



Oct 21, 2020

ICAN

International Common Assessment of Numeracy

7th Meeting of the Global Alliance to Monitor Learning (GAML)



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.

Overview of domains and tasks in the ICAN assessment tool

50%

NUMBER KNOWLEDGE

- Counting, comparing number of objects
- Number recognition
- Operations (without and with carry-over, borrow and remainder)
- Real world problems

50%

GEOMETRY

- Position and direction
- Shapes and figures

MEASUREMENT

- Length and capacity
- Time and calendar

DATA DISPLAY

- Retrieving simple information

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



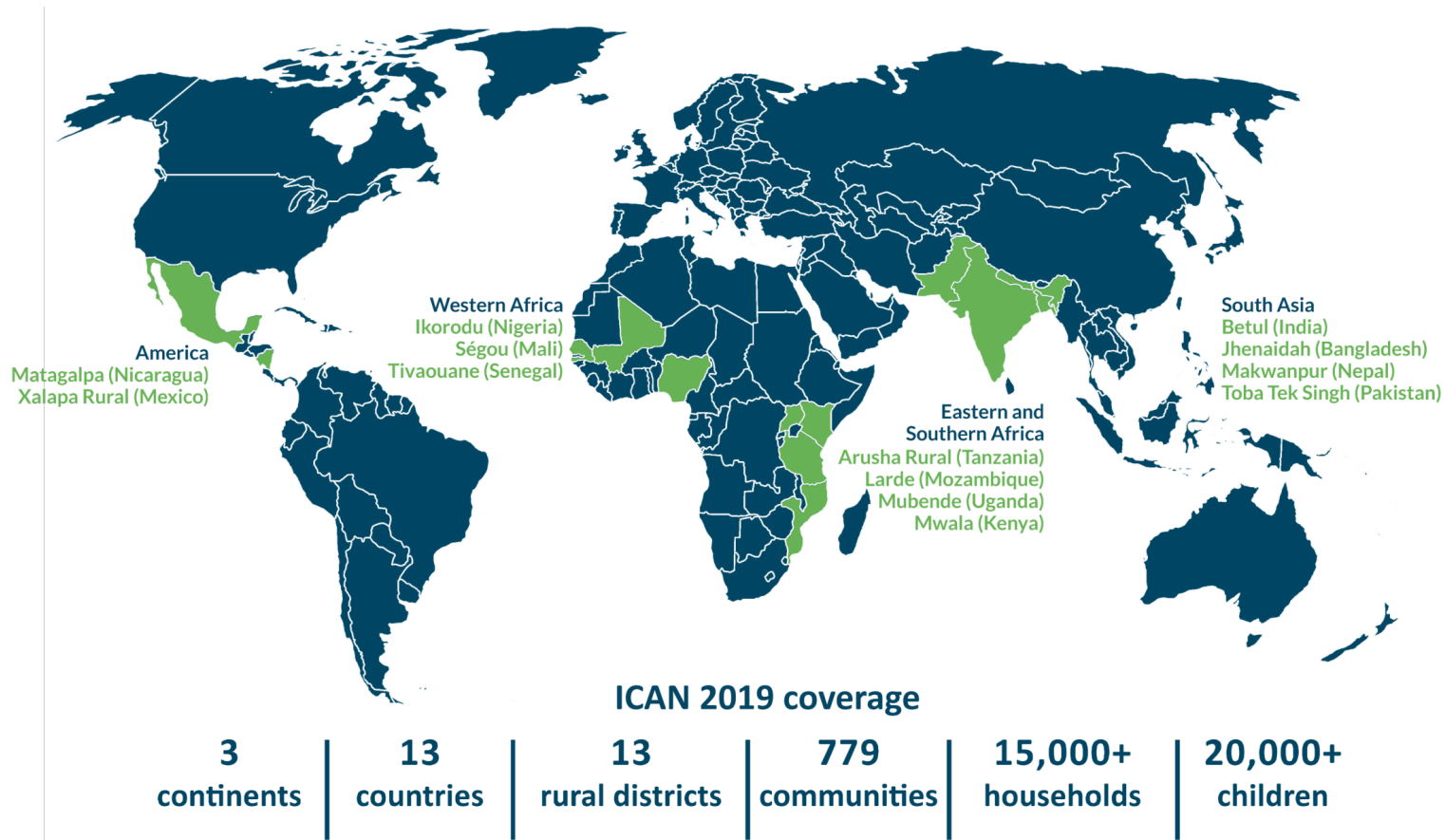
Conducted in 13 countries
60 randomly sampled rural communities in
1 district per country
District not an outlier in terms of learning
outcomes



Administered in randomly sampled households
to children in the age-group of 5-16 years
Each child assessed orally, one-on-one

