Citizen-Led Assessment (CLA) approach innovated in India in 2005
Adopted and adapted in other Global South contexts
People’s Action for Learning (PAL) Network formalised in 2015, now comprising members in 14 countries across 3 continents
CLA approach is relevant for the Global South

Core features of CLAs:

- Conducted in **households** to include all children irrespective of schooling status
- Implemented **orally and one-on-one** as many children cannot read
- Cover **foundational learning** content taught in early primary classes
- Administer **simple-to-use tools, processes** and produce **easy-to-understand data** to ensure wider engagement
- Ensure **collaboration with local stakeholders** to create awareness and fuel local action
ICAN - A common assessment for the Global South

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

For more information on ICAN, see: https://palnetwork.org/ican/
ICAN 2019: Large-scale household-based implementation

- Proof of concept - feasibility of using common tools across different country contexts
- ICAN 2019 retained all core features of the CLA architecture
- Translation, training, data collection procedures based on PAL Network’s Data Quality Standards Framework (DQSF) in all participating countries
- Implementation by PAL member organisations in collaboration with local partners

Conducted in 13 countries
60 randomly sampled rural communities in 1 district per country
District not an outlier in terms of learning outcomes

Administered in randomly sampled households to children in the age-group of 5-16 years
Each child assessed orally, one-on-one
ICAN 2019: sampled districts and reach

ICAN 2019 coverage

- 3 continents
- 13 countries
- 13 rural districts
- 779 communities
- 15,000+ households
- 20,000+ children
No location has at least 75% children in class 2-3 who can do numeracy tasks mapped to SDG 4.1.1 (a) criteria

Even in class 4-6, many children are still unable to do numeracy tasks expected in class 2 or 3.
Even 20 years after the MDGs, many primary school-age children are out of school

Because ICAN 2019 was a household survey, it generated information on enrolment patterns for children age 5-16

- In 3/13 locations, more than 3 in every 10 children age 6-10 are out of school
- There is enormous variation in the types of schools enrolled children attend
Out of school children **must** be included in discussions on learning.

SDG 4 is targeted to ALL children.

Because ICAN 2019 was administered in households, it assessed all children in the target age group of 5-16 years, irrespective of enrolment status.

Children age 8-10 years are usually enrolled in classes 3 to 5. There are large disparities among performance of children enrolled in school and those not enrolled.
Completed, ongoing and upcoming work

- **Policy linking** virtual workshop series completed with teachers and curriculum experts from Kenya and Nigeria
  - ICAN additionally aligned to the GPF
  - Benchmarks set for class 2 and class 3 students

- **ICAN being expanded and scaled-up**
  - Psychometric analysis, establishing benchmarks and reporting levels
  - Scope of assessment being expanded to include pre-primary level tasks in the framework
  - Mode of assessment being expanded to try out digitally adaptive assessment using tablets
  - Scale of implementation being expanded to three districts in each participating country

- **Common reading assessment being developed**
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