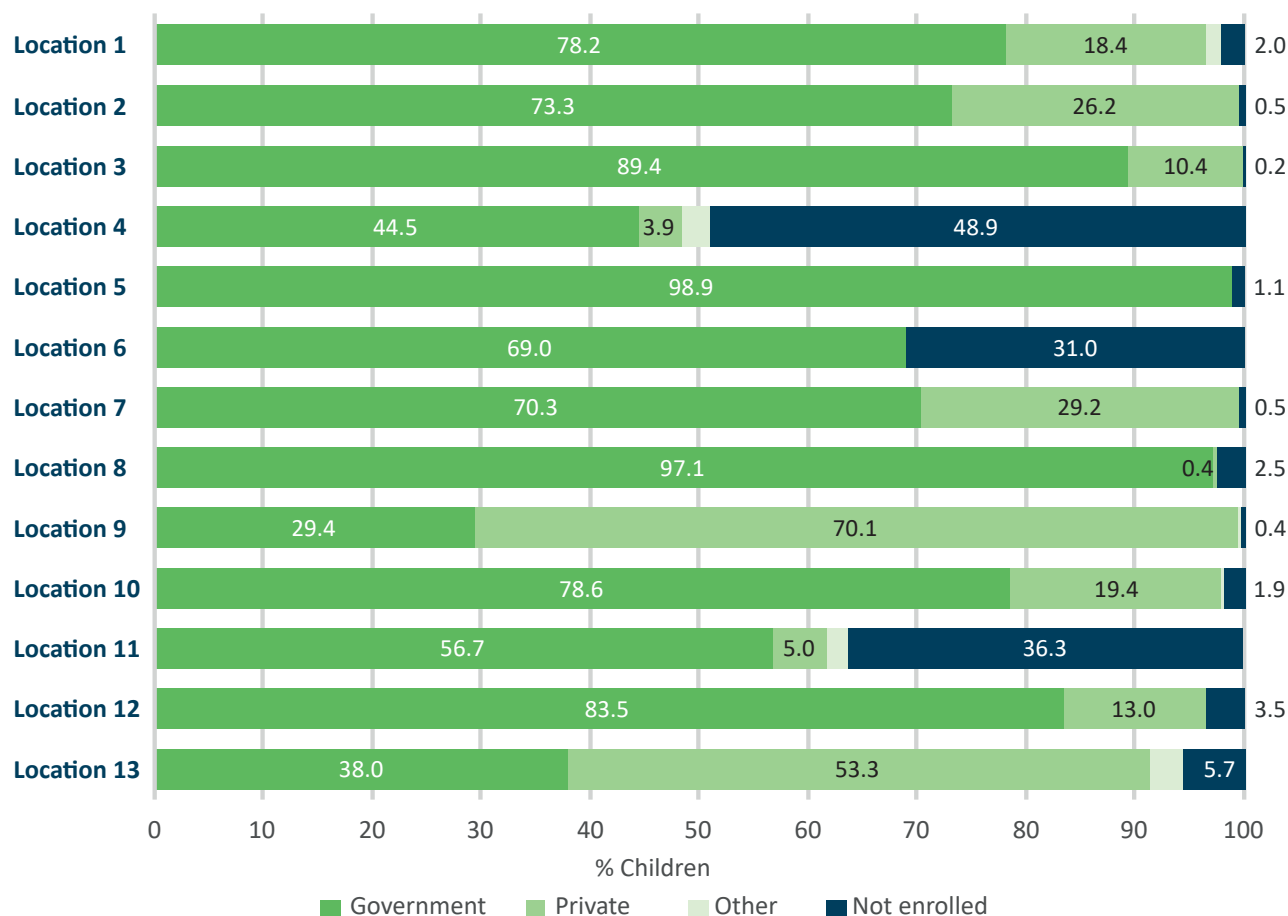
- In class 2-3, no location meets this criterion: the proportion of children who can do these tasks ranges from over 55% in Location 3 to only about 5% in Location 4.
- Even in class 4-6, only 4 locations meet the criterion: Location 3, Location 10, Location 12 and Location 13.
- In the 8 locations for which sufficient data is available, it is only by class 7-8 that all locations (except one, Location 7) meet the 75% criterion. But even in these classes, many children are still unable to do numeracy tasks expected in class 2 or 3.