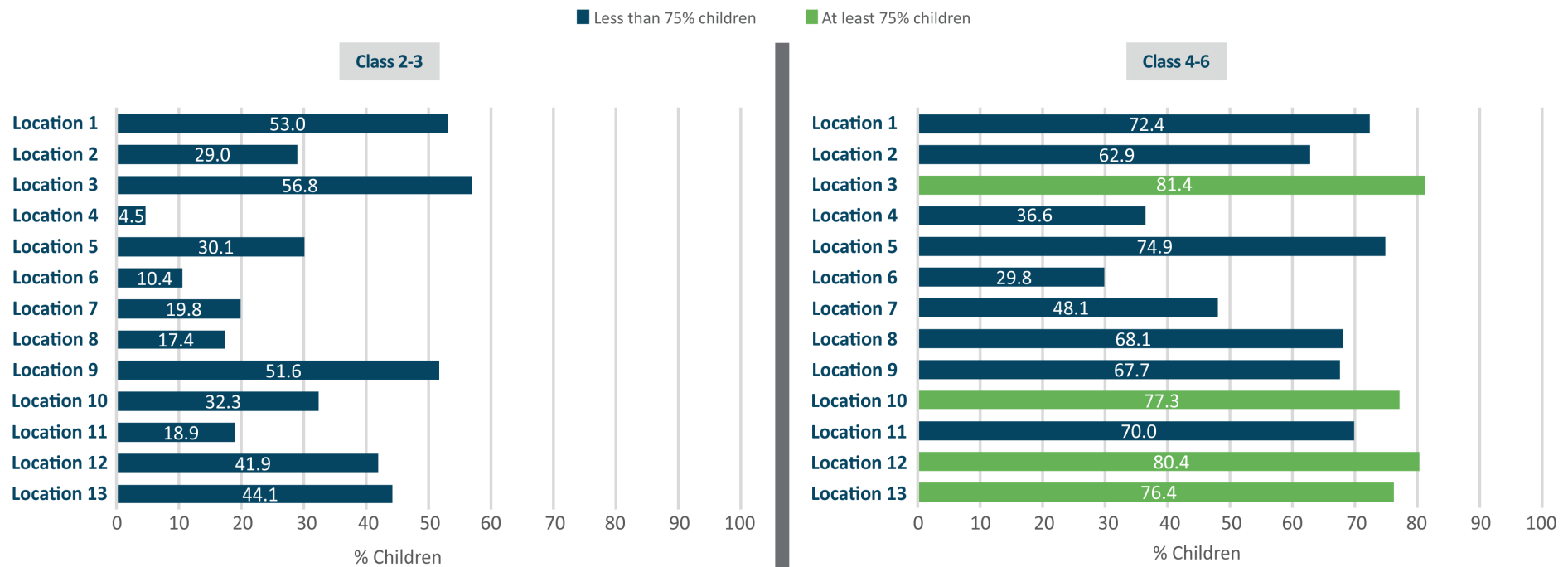


ICAN 2019: sampled districts and reach



No location has at least 75% children in class 2-3 who can do numeracy tasks mapped to SDG 4.1.1 (a) criteria

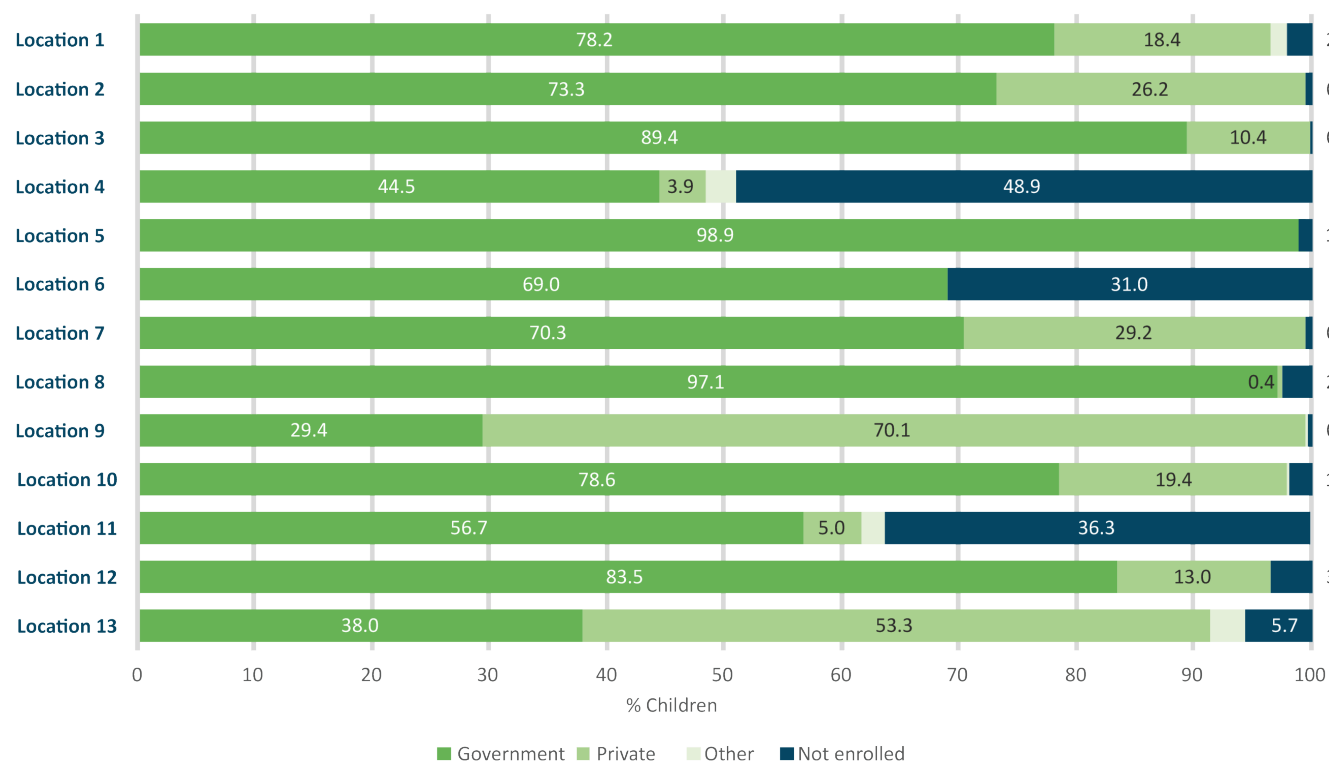
% Children who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a)



