NEQMAP’s 4th Steering Group & Annual Meeting

Workshop on Citizen-led Assessment (CLA)

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What are Citizen-led Assessments?

- **WHAT?**
  
  **WE DESIGN BASIC ASSESSMENTS IN FOUNDATIONAL SKILLS.** If children cannot read, they cannot make progress in school. This is an “invisible problem”.
  
  **WE ASSESS CHILDREN ONE-ON-ONE.** Oral one-on-one assessments are the only way to determine whether a child can read.

- **WHERE?**
  
  **WE ASSESS IN THE HOUSEHOLD.** All children should learn, and the HH is the best place to find a representative sample of all children in a given geography.
  
  **WE ASSESS AT SCALE.** Conducting the assessment on a scale that is nationally and sub-nationally representative allows comparison within the country and sparks nationwide debate.

- **WHO?**
  
  **WE INCLUDE AS MANY CITIZENS AS POSSIBLE BY USING SIMPLE TOOLS AND PROCESSES.** Traditional assessment is the domain of experts and has traditionally excluded parents and community members.
The objective behind many large scale assessments is to influence policy.

The objective of citizen led assessments is to improve children’s learning.

These objectives overlap but are not the same. Policy can only affect what happens to children who are in school, during the time they are in school.

Helping children learn is everyone’s responsibility.
A key objective of the CLA approach

“Citizen-led surveys help demystify learning for mothers, fathers and family members—especially those who are not literate or do not have much schooling—and make it possible to see what learning looks like.”

Rukmini Banerji, Director, Pratham
Where are CLAs conducted?

- Began in **India** in 2005 and spread organically to other countries.
- PAL Network formally created in 2015. Currently 13 member countries on 3 continents.
- More than 1 million children assessed annually.
Objectives of the CLA workshop

To introduce organizations and institutions in Asia to this alternative model of large scale assessment of learning outcomes.

- Understand the ASER model, philosophy, and rigorous back-end quality control processes  (Day 1)

- Conduct the ASER assessment in real-life contexts  (Day 2)

- Understand of how ASER feeds into Pratham’s actions on the ground to improve learning  (Day 3)

- Interact with PAL network members from other countries  (Day 4)
Who participated?

Participants from 17 countries: governments, NGOs, think tanks, etc.

NEQMAP supported the participation of several people.
“Thank you all so much for this wonderful experience at this workshop. Not only is it wonderful to see ASER in action and how much communication about education it evokes straight away when implemented in the villages – it was also a great experience to see the science programs, the learning camps and the tablet program. And the best of it was to see how engaged the children are, and how happy, that there is something to learn, to do and especially someone who cares for their learning! This unforgettable week taught me a lot, especially also not to wait until someone comes along to initiate a change, but to stand up and act…”
Next steps...

- **Participation on international policy platforms**: Active participation by PAL network in discussions of indicators to monitor the SDGs, especially SDG 4.1

- **Hosting new country teams**: Delegates from other countries have visited and observed different PAL network country assessments (e.g., Nepal in the Asia Pacific region)

- **Strengthening the network**: Workshop on ensuring data quality in January 2017 in India; PAL network meeting in March 2017 in Mexico. Probable addition of 3-4 new member countries to PAL network in the next few months.
Thank you!

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