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SPOTLIGHT ON BASIC EDUCATION COMPLETION
AND FOUNDATIONAL LEARNING IN AFRICA

ASSESSMENT FOR ADVOCACY TO TRANSFORM COMMUNITIES, PROGRAMMES AND POLICIES IN THE GLOBAL SOUTH

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PAL NETWORK

2024



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1. Introduction

The People's Action for Learning (PAL) Network is a south-south partnership of 17 member organizations working across Africa, Asia and the Americas to support children's basic reading and numeracy skills. Member organizations conduct citizen-led assessments and action interventions aimed at improving foundational learning outcomes. The PAL Network was formed to accelerate and coordinate the shared work of its members towards achieving common goals and objectives, and prides itself on being an organisation that is *created by, led by, and for the Global South*. PAL Network's 17 member organizations are from 15 Global South countries, and all share a common vision of enabling "a world where all children have a foundation for lifelong learning."

In 2005, Pratham developed the ASER (Annual Status of Education Report) approach, a one-of-its-kind assessment where children's *learning* was assessed by citizen volunteers in households across the country. This approach to assessing foundational literacy and numeracy organically and rapidly spread across the Global South over the next 15+ years, now being known as the [Citizen-Led Assessments \(CLAs\)](#) model: a low-cost, scalable and highly effective approach to assessing learning. The countries conducting these CLAs then came together to form the PAL Network to create synergies between their work and to amplify their voices at the global scale.

Evidence from these CLAs illuminated children's foundational learning levels regularly and reliably, and is now recognised as one of the few measures of learning at such a large scale for both in- and out-of-school children. Findings from these CLAs have had substantial impact on policy and practice worldwide.

Since 2018, the PAL Network began designing 'common assessments'¹ - a natural evolution from the CLA movement. The International Common Assessment of Numeracy (ICAN) was the first proof of concept of common assessments and was administered in 2019 and 2022 in 13 and 7 countries respectively. Currently, the PAL Network is finalizing the design of the Early Language & Literacy and Numeracy Assessment (PAL-ELANA), a digitally adaptive assessment of numeracy, language, and literacy, and will be scaling it to 12 countries in 2024. The Network has also initiated work on a large-scale common assessment of numeracy, language, and literacy in 15 countries to provide nationally representative estimates of foundational learning to check progress against SDG 4 targets.

Since 2005, PAL Network has collectively assessed over 9 million children with the assistance of over 1 million volunteers. Since 2018, it has directly improved the foundational learning of over 164,000 children in countries like Kenya, Tanzania, Mozambique, Botswana, Nigeria, Pakistan, Nepal, and Mexico. Notably, an internal review conducted in 2019 revealed that CLA tools were employed by 56 national and international organizations across 33 countries.

The evidence on children's foundational learning in the Global South by PAL Network has had a substantial impact on policy and practice worldwide. PAL Network's findings have sparked parliamentary discussions on children's foundational learning in India, Pakistan, Kenya, and other regions, resulting in significant strides in improving

¹ 'Common assessment' is a term used by the PAL Network to refer to the same assessment format and items being used across country contexts to promote rigorous cross-country comparisons and learning.

education quality across the Global South (with examples like the inclusion of the Foundational Stage in India's NEP 2020 and the emphasis on basic competencies in Kenya's Competency-Based Curriculum). The Network has also played a pivotal role in elevating indicator SDG 4.1.1(a) from Tier 3 to Tier 1, as assessed by the UNESCO Institute of Statistics (UIS).

2. The citizen-led assessment movement

2.1. Origin

The Citizen-Led Assessment (CLA) model was pioneered in 2005 by Pratham, a prominent civil society organisation dedicated to enhancing educational outcomes in India. This innovative approach was born out of a desire to comprehensively understand and improve the educational landscape in India, where a paradox existed: many children were now enrolled in school, but students' literacy and numeracy levels remained low. In response to this challenge, Pratham embarked on developing a straightforward, yet highly effective assessment tool to gauge children's reading and numeracy skills.