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

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

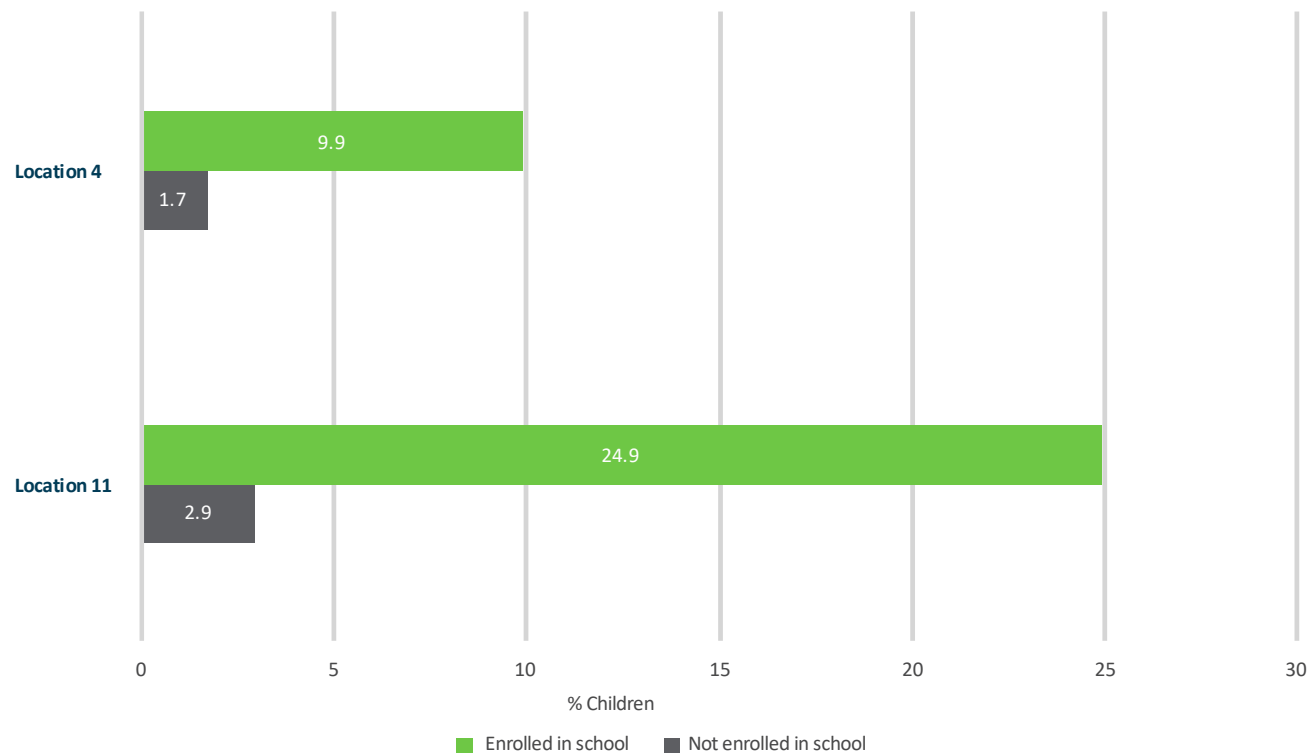


Because ICAN 2019 was a household survey, it generated information on enrolment patterns for children age 5-16

- 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

% Children age 8-10 years who can do a set of foundational numeracy tasks aligned to SDG 4.1.1 (a), by enrolment status



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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