XALAPA 2017
Poder Para la Gente

MEETING REPORT

PAL Network 5th Annual Meeting

PAL NETWORK
People's Action for Learning

MIA MEDICIÓN INDEPENDIENTE de Aprendizajes

Contents

PAL Network 5th Annual Meeting: Power to the People

The 5th Annual PAL Network meeting was held in Xalapa, Mexico from 13th to 16th March 2017. The meeting was jointly hosted by Medición Independiente de Aprendizajes (MIA) and the PAL Network. The meeting provided structured opportunities for deep exploration of this years' theme: **'Power to the people'**.

The power of this movement lies in the fact that it is led by citizens themselves. Every year, more than 68,000 citizens volunteer to traverse some of the most difficult and remote terrain in their countries, walking from house to house to find out if children are learning. Citizen-led assessments are "owned" by ordinary people, local leaders, local NGOs and other partner organizations at local and national level.

The PAL Network philosophy is simple. You cannot begin to find a solution without first understanding the problem. Finding solutions is not just the responsibility of policymakers, government leaders, head teachers and others, but includes parents and local citizens. The citizen-led assessment model allows hundreds of thousands of citizens to experience and understand the problem first hand in their own communities.

During the assessment, conversations begin to happen in households, villages and towns all over the country. The growing size of the PAL Network means that increasingly, these conversations are happening globally. Although citizen-led assessments are internationally renowned for their unique and inclusive approach to assessment that is specifically relevant to the contexts of the global South, the engine that really drives the movement – citizens themselves – is a key component of citizen-led assessments that is yet to be explored in detail.

#PoderParaLaGente

The amazing @palnetworkHQ has met 7.5m+ children using 600,000+ volunteers in 13 countries on 3 continents #PoderPorLaGente @Twaweza_NiSisi

Aidan Eyakuze
@aeyakuze

PAL civil society assessment network: 600K + volunteers have assessed 7.5 million + children in 30 languages to improve learning

Penelope Bender
@penelopeabender

Every year 70,000 volunteers take part in the largest household-based, citizen-led learning assessment @palnetworkHQ

UN Education Report
@GEMReport

Power to the People! Citizen-led assessments gain momentum writes Hannah-May Wilson @palnetworkHQ http://ow.ly/PKaI30axZUg

OSF Education
@OSFEducation

Citizen-led learning assessments are gaining momentum. Read about the @palnetworkHQ learning journey via @GEMReport

Global Partnership
@GPforEducation

Welcome Address

From left to right:

(standing) **Dra Samana Vergara Lope Tristán** — Directora del proyecto Medición Independiente de Aprendizajes (MIA);

Psic. Jannet Valtierra Jiménez — Representante del Instituto Nacional de Evaluación en Educación (INEE);

Lic. Yahel Teresa Vichi Martínez — Coordinadora de Difusión del Consejo Veracruzano de Ciencia y Tecnología (COVEYCIDET);

Dr. Felipe Hevia de la Jara — Director del proyecto Medición Independiente de Aprendizajes (MIA);

Dr. Fabio Fuentes Navarro — Rector de la Universidad Pedagógica Veracruzana (UPV);

Mtra. Leticia Rodríguez Audirac — Secretaria Académica de la Universidad Veracruzana (UV);

Mtra. Concepción Gómez Salas — Directora General de Educación Universitaria de la Secretaría de Educación de Veracruz (SEV);

Dr. Agustín Escobar Latapí — Director General del Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS);

Dr. Edgar Javier González Gaudiano — Director del Instituto de Investigaciones en Educación de la Universidad Veracruzana (IIE-UV);

Dra. Suman Bhattacharjea — Directora ASER en India;

Antrop. Marcos Raúl Pessah Micha — Director de Educación Indígena de la Secretaría de Educación de Veracruz (SEV);

Mtra. Blanca Irene Valdivia Salas — Coordinadora para la Reforma Educativa de la Secretaria de Educación de Veracruz]

Participants received a warm welcome to Xalapa from the Academic Secretary of the University of Veracruz, Professor Leticia Rodríguez Audirac. The University of Veracruz co-hosts the citizen-led assessment initiative in Mexico: Medición Independiente de Aprendizajes (MIA) along with El Centro de Investigación y Estudios Superiores en Antropología Social (CIESAS). Professor Audirac stressed the importance of using the citizen-led learning assessment as a diagnostic tool to build and develop actions to improve learning outcomes both in Mexico, and across the PAL Network member countries. "Results from citizen-led assessments need to acquire meaning for our own citizens as they are the observers of their children's education," she shared.

13 @palnetworkHQ countries meet up in Xalapa, #CitizenData on all children learning @DFID_Education engaging #PoderParaLaGente!