This approach was a fundamental departure from conventional, school-based assessment methods. Trained citizen volunteers took on the role of assessors, relying on oral assessments to avoid any assumptions about a child's ability to read or write, and conducting assessments one-on-one with the child. The assessment's location in the child's household, rather than a school, was deliberate, ensuring a more inclusive representation of children in the sample and that assessments took place in safe environments. This approach transcended the boundaries of school enrolment, enabling the assessment of children not enrolled in school or with irregular attendance. This allowed for holistic mapping of the educational landscape rather than focusing solely on those who were part of formal education systems. Lastly, the citizen-led approach involved directly sharing insights on children's capabilities with parents and community members, fostering accountability for education institutions at the grassroots and empowering community.

This first assessment came to be known as the Annual Status of Education Report (ASER), which means 'impact' in Hindi. Soon, ASER's impact and influence extended well beyond India, becoming a global movement that is now known as CLAs to recognise the approach of having citizen volunteers lead and conduct surveys. CLAs are now conducted by PAL Network members in countries across South Asia, East and West Africa, and Latin America.

2.2. Expansion

In 2008, ASER's CLA model was adapted to the Pakistani context by Idara-e-Taleem-o-Aagahi (ITA), becoming known as 'ASER Pakistan' ('aser' also translates to 'impact' in Urdu). In 2009-10, Twaweza East Africa brought CLAs to Kenya, Tanzania, and Uganda, branding it as 'Uwezo,' which means 'ability' in Kiswahili. In 2011, Mali adopted the CLA and named it 'Bëekunko' in Bamanakan, which eloquently translates to 'the concern of everyone.' Senegal followed suit in 2012, bearing the moniker 'Jàngandoo' in Wolof, meaning 'learn together.' Next, CLAs were introduced to Mexico and Nigeria in 2014 and 2015, becoming known as 'Medición Independiente de Aprendizajes' (MIA) in Mexico and 'LEARNigeria' in Nigeria. In 2016, TPC (Todos Pelas Crianças, translating to 'all for the children')

Mozambique adopted the model, and two additional CLA initiatives emerged, one in Bangladesh and the other in Nepal, both using the 'ASER' name. The fundamental principles were maintained across borders, ensuring the relevance and effectiveness of the model, but the assessment instruments were adapted to align with each country's national curriculum expectations for early-grade children.

2.3. Impact

When CLAs emerged, the primary focus of the education community was on increasing school enrolment, based on the premise that getting children into school will increase learning. For example, the Millennium Development Goals (2000-2015) called for universal primary education (i.e. getting children into school); there was minimal consideration at the time for what happens in schools to promote learning.

A transformative shift occurred with the emergence of CLAs. CLAs assessed *learning*, and for the first time allowed countries to see how many children across their country could read or do basic math. CLA data became a regular feature in national discourse on education year after year, revealing that learning was not reaching expected levels. The initial shock of low learning resulted in rigorous scrutiny of the CLA methodology and data, however soon the CLA approach became recognised education monitoring efforts and education discourse shifted to both getting children into schools and getting schools to impart learning. Government authorities began engaging in constructive dialogues on improving learning, and policy conversations began to pivot from physical inputs (enrolment, infrastructure, and facilities) to outputs (reading and numeracy competences)

Data from these CLAs is now a common feature in various government publications and has also become an integral component of economic surveys, offering insights into the educational landscape. Further, CLA data has garnered international recognition and is incorporated into prominent publications such as the Global Education Monitoring Report by UNESCO as well as widely used by researchers and education stakeholders.

Citizen-led Assessments follow a philosophy of “simple on the outside and robust within”. They are designed to show where children are having difficulties reading and with basic math. The results are easy to understand- a core strength of CLAs. As Dr. Rukmini Banerji (CEO, Pratham) noted in PAL's 1st Conference in Nepal, CLAs communicate children's learning gaps “[not just in the way you and I understood it, but the way children and their families understood it.](#)” Citizen agency that drives CLAs stems from this simplicity- the survey diagnoses a global education problem and provides a guidance for mitigation. As a result, CLAs have been understood not only by political and policy leaders, but by communities and local champions across countries with PAL Network members.