<sup>1</sup>See pages 9-11 for a complete set of ICAN assessment tasks.

# It has been 20 years since the Millennium Development Goals called for universal primary education. What is the status today?

Chart 2

% Children age 6-10 enrolled in different types of schools and children not enrolled



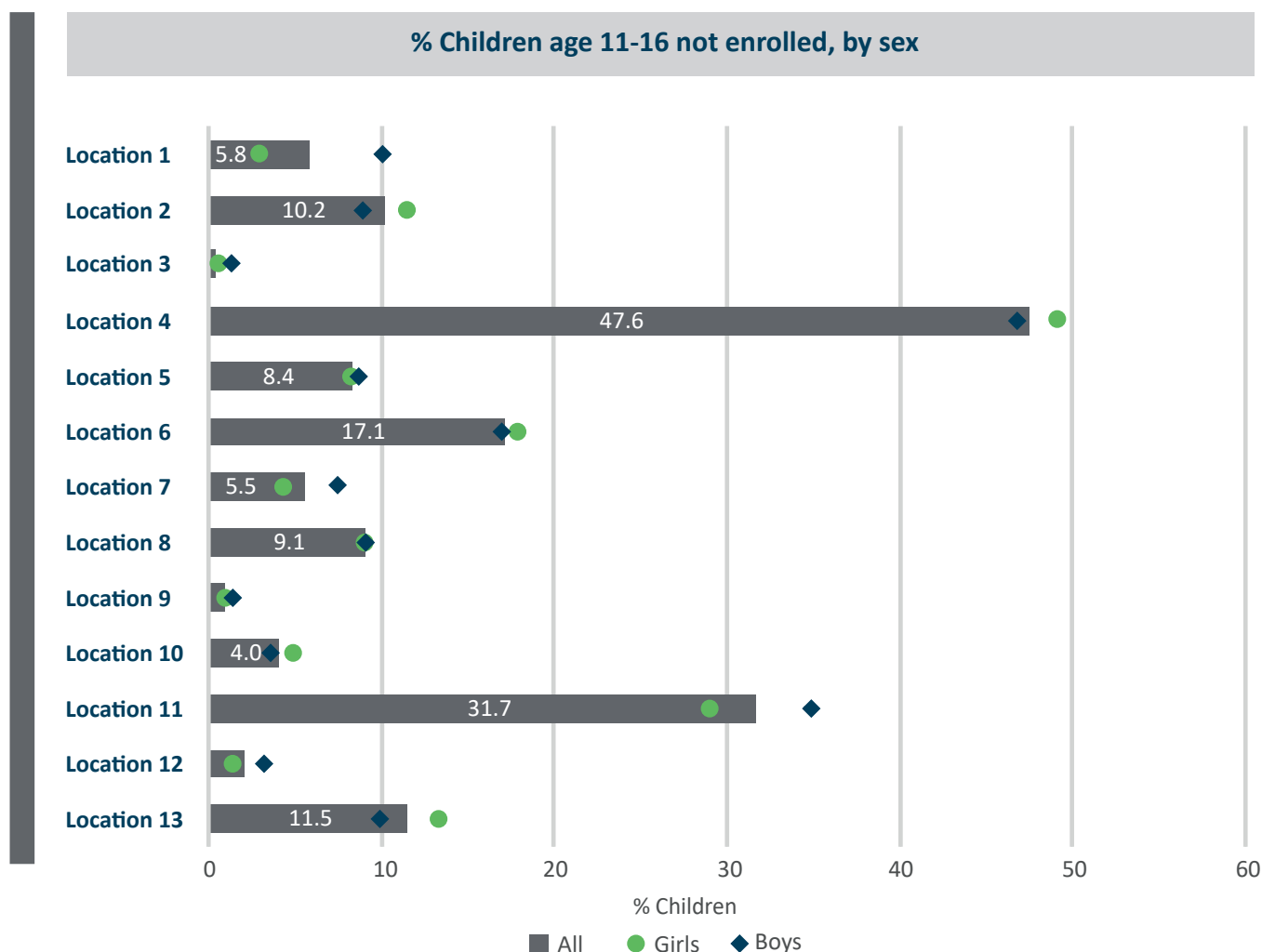
These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