Ian Attfield
@AttfieldIan

The Director of CIESAS, Dr. Augustine Escobar Latapi also warmly welcomed participants. Dr Latapi talked about the necessity of citizen-led learning assessments as a tool to find the best strategies to improve children's learning levels. "In Mexico, PAL Network (through MIA) is recognized for creating social energy to create change in education," he commented and urged participants to ensure that citizen-led assessments continue to have similar impact in other countries.

The 5th PAL Network Meeting now underway in Xalapa Mexico bringing together participants from 20 countries uniting the global South & North

Sara Ruto
@SaraRuto_

#Inauguración de la #Reunión Anual de @palnetworkHQ en #Xalapa #Veracruz; organizado por @ciesas @MedirAprender

Ciesas-Golfo
@CiesasGolfo

Absolutely ecstatic to begin the 5th Annual @palnetworkHQ meeting in #Xalapa #Mexico themed #poderparalagente hosted by @MedirAprender

Hannah-May Wilson
@hmaywilson

Network Growth Story and Participant Introductions

Xalapa Organizing Committee

Clockwise from back left:

Víctor Manuel Rabay Mora, Winny Cherotich, Brenda Ceballos Flores, Abigail Blanca Lumbreras,
Ricardo Picie Hernández, Luis Francisco Pardo Perea, Maryanne Kimani, Edith Méndez Olarte,
Ana Karen Espinoza Morales, Kwamboka Nyachieo-Ngumba, Yusmani Leal Ruíz,
Betsaida Cinco Flores, Anel Miranda, Leonel Méndez Arres, Dra. Sara Ruto, Hannah-May Wilson,
Yaridel Silva Gusmán, Evelyn del Rosario Castro López, Eréndira García García,
Dra. Samana Vergara-Lope Tristán y Dr. Felipe Hevia de la Jara

The concept of conducting a citizen-led learning assessment was born in India eleven years ago. Over the last decade, the number of countries undertaking these assessments has grown organically – inspired and driven by the enthusiasm of people in other countries to learn more about the model and adapt it to their context. The PAL Network is now working in fourteen countries across three continents, assessing more than one million children every year, and we are still growing. To introduce all the participants to one another, Dr John Mugo skillfully weaved this unique story into a narrative that demonstrated that despite being from different countries, speaking different languages, growing up with different cultural norms and expectations, we were all brought together because we are interested in one thing: **learning**.

www.

To access the full list of PAL Network participants please visit:
http://bit.ly/2participants_bio

To learn more about the growth of the network over the past eleven years please visit:
http://bit.ly/2our_growth

Xalapa 2017 Keynote Speakers

Dr. Banerji shared the history of the Annual Status of Education Report (ASER) in India. In 1996, a non-governmental organization (NGO) called Pratham was founded in India to work with children in villages and urban slums all over the country. The focus of Pratham's work was to help children master basic skills in reading and maths. Working in communities all over India, the staff at Pratham wanted to have a common language to talk to each other about children's learning. They developed a simple tool to assess children's progress in reading. The tool consisted of a single sheet of paper with four levels of text: letters; simple words; a short paragraph; and a longer text story.

Pratham/PAL: "if you're really interested in all children, you have to go where children are, not where they should be." @palnetworkHQ

Penelope Bender
@penelopeabender

Dr Rukmini Banerji, CEO Pratham and Special Advisor to the PAL Network Steering Committee gives the first keynote address at the 5th Annual PAL Network meeting in Xalapa, Mexico

ASER was designed as an annual, nationwide survey of children's ability to read simple texts and do basic arithmetic that would engage ordinary citizens in finding out whether their children were learning. In November 2005, Pratham's partner organizations conducted the first ASER survey in 485 rural districts of India. ASER has been conducted every year since 2005, covering more than 15,000 villages and assessing more than 700,000 children annually. The Pratham-ASER approach visualizes measurement as the first stage for action, and both tools and findings are used to propel action at different levels. Involving large numbers of people in identifying and quantifying a problem is the first step to enabling action.

www.

To access a short video clip from Pratham India, called 'Nancy's Footsteps' please visit:
http://bit.ly/2Nancys_footsteps

Dora shared the history of the Centre for Comprehensive Development of Women (CEDIM) in Veracruz state of Mexico. In 1983, CEDIM was established as a women's organization to promote local community development through income generation and education-related activities, empowering women to increase their quality of life and reduce the incidences of violence in schools, households and the local community. In 2008 women from CEDIM started volunteering in local primary and secondary schools to talk about bullying, violence and domestic abuse. In 2016, CEDIM partnered with MIA to run a summer learning camp for children who were struggling at school.