An example of policy influence of ASER is seen in the [inclusion of foundational learning](#) significantly in India's National Education Policy (2020). Under the NIPUN Bharat mission all states and the central governments are promoting to need to achieve universal foundational literacy and numeracy by 2025. At the grassroots level, other NGOs (such as Central Square Foundation), Language Literacy Foundation, Room to Read India and many others are promoting children's foundational learning in partnership with community champions and district level officials.

CLAs such as Uwezo has documented the ongoing “learning crisis” for over a decade. They have served evidence encouraging the transformative shift in education policy. In East Africa and across the world, the focus in education

policy has now shifted towards emphasizing learning outcomes rather than mere enrollments as the primary measure of success. Uwezo has a history of sharing the evidence in village meetings, “baraza” that is typically organized by the Village Elder/Leader. [Uwezo Tanzania \(2020\)](#) data was used by the village leaders and community volunteers (those who had done the survey) to inform parents and community members how well children of their respective village were learning. These meetings included parents, teachers, community organizations, local leaders, and the children themselves. After sharing the assessment results, the community had the opportunity to think about the findings and create a plan to address the challenges their children were facing in learning. This effort took place in two districts, Gairo and Handeni. These sessions known by **Uwezo na Jamii** (meaning extended feedback are based in the premise that “You cannot begin to be part of a solution until you understand the problem”).

Uwezo na Jamii follows the following path. Citizen volunteers are involved to conduct the assessment of children aged 8-16 years in their community to establish evidence on their learning levels. Assessment findings are important evidence to inform citizens about the ability of their children in reading and numeracy. Instant feedback on the finding is provided to parents at the household level. And later the feedback meeting is organized by the village leaders in collaboration with citizen volunteers to inform citizens about the ability of their children in literacy and numeracy. The village meetings involve citizens/parents, teachers, CSOs, local leaders and the children. Following the presentation of assessment findings, the community has a chance to reflect on the findings, and come up with an action plan to find solutions to challenges facing their children to learn. In Gairo and Handeni districts for instance, the meeting brought together 30 Village leaders, 30 Uwezo volunteers, Uwezo staff, senior government officials including district commissioners, District Education Officers, District Executive Directors, and Security committees. In about 15 villages (8 in Handeni and 7 in Gairo districts) stakeholders have constructed at least one classroom each. In Ikwamba village truancy dropped from 3.2% in November 2019 to 0.3% in October 2020. Students performance in the national primary school leaving examination in Gairo district improved from 56% in 2016 to 75.5% in 2020.

Evidence from these CLAs is now a common feature in various government publications and has also become an integral component of economic surveys, offering insights into the educational landscape. Further, CLA data has garnered international recognition and is incorporated into prominent publications such as the Global Education Monitoring Report by UNESCO as well as widely used by researchers and education stakeholders. As mentioned earlier CLAs have a cascading impact on creating awareness and catalysing change by political leaders, policymakers, communities, and other education actors.

CLAs are instrumental in devolving power and knowledge to marginalized communities - parents see and understand how well their children are reading and doing basic math. There is an exchange of ideas between our community volunteers and well-wishers of children, which empowers local actors to hold schools and officials accountable for children’s learning outcomes.

In July 2020, ICAN compared numeracy learning outcomes in 13 countries across Asia, Africa, and Latin America. The assessment was consistent across 11 languages and various settings. The evidence base was developed with surveyors visiting more than 15,000 households and evaluated over 20,000 children from 779 rural communities.

Despite the challenges of the pandemic, researchers managed data, generated reports, and conducted a successful launch. Dana Schmidt, one of PAL Network's first supporters [notes](#) that ICAN is "an inspiring example of how south-south cooperation is not just possible, but can rival global North efforts..." This first round of ICAN served as a proof of concept. The second round of ICAN in 2022 enabled comparison of children's foundational numeracy pre-and-post COVID-19 pandemic in select districts of Kenya, Mozambique, and Nigeria, demonstrating positive results of efforts by government or lack thereof. The ICAN Sub Saharan Africa (2022) report was released in Regional Policy Dialogue event in Nairobi, which brought together over 200 participants from ministries of education from the three governments, representatives of Regional Organization from East African Community (EAC) and SADC (Southern African Development Community), donors and other stakeholders. ICAN also sowed the seeds for a large-scale assessment across 15 countries to track national-level SDG 4.1.1(a) progress. It also showcased the strength of a Global South-led collaborative education tracking and solutioning.

