Generating and Using Evidence for Educational Reform: The PAL Network Story

15th April 2019, San Francisco
WHO ARE WE? How did it all start?

It started with an idea, a resolve to understand the ‘invisible problem’ and act on it.

Children are in school but are not Learning
ORIGINS: INDIA 2005
‘from south to south’
THE ASER APPROACH INSPIRED SIMILAR CITIZEN-LED ASSESSMENTS TO START...
Our Principles

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<td>• We generate responses from the <strong>global south</strong> that are appropriate for our shared contexts, <strong>communicating</strong> our result regularly and <strong>learning</strong> from each other.</td>
<td>• We monitor and evaluate our assessments and actions in order to learn from our mistakes and take decisions based on <strong>evidence</strong>.</td>
<td>• We freely <strong>share</strong> our tools and methods with partners, volunteers, and other organizations.</td>
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OUR PRINCIPLES (CONT.)

ASSESSMENT AND ACTION PRINCIPLES

Principles of Assessment

WE FOCUS ON FOUNDATIONAL SKILLS...

- We assess basic skills including reading and simple arithmetic.
  If children cannot read, they cannot move ahead - either in school or in life.

Principles of Action

- We use simple assessments to understand and track children’s progress.
  Understanding children’s learning progress is impossible without regular
  assessment to tailor teaching to the appropriate level.

Principles of Assessment

...ENSURING THAT NO CHILD IS LEFT BEHIND

- We assess children in their homes.
  The best place to find a representative sample of all children, whether in school
  or not, is in their home.

Principles of Action

- We ensure that all children are supported to acquire basic skills.
  Children come from many different contexts and backgrounds. We believe
  that every child can learn.

Principles of Assessment

..PAYING ATTENTION TO EACH INDIVIDUAL CHILD..

- We assess children orally, one-on-one.
  Pen and paper assessments assume that a child can already read. We do not make
  that assumption.

Principles of Action

- We build on the current learning level of each individual child to help them progress.
  We do not assume that children of the same age or grade are at the same level
  and learn at the same pace.
OUR WORK

13 ASSESSMENT

6 ACTION

National

6 National

Global

13 ASSESSMENT

National

13 ASSESSMENT

National

Global

ADVOCACY
1. ASSESSMENT: OUR STORY IN NUMBERS

- Over 7.5+ million children tested
- 14 years
- 13 countries
- 3 continents
- 690,000+ volunteers
- 52 assessments
- 40+ languages
Common network principles but localised assessments

All member countries follow key principles of citizen-led assessments BUT assessment tools are localised and the results are NOT comparable.
Conducting a Common Assessment 2019:

Common numeracy assessment in all member countries. The language of Numeracy is ‘simpler’

Common numeracy assessment + Common reading assessment in South Asia

1 district per country, though preferable to have 2 districts per country
2. ACTION: Teaching at the Right Level (TaRL)

- Set Simple and Achievable Goals
- Simple Assessments to gauge learning levels and form groups
- Grouping and teaching children according to their learning levels
- Using level-appropriate teaching learning methodologies and materials
- Tracking children’s progress based on periodic assessments and enabling movement across groups
The TaRL movement

India: Combined Activities for Maximised Learning (CAMaL)

Mozambique: Wichutha Nithuelaca – Learning while Playing

Pakistan: Learning for Access (Chalo Parho Barho – Let's Read and Grow)

Kenya: Accelerated Learning Program

Botswana: Teaching at the Right Level (TaRL) “Every Child Can”

Nigeria: Teaching at the Right Level (TaRL)

Senegal: Kepparu Jangandoo - Under the shadow of Jangandoo

Mexico: Jugando con las Matematicas – Playing with Mathematics
3. ADVOCACY: UNESCO GAML Dashboard

Snapshot showing PAL Network data in GAML repository to monitor SDG 4 progress
DATA QUALITY STANDARDS FRAMEWORK

Self-Reporting Overview

- Survey Tools: 95%
- Test Development: 74%
- Sampling: 88%
- Recruitment: 77%
- Training: 81%
- Data Collection: 100%
- Field Monitoring: 58%
- Data Management: 44%
- Analysis: 63%
- Reporting: 65%

70% or Above
50 – 69%
Less than 50%
PAL Network in Brief

From assessments only, to assessments for action

From localized assessments only to common assessments

Use evidence to shape and inform national and global education policies