The first pilot program welcomed 65 children from the surrounding area to the summer camp, whose motto was "Learning and playing is fun!". The MIA assessments were used to determine the learning

> Dora Galdamez @MedirAprender narrates her 30 year story of giving power to women @palnetworkHQ Xalapa Meet in Mexico
>
> **Sara Ruto**
> @SaraRuto_

Dora Estela Jovel Galdámez, Coordinator at the Centre for Comprehensive Development of Women (CEDIM) and MIA Intervention partner, shares the experience of CEDIM in facilitating summer learning camps to improve learning outcomes

> #LosLunesSonMejorCon #MIA Porque la educación es de todos, la responsabilidad MIA #PoderParaLaGente #PALNETWORK #XALAPA
>
> **MIA-MedirAprender**
> @MedirAprender

levels of children when they entered the camp, and their progress was tracked to ensure that they were learning through play. CEDIM have plans to establish a training camp for learning camp facilitators, expanding the program to 25 local communities in the region over two years, in partnership with MIA.
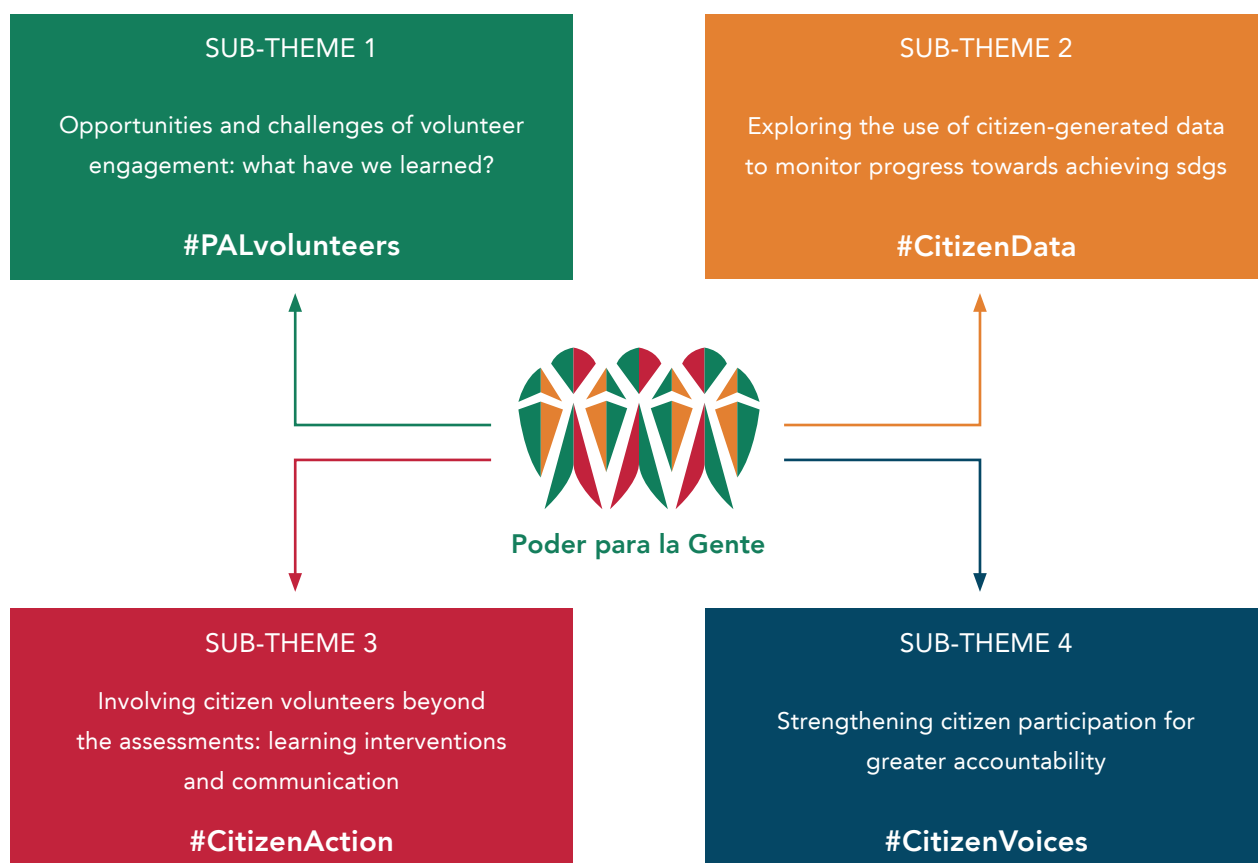
www.

To access Dora's PowerPoint presentation please visit:
http://bit.ly/2ndKeyNote

Conference Sub-themes

Dr. Wilima Wadhwa, Director ASER Centre; Armando Ali, Senior Advisor, Facilidade and TPC Mozambique; Dr. Modupe Adefeso-Olateju, Director TEP Centre and LEARNigeria; Prof. Abdou Salam Fall, Director Jàngandoo and Ifan-lartes; and Baela Raza Jamil, CEO ITA and Director, ASER Pakistan introduce the sub-theme topics through a panel discussion

SUB-THEME 1

Opportunities and challenges of volunteer engagement: what have we learned?