CLAs tools have been used in 300 villages of Tanzania, Nepal and Kenya to promote local actions to improve learning under My Village initiative. An assessment conducted at the village level is used to produce a Village Report Card that states the situation of reading and math in the village. A village meeting is organized with all relevant stakeholders to discuss how to engage all children in the village and improve their reading and math skills. This process is supported by community volunteers in Nepal and Kenya and by teacher in Tanzania. CLA assessment helps volunteers and teachers to group learners according to their learning levels not by grade or age. They are provided with tailored teaching and learning processes to enable them to learn better. In the case of Tanzania, out of school children are incorporated in remedial education within the school and supported to learn reading and basic math by schoolteachers. In 2023, near 40.000 children have been engaged in learning camps and at least 75% of them have shown at least one level progress in reading and numeracy after 20 intervention days. Similar interventions are implemented in Pakistan, Mozambique, Nigeria, Senegal, Botswana, Mexico and Nicaragua and Colombia impacting on more than 200.000 children.

3. The new generation of citizen-led assessments

3.1. Overview

The development of common global educational goals and the need for comparable data to monitor education quality targets have meant that many low- and middle-income countries face increasing pressure to participate in existing international and regional assessment programs. Existing international and regional assessments are based on models and methods that emerged in the context of Global North countries, which have characteristics that are often very different from those of Global South countries. These characteristics include several decades of universal enrolment, comprehensive records of all schools in the country, and significant proportions of literate parents who are better able to support their children's learning in these education systems. These assessments are in general designed to inform policymakers and education planners rather than teachers, parents, and other actors on the ground. These

assessments also do not generate actionable information at lower levels of performance where a large proportion of children in the Global South are usually located.

The PAL Network responded to the need for a comparable, low-cost assessment that meets Global South realities by developing its first common assessment tool² in 2019: ICAN (International Common Assessment of Numeracy). ICAN is a simple-to-use and scalable tool that measures children's foundational numeracy skills and is designed to align with SDG 4.1.1(a). In addition to being a strictly common assessment across countries, ICAN also expands the content measured in typical CLAs to cover not only the number knowledge subdomain but also geometry, measurement, and data analysis. The ICAN assessment is thus a more in-depth measure of foundational numeracy that builds upon the CLA model but allows for cross-country comparisons and reporting.

ICAN was piloted in two rounds in 2019 and 2022. In 2019, ICAN was piloted with 20,000+ 5-to 16-year-old children in 13 rural districts across 13 countries as a proof of concept, allowing for the validation of such a tool in Global South settings. In 2022, ICAN was conducted as a follow-up in 7 countries, allowing for learning loss analyses to be undertaken with regards to the COVID-19 schooling disruptions. The 2022 follow-up assessed 16,000+ 5- to 16-year-old children from ~18,000 households from 546 rural communities in Sub-Saharan Africa and 5,000+ children from ~3,500 households from 230 rural communities in South Asia.

3.2. Structure, composition and administration details

Structure

Building on the success of and expertise with the CLA model, ICAN follows much of the same design features and structure. ICAN is also conducted orally and one-on-one with 5-16-year-old children in households by trained citizen volunteers. The departure from the typical CLA model is the rigour of the item bank, the commonality of items across countries, the commonality of administration, processing and analytical procedures across countries, and the scope of numeracy subdomains assessed.