Adopted in the year 2000, the Millennium Development Goals (MDGs) created a push for universal access to education. Since then, there have been global and national efforts to expand school enrolments. Chart 2 explores enrolment patterns among children in the age group of 6-10 years, which is the primary school-going age group in most countries.

- Over 95% children in the age group of 6-10 years are enrolled in some type of school in most locations except Location 4, Location 6, Location 11 and Location 13.
- In Location 4, almost 50% children in this age group are out of school. This proportion is also large in Location 11 (over 35%) and in Location 6 (over 30%).
- In Location 9, 70% children are enrolled in private schools. This proportion is over 50% in Location 13 and around 30% in Location 7. In Location 5 and Location 8, on the other hand, almost all children in the age group of 6-10 years are enrolled in government schools.

# Are older girls less likely to be in school than older boys?

Chart 3



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

The ongoing COVID-19 pandemic will affect both the demand for and the supply of schooling. Adolescents and girls are likely to be the most affected.

Household-based implementation of ICAN on scale is useful to monitor enrolment patterns as well as foundational numeracy. Chart 3 explores the extent to which older children are out of school, and whether there are differences in this proportion by sex.

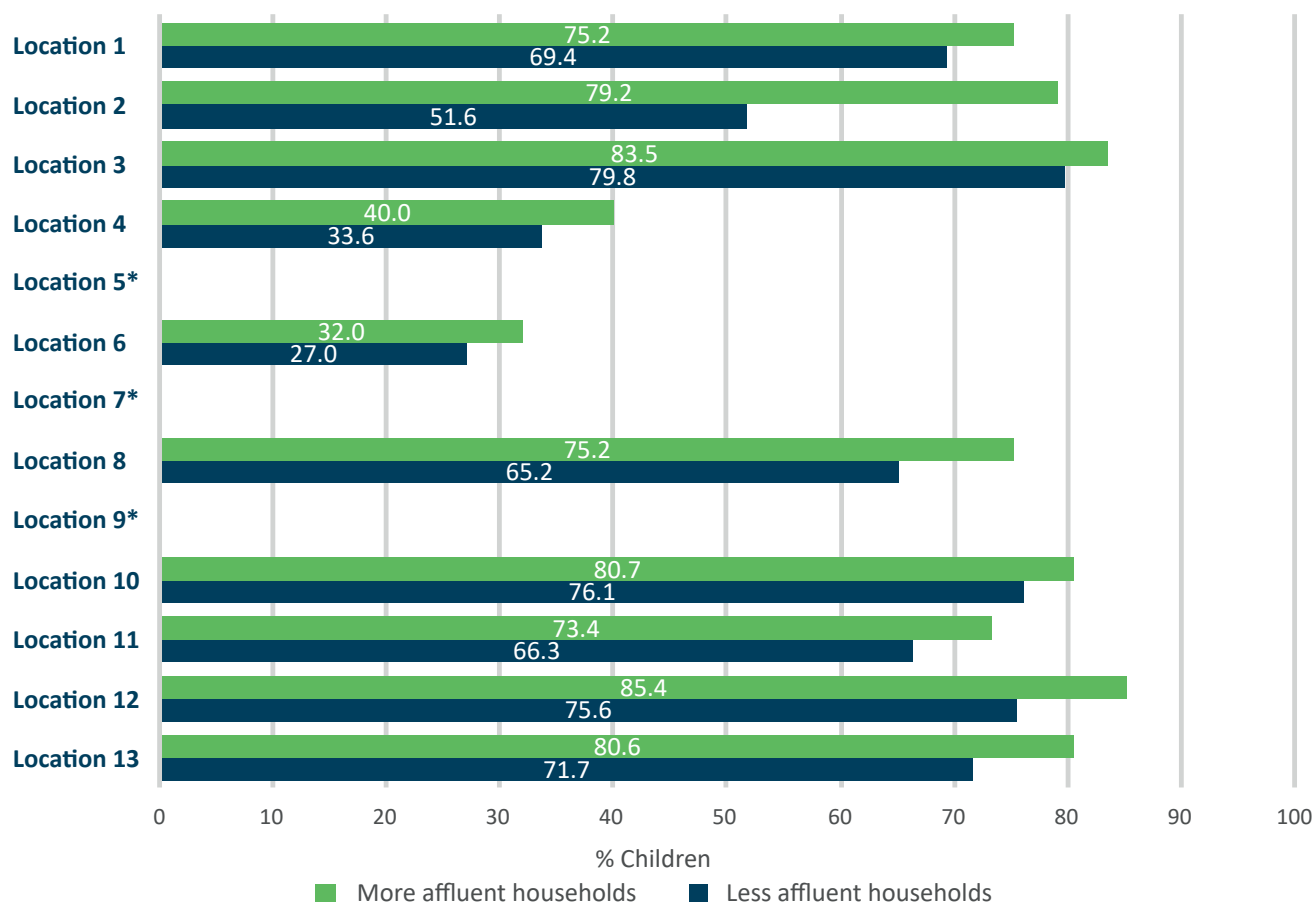
- In Location 3 and Location 9, very few children in this older age group are out of school.