#PALvolunteers

SUB-THEME 2

Exploring the use of citizen-generated data to monitor progress towards achieving sdgs

#CitizenData

Poder para la Gente

SUB-THEME 3

Involving citizen volunteers beyond the assessments: learning interventions and communication

#CitizenAction

SUB-THEME 4

Strengthening citizen participation for greater accountability

#CitizenVoices

Opportunities and challenges of volunteer engagement: what have we learned?

The PAL Network is a global movement of citizens volunteering their time to understand the status of learning in their communities and collecting data to produce a national picture of learning in their country. Our volunteers are our most precious resource. Without citizen volunteers giving up their valuable time to traverse even the most hard-to-reach areas of their communities, we would not be able to collect the data we have regarding learning levels of the hardest to reach children.

We rely on volunteers who are enthusiastic, willing to learn, interested in people and education, want to make a difference in their community and are committed to persevere, even under challenging circumstances. Relying on citizen volunteers to collect this important data also comes with its challenges: from understanding the profile of suitable and effective volunteers, to understanding their motivations and expectations, to managing logistics and responding to last minute changes.

The most SustainableDevelopmentGoal is MUM. We need to show mums easy ways to help their children learn - Rukmini Banerjee #PoderParaLaGente

TEP Centre
@TEPCentre

Sahar Saeed from @ASERPAKISTAN talks about engaging #education #youth #ambassadors in #Pakistan to #advocate for better #learning

PAL Network
@palnetworkHQ

Rukmini Banerji @Pratham_India talks about @Lakhon_mein_Ek #campaign in #India w/ #volunteers 2 use #simple #activities to improve #learning

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@palnetworkHQ Es importante involucrar a los ciudadanos en los procesos de rendición de cuentas #CiticenVoices

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To access the full Information Brief for sub-theme 1 please visit:
http://palnetwork.org/publications/

Sub-theme 1: Next Steps

From the rich and interesting discussions, participants agreed that there is a wealth of ideas about how to retain and celebrate volunteerism that should be further explored by the network. Participants agreed on five key steps that could be explored by the PAL Network:

Start A Global Volunteer Award Program	All participants agreed that at the national and global level, we could be doing more to recognize outstanding volunteers and celebrate their achievements. One idea for this is to create a PAL Network Volunteer Award Program.
Incentivize Volunteers To Make Short Videos	Our volunteers have interesting and unique stories to share about their involvement in citizen-led assessments that could be shared through a short film or video. The network could offer prizes to those volunteers with the best videos and they could be uploaded onto the PAL Network website to showcase the diversity of our network.
Create An Alumni Association For PAL Volunteers	Creating a global Alumni Association for PAL Network volunteers may be a way to capture and share volunteer experiences and connect volunteers across the world. Given that many volunteers have access to smart phones, this could even be built as a mobile app.
Create A Social Media Strategy For Celebrating Volunteers	Public recognition on social media of outstanding volunteers may be a quick win to celebrate them and tell their stories. PAL Network could institute a program where volunteers can submit photos and videos or text via e-mail, or tag PAL Network on social media.
Create A PAL Network Volunteering Compendium	To show the range and variety of tasks and time taken to volunteer, PAL Network could create a compendium of volunteerism, tracking how much time volunteers participate in assessment and action activities, how long their training is in each, where the training takes place (household, community, school, or other) and with information about each volunteers' experience and their motivation for getting involved.

Exploring the use of citizen-generated data to monitor progress towards achieving the SDGs

Sustainable Development Goal (SDG) 4 sets a bold and ambitious new challenge that goes beyond the previous focus on access to measuring learning progress. SDG4 aims to achieve 'inclusive and equitable quality education and lifelong learning opportunities for all' by 2030. There are two central pillars for the education goals: monitoring and improving learning outcomes, and leaving no child behind. SDG4 is made up of ten targets, five of which focus on achieving learning outcomes. In order to be able to effectively monitor progress towards achieving these goals, more and better learning data is needed.

Citizen-led assessments provide data that make the invisible problem of poor foundational learning visible. Unlike school-based assessments, citizen-led assessment data can provide an emphasis on equity, ensuring data is available to track the learning outcomes of those children most likely to be out of school or attending irregularly. These are the children most at risk of being left behind.