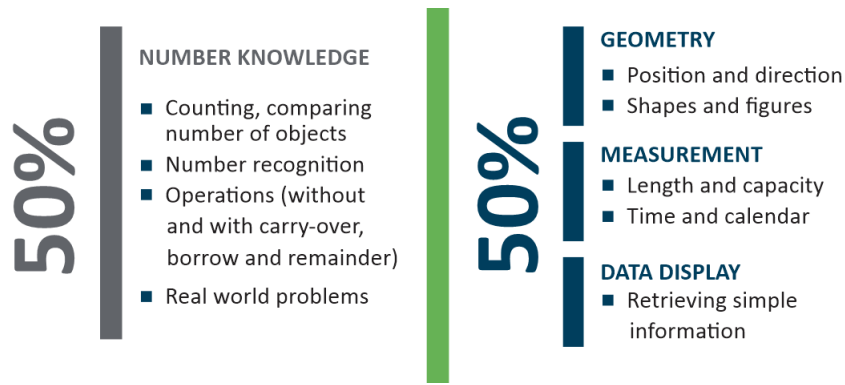
Scope

ICAN tasks align with the Global Proficiency Framework, which defines minimum proficiency levels that learners are expected to demonstrate more generally rather than focusing on specific education objectives in individual countries. These minimum proficiency descriptors align with those under SDG 4.1.1(a) for numeracy, which require learners to demonstrate skills in number sense and computation, shape recognition and spatial orientation.

The ICAN assessment contains 26 assessment items, half of which test the child's number knowledge, such as counting, comparing number of objects, number recognition, operations (without and with carry-over, borrow and remainder) and solving real-world problems. The other half of the items include questions on geometry, measurement, and data display domains. A snapshot of the domain-wise distribution is shown below:

² Common assessments are collectively designed by participating country teams to produce one single assessment, which is then carefully translated to country-specific languages. The training, data collection, and analysis processes are the same, allowing for cross-country comparisons.

Figure 1: ICAN subdomains and skills



Properties

The ICAN instrument underwent a rigorous evaluation by psychometricians at the Australian Council for Educational Research (ACER) to analyse the underlying dimensionality of the assessment, differential item functioning (DIF) across demographic characteristics and item combinations, item response theory (IRT) information and difficulty parameters, and qualitative analyses. These analyses find the ICAN instrument to be psychometrically robust for the Global South populace, and recommend further building of the ICAN item bank to enhance the assessment at later stages. These findings can be shared upon request.

3.3. Impact

The [ICAN tool](#) has been adapted to 9 languages (which include Bangla, English, French, Hindi, Kiswahili, Nepali, Portuguese, Spanish and Urdu). The ICAN tool and all its adaptations can be found on the [ICAN website](#). Findings from ICAN 2019 can be found in the [ICAN 2019 report](#) (also available in French and Spanish), however please note that this was a proof of concept with limited applicability for global education policy discourse due to limited samples. Findings from ICAN 2022 Sub-Saharan Africa and ICAN 2022 South Asia, including analyses on COVID-19 learning losses, will also be available on the ICAN website shortly. Lastly, a policy linking exercise for ICAN was conducted in Kenya and Nigeria to link the assessment to the Global Proficiency Framework (and SDG 4.1.1 minimum proficiency descriptors), which is summarised in the [ICAN Policy Linking Report](#).

Recently, [ICAN was award the 2023 WISE Award by the Qatar Foundation](#) for responding to the needs of comparable, low-cost assessment of foundational skills tailored to the Global South context. ICAN has also been adapted widely outside of the PAL Network members and geographies, with adaptations by WarChild (Chad), Save the Children (Myanmar), Luminous Fund (Ethiopia), and Africa Leadership Academy (all countries where they operate).

The most prominent impact of ICAN is its rigorous item bank, which has since evolved into the PAL-ELANA assessment providing in-depth national data on foundational literacy and numeracy across 12 countries in the Global South.

4. Early Language, Literacy and Numeracy Assessment

4.1. Origin

In 2020, the PAL Network seized the opportunity to leverage its ICAN item bank to develop and implement a digitally adaptive common-scale language and numeracy assessment that covers pre-school and early grade competencies for children 4- to 10-year-old in the Global South. This new assessment built on recommendations from ICAN analyses to expand the item bank, incorporate language assessment, and position the assessment as a digitally adaptive model, while aligning with PAL Network's mandate of measuring key pre- and early numeracy and language skills. This assessment is called PAL-ELANA (Early Language, Literacy and Numeracy Assessment) and builds upon the CLA and ICAN models.

The PAL-ELANA (Early Language, Literacy and Numeracy Assessment) seeks to identify children's foundational learning competencies across 12 countries in the Global South. Like CLAs and ICAN, the PAL-ELANA is conducted orally, one-on-one with each child, and in households, and the assessment is aligned with the Global Proficiency Framework. The PAL-ELANA also incorporates a longitudinal tracking component in 3 participating countries. PAL-ELANA is designed in consortium with the Pratham Education Foundation and the Australian Council for Educational Research.