- In Location 4, almost half of all children in the age group 11-16 years are not enrolled in school. In Location 11, this proportion is over 30%; and in Location 6, it is over 15%.
- In most locations, gender gaps in enrolment are small, except for Location 1 and Location 11 where there is a difference of more than 5 percentage points between boys and girls. In both cases there are more boys out of school than girls.

# Does foundational numeracy vary by household affluence?

Chart 4

**% Children in class 4-6 who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a), by household affluence**



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

\* Insufficient sample size

ICAN 2019 was conducted in households, enabling collection of information on selected facilities and assets in each sampled household. Chart 4 explores the disparities between children from more affluent and less affluent households in class 4-6 in terms of performance on foundational numeracy tasks aligned to the minimum proficiency criteria for SDG 4.1.1 (a). Affluence categories are based on household asset ownership.

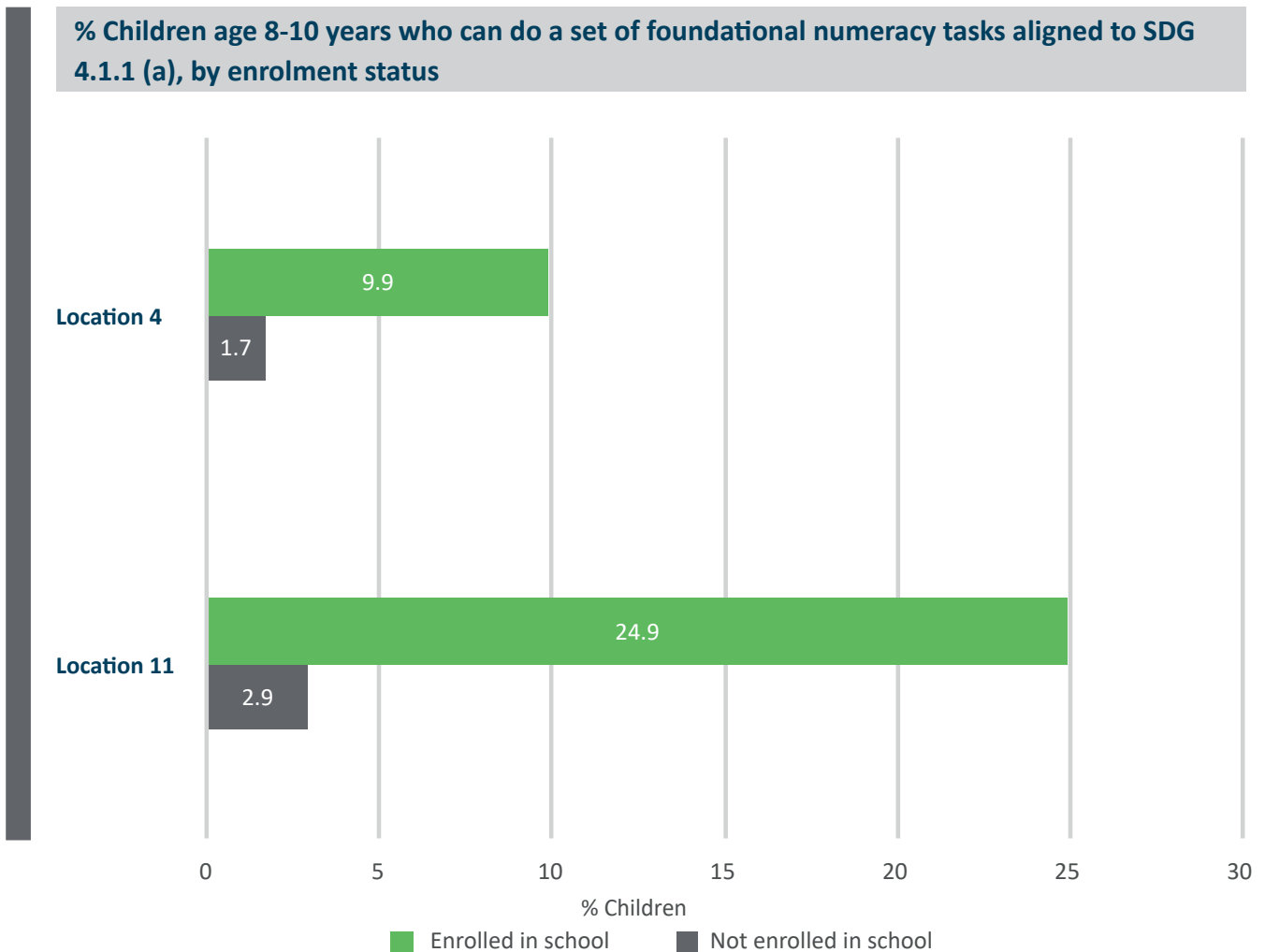
- In all the locations for which sufficient data is available, except in Location 3 and Location 10, there is a gap of at least 5 percentage points in

the proportion of children from less and more affluent households who are able to do this set of tasks. In all cases, children from more affluent households perform better.

- In Location 2, this gap is more than 25 percentage points, followed by almost 10 percentage points in Location 8 and Location 12.
- Even among class 4-6 children from more affluent households, large proportions are unable to do foundational numeracy tasks expected by class 2 or 3.

# Does foundational numeracy vary with enrolment status?

Chart 5



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.