Albert Motivans from @UNESCOstat talks about improving #data #quality and #methodologies in @palnetworkHQ for #SDG #monitoring #globally

PAL Network
@palnetworkHQ

Dr. Wilima Wadhwa from @asercentre talks about @palnetworkHQ collaboration with @UNESCOstat and @acereduau to use our #data to monitor #SDG4

PAL Network
@palnetworkHQ

#SDG4 #Indicator on #early #grade #learning = #strenth of @palnetworkHQ #data as we focus on #foundational #competencies for all #children

PAL Network
@palnetworkHQ

.@KabuthaMugo talks about tension between focus on @palnetworkHQ #assessment #data to expanding tools to #monitor other #SDG #indicators

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@palnetworkHQ

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To access the full Information Brief for sub-theme 2 please visit:
http://palnetwork.org/publications/

To access Syeed Ahamed's blog post about sub-theme 2 please visit:
http://iidbd.org/nb8270/

Sub-theme 2: Next Steps

After much discussion, participants agreed on four key steps to be taken by the PAL Network over the coming year, to ensure that we are strengthening our data standards through peer-led monitoring, whilst continuing to advocate globally for the inclusion of citizen-led assessment data in SDG4 monitoring.

Development Of PAL Network Data Quality Standards Framework

Since the formal establishment of the PAL Network in 2015, there is increasing pressure to say something about the quality of the data that we collect. PAL Network countries could benefit from developing a set of Data Quality Standards that are publicly available. Data Quality Standards could be drafted in three 'tiers': Basic minimum; intermediate and advanced quality standards.

Mapping Existing Country Data To The SDG Indicators

SDG4 comprises of ten targets and associated indicators. Across the PAL Network membership, countries are already collecting some of the data required to measure progress towards achieving SDG4. Participants agreed that mapping the data they collect against the indicators is the first step towards understanding how our data collection is aligned with the global goals.

Improve Data Comparability Within The Network Countries

Participants agreed that whilst it is important to speak to the national curriculum standards of each country, there are certain foundational skills that every child must learn and there may be a way to improve comparability within the network. This would start with holding a workshop on test development across the network to explore possibilities.

Develop Shared Test Items For Comparability

Participants agreed that it may be possible and desirable to create some shared test items to be able to make some direct comparisons of children's learning across the network countries. Participants' agreed that developing shared test items in numeracy would be easier to pilot for comparability.

Involving citizen volunteers beyond the assessments: learning interventions and communication.

In some PAL Network countries, recruiting and training citizen volunteers to participate in the assessment is the first step towards facilitating citizen action to improve educational outcomes. In other countries, the assessment is a standalone process. And in others, citizen-led assessments are one of several parallel strategies to encourage citizen engagement with educational outcomes.

Beyond training volunteers to conduct learning assessments, some PAL Network member countries recruit and train citizen volunteers for a number of projects and programs in the 'next steps' – typically assisting with the dissemination of assessment results or facilitating and supporting learning intervention programs. This has happened in different ways, at different levels, and at different points in the process.

Prof Abdou Salam Fall highlights that volunteers have the power to be involved in education beyond assessments. Key theme #PoderParaLaGente

Ricardo Sabates
@RSabates72

Fatou Sarr of @Jangandoo talks about importance of involving #local #authorities in the #assessment process in #Senegal #poderparalagente

PAL Network
@palnetworkHQ

@palnetworkHQ Abdou Fall frames #CitizenData theme: citizens collect data, advocate with local govt 4 social change

Pat Scheid
@pscheid6

@palnetworkHQ Se debe desarrollar la capacidad y la comunicación de los voluntarios para no ser confrontativos #CitizenVoices

Ricardo Picie
@Piciecillo_Pici

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To access the full Information Brief for sub-theme 3 please visit:
http://palnetwork.org/publications/

Sub-theme 3: Next Steps

After much discussion, participants agreed on four key steps to be taken by the PAL Network over the coming year, to ensure that we are capitalizing on sharing the rich experiences of network members and encouraging a variety of learning exchange opportunities to enable network members to further pilot and develop 'action' programs using citizen volunteers.

Systematic Documentation Of Pilot Programs	One common thread repeated throughout the sub-theme discussions was the need for systematic documentation of these pilot programs. It was agreed that the first step would be for each country to document at least one case study of a program or initiative that they are piloting (or plan to pilot) in the 'action' space.
Mapping Study And Action Menu	Once each member country has documented at least one case study in the 'action' space, the next step would involve mapping all the different pilot programs throughout the network to an 'Action Menu'. The Action Menu would be shared amongst network members and on the PAL Network website. This would allow members to learn more about the current work of the network and contact each other directly for further information.
Organizing Learning Forums And Materials	Following the creation of an Action Menu, participants agreed that it would be beneficial for PAL Network to organize different forums for a deeper exploration of action initiatives within the network. This could take the form of a series of online meetings, webinars, in-person workshops and interactive toolkits.
In-person Learning Exchanges And Funds To Pilot	One of the key challenges identified by participants in the sub-theme group was that of resources to visit and learn from other network members. Participants agreed that a natural next step to attending learning forums and having access to supporting materials would be to gain a deeper understanding of the mechanics of programs they planned to pilot. This would involve PAL Network facilitating learning exchange visits and fundraising for piloting action programs across network countries.