4.2. Structure, scope and administration details

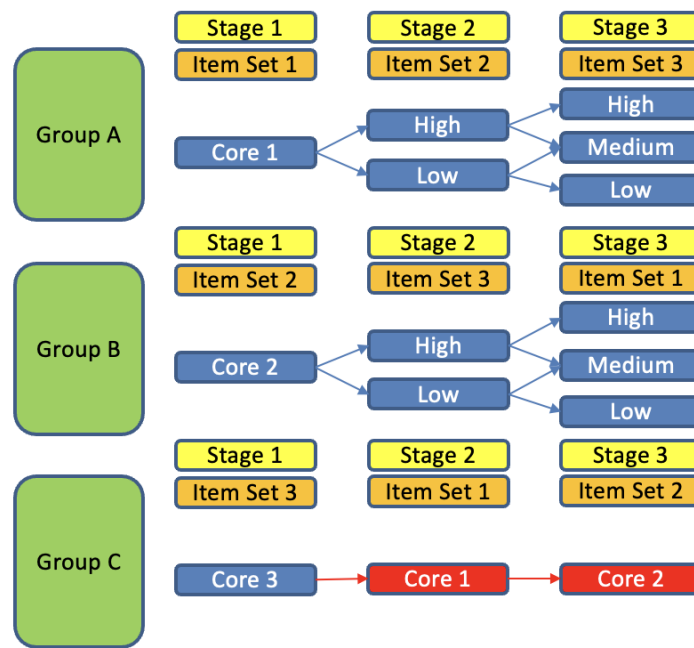
Structure

The PAL-ELANA assessment is designed as a digitally adaptive assessment employing multiple stage adaptive testing. This model was designed with three stages, beginning with 1 core module in the first stage, an easy and a hard module for the second stage, and an easy, a medium, and a hard module for the third stage (1-2-3 design). The idea behind this model of adaptive testing is to get tailored and sufficient information on what children know across the spectrum of low-, medium-, and high-performers, something that is not possible in non-adaptive testing.

To maintain fidelity to the testing design, the assessment employs two different adaptive pathways (with different items) and a third linear pathway, to allow for evaluations of the adaptive model after data collection. These designs are summarised below, with the same model repeated for both numeracy and language and literacy assessments.

At each node during the multiple stage adaptive testing design are cut-scores which determine the pathway a child takes (i.e. whether they get a harder or easier testlet next). These cut-scores are computed using item response theory modelling to ascertain which scores are appropriate at each node.

Figure 2: PAL-ELANA's multiple stage adaptive testing design



Scope

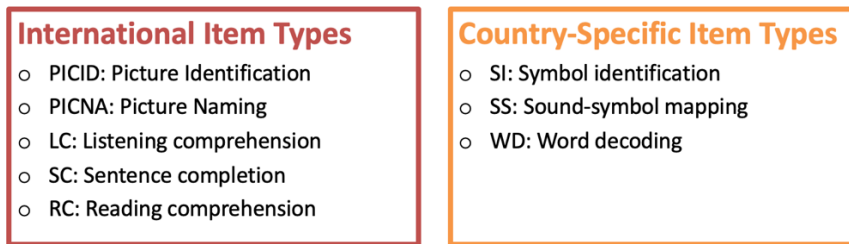
The PAL-ELANA currently has 80+ items in its item bank for numeracy, which are then divided into different sets and testlets maintaining ~10 items per testlet which represent a mix of domains, constructs, and skills. This mix of domains, constructs, and skills are based on the Global Proficiency Framework, which in turn informs PAL-ELANA's numeracy framework.

Table 1: Distribution of PAL-ELANA's numeracy item bank as of October 2023

Domains	Items	Distribution of items (%)	Domain representation (%)
Numbers	41	49.4	50
Geometry	15	18.1	20
Measurement	12	14.5	15
Data	7	8.4	5
Patterns	8	9.6	10
Total	83	100	100

PAL-ELANA's language and literacy items are slightly more complex. Domains are split into those that will have common items across all countries, and those are must be country specific to account for the complexities and variations in language across countries. To ensure the assessment can be compared internationally, the international items are used as anchors to then equate country-specific items on a similar scale across countries. The breakdown of these domains is below.