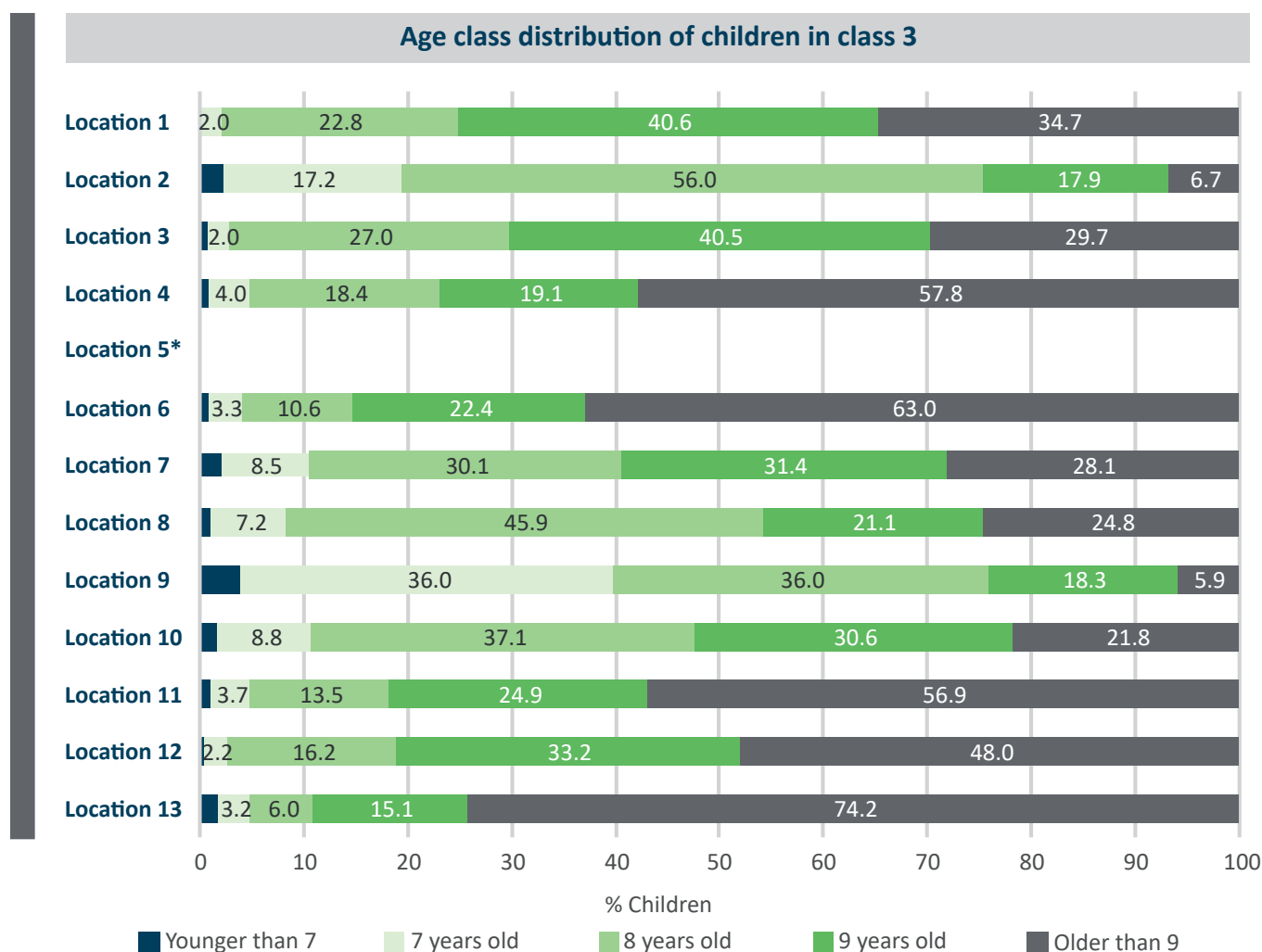
Because ICAN 2019 was administered in the households, it reached all children in the target age group of 5-16 years in sampled households, regardless of enrolment status. In Location 4 and Location 11 over 40% and 30% children, respectively in the age group of 8-10 years are not enrolled in school. For these two locations, chart 5 explores learning disparities between children who are enrolled and those who are not in terms of performance on foundational numeracy tasks aligned to the minimum proficiency requirements for SDG 4.1.1 (a).

- In Location 11, 25% of enrolled children in the age group 8-10 years can do foundational numeracy tasks. This proportion is 10% in Location 4.
- In both these locations, less than 3% children aged 8-10 years who are not enrolled in school can do foundational numeracy tasks. These out of school children need to be included in discussions on learning.



# Are children in the same class of the same age?

Chart 6



These are illustrative graphs. Because ICAN 2019 was conducted in only one district in each country, survey locations have been anonymised.  
 \* Insufficient sample size

School curricula, teaching-learning materials, and teacher training are usually designed based on the assumption that children in a given class are of the same age. Wider age bands imply additional challenges for both teachers and learners. Chart 6 explores children's age distribution in class 3.

- Among the 12 locations for which sufficient data is available, there is no location where at least 75% of all children in class 3 are the same age.
- In location 7, for example, close to one in every three children is 8 years old, a similar proportion is 9 years old and almost as many are older than 9. But at the same time, one out of ten children is younger than 8.
- Locations vary enormously in age distribution. In location 9, for example, about three quarters of class 3 children are younger than 9 while in Location 13, the same proportion is older than 9.