Strengthening citizen participation for greater accountability

Information is thought to be a key building block in empowering parents and communities to make better and more informed decisions about their children's learning. It is thought that parents and communities with accurate and reliable information about their children's learning are more likely to engage with school administrators and public officials to make changes to improve both learning, and learning environments. However, there is a complicated and nuanced relationship between information and accountability.

Even under the best of circumstances, information alone is rarely enough to activate collective action or get sufficient responses from service providers. Certain 'enabling conditions' are required to facilitate the meaningful engagement of citizens including: their interest in, and capacity to access, understand and act on information that is available and easy to understand. Information must be targeted in a way that is both usable and actionable.

.@pscheid6 @Hewlett_Found How can we bring #citizens,govt,school authorities, & #teachers together to take joint #action? #poderparalagente

PAL Network
@palnetworkHQ

@palnetworkHQ Armando Ali frames #CitizenVoices theme: how information & citizen action combined hold govt to account

Pat Scheid
@pscheid6

.@palnetworkHQ explores how to build #volunteer #capacity for #commuication and #action through #mentors and #experts #poderparalagente

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@palnetworkHQ

Children should be in the CENTRE of the #learning discourse,not in the middle of policy-citizen tensions-Suman @asercentre #PoderParaLaGente

TEP Centre
@TEPCentre

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To access the full Information Brief for sub-theme 4 please visit:
http://palnetwork.org/publications/

Sub-theme 4: Next Steps

It was agreed by participants that there is a wealth of experience and expertise within the network that could benefit and inspire inform our work with parents, schools and local communities. After much discussion, participants agreed on four key steps to be taken by the PAL Network over the coming year.

Document Best Practices Of Local Community Engagement

PAL Network countries are committed to communicating findings in easy-to-understand and accessible formats, and most importantly – discussing them. It was agreed by participants that the first step would be to document best practices of local community engagement across the network. Participants agreed that it would be important to include what hasn't worked so well, and why, to avoid repeating the same mistakes.

Draft Clear Common Messages On Accountability For Learning

Participants agreed that PAL Network should develop clear messages on what we want accountability for, in contexts where a) not all children are in school and b) classroom composition is extremely diverse when children are in school. Our message is plain and simple: What's happening inside the classroom needs to respond to the needs of the children that are inside those classrooms. We need to be speaking with one voice on these matters globally.

Facilitating More Learning Exchanges Across Network Countries

One of the key challenges identified by participants in the sub-theme group was that of resources to visit and learn from other network members. Taking advantage of the diversity of skills within the network, participants discussed the network exploring opportunities to facilitate 1-on-1 learning visits depending on the skillsets and expertise of an organization, and find ways to share that experience globally.

Establish Links With International Networks Of Social Accountability

As a network, participants agreed that we should establish closer links with international networks of social accountability to integrate the experiences of the PAL Network, and to learn from other networks or organizations working within this space.

Fieldwork

To further explore sub-theme 3: **engaging citizen volunteers beyond the assessments: learning interventions and communication**, the MIA team organized 7 field visits to explore their own learning interventions on the outskirts of Xalapa. It is in these communities that MIA has piloted summer learning camps in a variety of settings including community centres, primary and secondary schools. The learning intervention programs use the MIA assessment to measure progress made by enrolled children.

@palnetworkHQ y @MedirAprender rumbo al trabajo de campo. Entusiasmados por esta experiencia #PowerToThePeople, #PoderParaLaGente, #MI

Ricardo Picie
@Piciecillo_Pici

@palnetworkHQ nos acompaña a presenciar el trabajo de campo de las intervenciones educativas #MIA. #PowerToThePeople, #PALVolunteers

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@MedirAprender

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To read Dr. Rukmini Banerji's blog post about the field visit to Chiconquiaco please visit:
http://bit.ly/2chess_in_classrooms

To read Baela Raza Jamil's blog post about the field visits in Mexico please visit:
http://bit.ly/2learning_gains_momentum

Through an array of learning intervention programs, MIA demonstrated how they have harnessed the spirit of citizen volunteers to recruit 'reading promoters' – locally community-based volunteers who are trained to help children learn through fun activities in reading and mathematics. PAL Network participants travelled to Teocelo, Naolinco, Chiconquiaco and Tuxtlas to learn more.

