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:

<table>
<thead>
<tr>
<th>Country</th>
<th>Can read this grade II test (%)</th>
<th>Can do this grade IV arithmetic problem (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>47.8</td>
<td>25.9</td>
</tr>
<tr>
<td>Pakistan</td>
<td>54.9</td>
<td>49.8</td>
</tr>
<tr>
<td>Kenya</td>
<td>76.8</td>
<td>73.6</td>
</tr>
<tr>
<td>Uganda</td>
<td>55.7</td>
<td>60.8</td>
</tr>
</tbody>
</table>

### 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.


Mon ecole 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?

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

El niño que no sabía leer, Juanito siempre estaba serio, serio... Nada podía ocurrir a su alrededor que le arrancara una sonrisa siquiera. Aunque mirara payosos muy graciosos que comían chicles, 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.

Can read this grade II test (%): 81.0
Can do this grade II arithmetic problem (%): 65.0
Can read this grade II test (%): 10.3
Can do this grade II arithmetic problem (%): 12.3
Can read this grade III test (%): 33.0
Can do this grade III arithmetic problem (%): 61.0
Can read this grade II test (%): 79.7
Can do this grade IV arithmetic problem (%): 41.9
Can read this grade II test (%): 44.4
Can do this grade II arithmetic problem (%): 40.1

= 11 x 2 = 234 x 3 = 6 \sqrt{204} = 7 x 9 =
About the PAL Network

The PAL Network envisions 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

Data is available for 9 of the 14 PAL Network countries.

Bangladesh, Ghana, Mozambique, Cameroon and Nepal are in the early stages of implementation.

For more information visit: www.palnetwork.org

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