Figure 3: PAL-ELANA's language and literacy domains categorised by international and country-specific item types



These items are distributed across the domains as per the Global Proficiency Framework, which in turn informs PAL-ELANA's language and literacy framework.

Administration

The PAL-ELANA assessment is administered on a tablet via a specialised application developed for this purpose. This not only allows for a digitally adaptive assessment to take place in the first place, but also limits human error and quality assurance risks in the field. Other than this digital nature of assessments, the rest of the administration processes are similar to those employed in ICAN, such as the two-tiered rigorous training of country teams and citizen volunteers / enumerators with field practice, and the two stage quality assurance processes in place for desk and field rechecks.

4.3. Impact

The PAL-ELANA has currently undergone two pre-tests and two major field tests, with a third and final field test scheduled for December 2023 and data collection scheduled for 2024 Q1. The second field trial of PAL-ELANA has been the largest data collection under the project so far, with data collected from 21,000+ households from 541 villages/enumeration areas by 500 citizen volunteers from the 12 participating countries. This data allowed for item characteristics to be computed, the item bank to be refined, and the multiple stage adaptive testing design to be finalised.

The PAL Network plans to complete this assessment early next year, and then conduct a 9-month longitudinal follow-up of students in 3 countries, providing a rich dataset to inform education policy discourse and action. Stay tuned for more updates.

5.Future comparable large-scale common assessments

In 2023, the PAL Network has begun designing a large-scale common assessment of foundational learning in 15 countries in the Global South to provide nationally representative data on numeracy, language, and literacy for children 5- to 16-years-old. This 15-country assessment will provide (i) globally relevant snapshots of children's foundational learning, (ii) align with SDG 4 targets, and (iii) help track progress until 2030. Findings from this assessment will be used to support resource distribution, education planning, and decision-making at the global,

regional, national, and local levels. These findings will also showcase the agency of local actors on an international stage.

The large-scale common assessment builds upon CLAs, ICAN, and PAL-ELANA to develop low-cost, scalable, and technically robust tools to assess foundational numeracy, language, and literacy. The assessment tools will be paper-based versions of the PAL Network's developed common assessments (ICAN and PAL-ELANA). The numeracy assessment will be covered by an updated version of ICAN, and the language and literacy assessment will be covered by a paper-based assessment using PAL-ELANA's carefully developed item bank – this assessment will be called the ICARe (International Common Assessment of Reading) and incorporate listening comprehension, decoding (letter recognition, word reading, and paragraph reading), and reading comprehension (questions about a passage). ICAN and ICARe tools are based on multiple years of testing and scaling across 13 countries, having surveyed ~50,000 children, and having undergone numerous field trials and item analyses. These tools will align with the Global Proficiency Framework and SDG4.1.1(a) reporting requirements.

In addition to the assessment of numeracy, language, and literacy across the 15 countries, this large-scale assessment also seeks to incorporate three supplementary modules for piloting alongside the survey. These modules are (a) socioemotional skills, (b) children with special needs, and (c) education in emergencies. The assessment will be exactly the same in each country, with corresponding adaptations for language variations. For language, listening and reading comprehension items would be common, and decoding items will be specific for each country.

The assessment results hold immense advocacy potential at national, regional, and global levels. These insights will inform national, regional, and global discussions about post-pandemic global goals and how these goals align with international SDG commitments. PAL Network's advocacy strength is voicing together. The adoption of common assessment is an additional effort to voice together, consistently, and loudly at national, regional and global levels.

Each cycle of the PAL large-scale common assessment will produce at least 5 reports.

1. A national learning outcome report for each participating country;
2. Regional reports for each PAL regional hub³; and a
3. Global South Learning Report for all participating countries.
4. Additionally, two thematic reports will be produced covering areas of gender, inequalities, inclusions or any other extracted from the evidence produced.

³ In Africa, we can consider producing a continental report.