@mediraprender intervention in Las Hadas, Naolinco to improve literacy and numeracy #PoderParaLaGente

Ricardo Sabates
@RSabates72

@palnetworkHQ sharing knowledge on #citizendata into action. Great visits to multigrade classes by @miaveraacruz @DFID_Education

Ian Attfield
@AttfieldIan

Visitando la Loc. El Zacatal, Mpio. de tonayán Primaria, Kinder y Telesecundaria, participantes PAL #PoderParaLaGente #MIA

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PAL Network Academic Seminar Series at the University of Veracruz

Medición Independiente de Aprendizajes (MIA) hosted an academic seminar series at the University of Veracruz to give Mexican academics an opportunity to engage with PAL Network experts from Africa, Asia and Central America. The seminar series was presented through four regional panel discussions: South Asia, East and Southern Africa, West and Central Africa, and Central America.

The panelists talked about the education challenges they are facing in their country and region; as well as the reason for establishing a citizen-led assessment initiative and gave examples of action programs to improve learning outcomes.

> .@MedirAprender opens International #Education seminar at Uni. Of #Veracruz during 5th Annual @palnetworkHQ meeting #poderparalagente
>
> **Hannah-May Wilson**
> @hmaywilson

> Dr @SaraRuto_ telling the story of @palnetworkHQ at International seminars in Xalapa. #PoderParaLaGente
>
> **Muhammad Usman**
> @usmnaz

www.

To access all the presentations from the Academic Seminar Series please visit:
http://bit.ly/2seminar_presentations

To find out more about where we work please visit:
http://palnetwork.org/where-we-work/

We use simple #tools because ALL #citizens are invited to #participate in @palnetworkHQ #assessments globally @SaraRuto_ #poderparalagente

Hannah-May Wilson
@hmaywilson

@palnetworkHQ volunteer change agents all over the globe. #youth making a difference. Collecting #evidence for #action. @Young1ove

Noam Angrist
@angrist_noam

The most important #principle of @palnetworkHQ #citizen #assessments? We assess children in their #homes and at #scale. #poderparalagente!

Hannah-May Wilson
@hmaywilson

Key #strength of @palnetworkHQ #data is that we #assess ALL #children whether or not they are in #school - important for #SDG4 #equity focus

PAL Network
@palnetworkHQ

PAL Network: Asia panel

The following PAL Network experts delivered presentations about education in Bangladesh, India and Pakistan:

Syeed Ahamed, Founder and CEO, IID Bangladesh and Coordinator IID/BRAC Survey
Ranajit Bhattacharyya, General Manager, ASER Centre
Dr. Suman Bhattacharjea, Director of Research, ASER Centre and Chair of the PAL Network Steering Committee (*Session Moderator*)
Baela Raza Jamil, Director, ASER Pakistan

Many volunteers of @asercentre want more opportunities to do more: Suman @Pratham_India @palnetworkHQ #podeparalagente

Winny Cherotich
@WinnyCherotich

@palnetworkHQ En Bangladesh, los maestros buscan estrategias tecnológicas disponibles para mejorar aprendizajes #PowerToThePeople

MIA-MedirAprender
@MedirAprender

Our work doesn't stop with #assessments, it goes to #action for improved #learning: says Baela - @itacec1 #PoderParaLaGente @ASERPAKISTAN

UN Education Report
@GEMReport

PAL Network: East and Southern Africa Panel

The following PAL Network experts delivered presentations about education in Kenya, Tanzania, Uganda and Mozambique:

Dr. Emmanuel Manyasa, Manager, Uwezo Kenya

Aidan Eyakuze, Executive Director, Twaweza East Africa

Dr. John Mugo, Director Data and Voice, Twaweza East Africa (*Session Moderator*)

Dr. Goretti Nakabugo, Twaweza Lead and Manager, Uwezo Uganda

Armando Ali, Senior Adviser, TPC Mozambique

.@ManyasaChebi shares: #access to basic #education is both a human and constitutional right in Kenya #PoderParaLaGente @Uwezo_Kenya

PAL Network
@palnetworkHQ

Uganda government using Citizen-led assessment data to hold teachers accountable: Goretti @Twaweza_NiSisi @palnetworkHQ #PoderParaLaGente

Winny Cherotich
@WinnyCherotich

#Retos de la educación en #Mozambique: casi la mitad de los niños que ingresan a la escuela no terminan el año escolar #PoderParaLaGente

Ana Espinoza Morales
@ana_emorales

PAL Network: West and Central Africa Panel

The following PAL Network experts delivered presentations about education in Senegal, Nigeria and Cameroon:

Prof. Abdou Salam Fall, Director, Jàngandoo

Dr.Modupe Adefeso-Olateju, Director, LEARNigeria

Armando Ali, Senior Adviser, TPC Mozambique (*Session Moderator*)

Afowiri (Kizito) Fondzenyuy, Country Coordinator, Djangirde Cameroon

#Citizen-led assessment in Senegal.
Volunteers willing to work in the community:
Prof. Abdou @Jangandoo @palnetworkHQ
#PoderParaLaGente

Winny Cherotich
@WinnyCherotich

¿El sistema de préstamo de libros
en #Camerún en similar al sistema
de #librosdelrincón de #México?
#PowerToThePeople, #PoderParaLaGente

MIA-MedirAprender
@MedirAprender

.@palnetworkHQ West Africa representatives
at the @MedirAprender International
#Education Seminar #PoderParaLaGente

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PAL Network: Central America Panel

The following PAL Network experts delivered presentations about education in the Dominican Republic, Nicaragua and Mexico:

Herman Van de Velde, Country Coordinator, Aprendizajes basados en actitudes cooperativas (ÁBACOenRed)

Dr. Samana Vergara-Lope Tristan, Co-Director, Medición Independiente de Aprendizajes (MIA) (Session Moderator)

Aida Teresa Mencia Ripley, Dean of Research, Ibero-American University, Dominican Republic

Claudia Santizo, Guest Researcher, MIA

Herman Van de Velde from #Nicaragua says: #Education is #life. We agree! #PoderParaLaGente @MedirAprender @svergaralope9

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There is parental enthusiasm about their children's learning: MIA (Mexico) volunteer #poderparalagente @MedirAprender @fhevia @palnetworkHQ

Winny Cherotich
@WinnyCherotich

El reto de la #educación en #Nicaragua; construir educación de calidad y coherente @palnetworkHQ, @MedirAprender

Ricardo Picie
@Piciecillo_Pici

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PAL Network Business Meeting

The PAL Network Business meeting gave the Steering Committee the opportunity to present the 2015/16 report to the Assembly of Members, updating the assembly on the work of the network over the last two years, since the PAL Network was first formed in 2015. The next three-year strategy (2017-2019) was presented to the assembly, with a heavy emphasis on the delivery of the strategy through six thematic Working Groups.

Updates were provided on current funding and membership, with extension of provisional membership status awarded to Djangirde Cameroon, SCALE Ghana and IIBD Bangladesh. TPC Mozambique graduated from provisional membership to full member status, and the Australian Council for Educational research (ACER) were approved as special members of the PAL Network.

Every year 70,000 volunteers take part in the largest household-based, citizen-led learning assessment @palnetworkHQ

Sara Ruto
@SaraRuto_

'#Assessments are not new. But #school based,small #scale,conducted by experts have never made a difference' @Pratham_India's Rukmini Banerji

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PAL Network Business Meeting

The six thematic Working Groups held their inaugural in-person meetings of 2017 as the vehicles through which the PAL Network strategy will be executed. Each of the six Working Groups agreed on three key activities for 2017:

Assessment to Action Working Group	1. Create a publication of case studies of the actions/interventions from all the member countries 2. Hold a webinar once in three months to discuss moving from Assessment to action 3. Create an interactive blog where discussions can be held on the link between assessment and action
Data and Design Working Group	1. Create a Data Quality Standards Framework for the network 2. Organize a workshop to finalize the Framework and create a peer-monitoring mechanism to ensure adherence 3. Activate peer-monitoring mechanism to facilitate improvement of standards and sharing of best practice across the network
Communications and Advocacy Working Group	1. Development of communications strategy with a focus on digital/online media. 2. Standardization of (existing) communications materials 3. Creation of new communications materials for use by the network
Fundraising and Partnerships Working Group	1. Develop a fundraising strategy 2. Develop PAL Network fundraising materials 3. Map the current influence of PAL Network members in national, regional and global forums

Research Working Group	1. Develop a PAL Research Fellowship Program 2. Publish thematic 4-page Information Briefs with network-wide data 3. Create publications aligning citizen-led assessment data with SDG4 Indicators

Test Development Working Group	1. Analyze member country test development processes, standards, and tests for commonalities and differences 2. Develop a guideline on how to develop tests (benchmarks/ steps to come up with an instrument) for new members 3. Plan and participate in the test development workshop

During the PAL Network Business Meeting, members of the PAL Network were also given the opportunity to present new innovations to the assembly.

On behalf of @palnetworkHQ THANK-YOU @MedirAprender for your amazing work hosting our 5th Annual Meeting #poderparalagente! Muchas gracias!!

Hannah-May Wilson
@hmaywilson

#Education is an enormous space for hope - the engine that drives us to keep working for a better #future for our #children: @fhevia

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@palnetworkHQ

www.

To access all the presentations from the Innovations Session please click here:
http://bit.ly/2network_innovations

XALAPA 2017
Poder Para la Gente

PAL NETWORK
People's Action for Learning

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INDEPENDIENTE
de Aprendizajes