

ASSESSMENT & COMMUNITY PARTICIPATION:

Experiences from ASER & PAHELI in India



Evolution of ASER

- Pratham's goal: [Every child in school and learning well.](#)
- From 1994 Pratham has worked primarily with children who have either been:
 - **left out** : never been to school or dropped out, or
 - **left behind** : in school but lagging academically: potential drop out
- These children need to accelerate to **catch up**. Without adequate "learning", children do not last in the education system and the gains to "going to school" cannot be sustained.
- The assessment tool was very important in setting goals for basic learning, in developing the accelerated learning technique and for replicating large scale "learning to read" programs.

Reading task/assessment tool

पढ़ने का टेस्ट

कहानी

मैं और मेरी बहन छत पर खेल रहे थे । अचानक आसमान में बादल गरजने लगे, बिजली कड़कने लगी । बड़ी-बड़ी बूँदें पड़ने लगीं । हम जल्दी से भागकर नीचे आ गए । तभी भैया गरम-गरम समोसे और पकौड़े ले आया । हमने खिड़की के पास बैठकर समोसे-पकौड़े खाये और बारिश का मज़ा लिया ।

अनुच्छेद

सोनू बाग में खेल रहा था ।
 वहाँ आम के बहुत पेड़ थे ।
 सोनू ने एक आम तोड़ा ।
 आम बहुत मीठा था ।

अक्षर

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लाभ दूध
 पैर
 चाकू कूड़ा
 छोटा

Sample :
 Hindi basic
 reading
 test

Similar
 tests
 developed
 in all
 languages

“Story” is Std 2 level text. “Easy para” is Std 1 level text. ³

Microplanning and community mobilization via village report cards

Discussion in small groups in each hamlet :

Local participation in making a education report card for hamlet

Volunteers mobilized for supporting children's schooling and learning in each hamlet :

"Demo" class run in the village for 4-5 days to show how children can learn fast

Big meeting in village to discuss villahe report card.

Attended by villagers, village council members, VEC members and headmaster and teachers :

100-150 people attend on average.

Agree on next steps

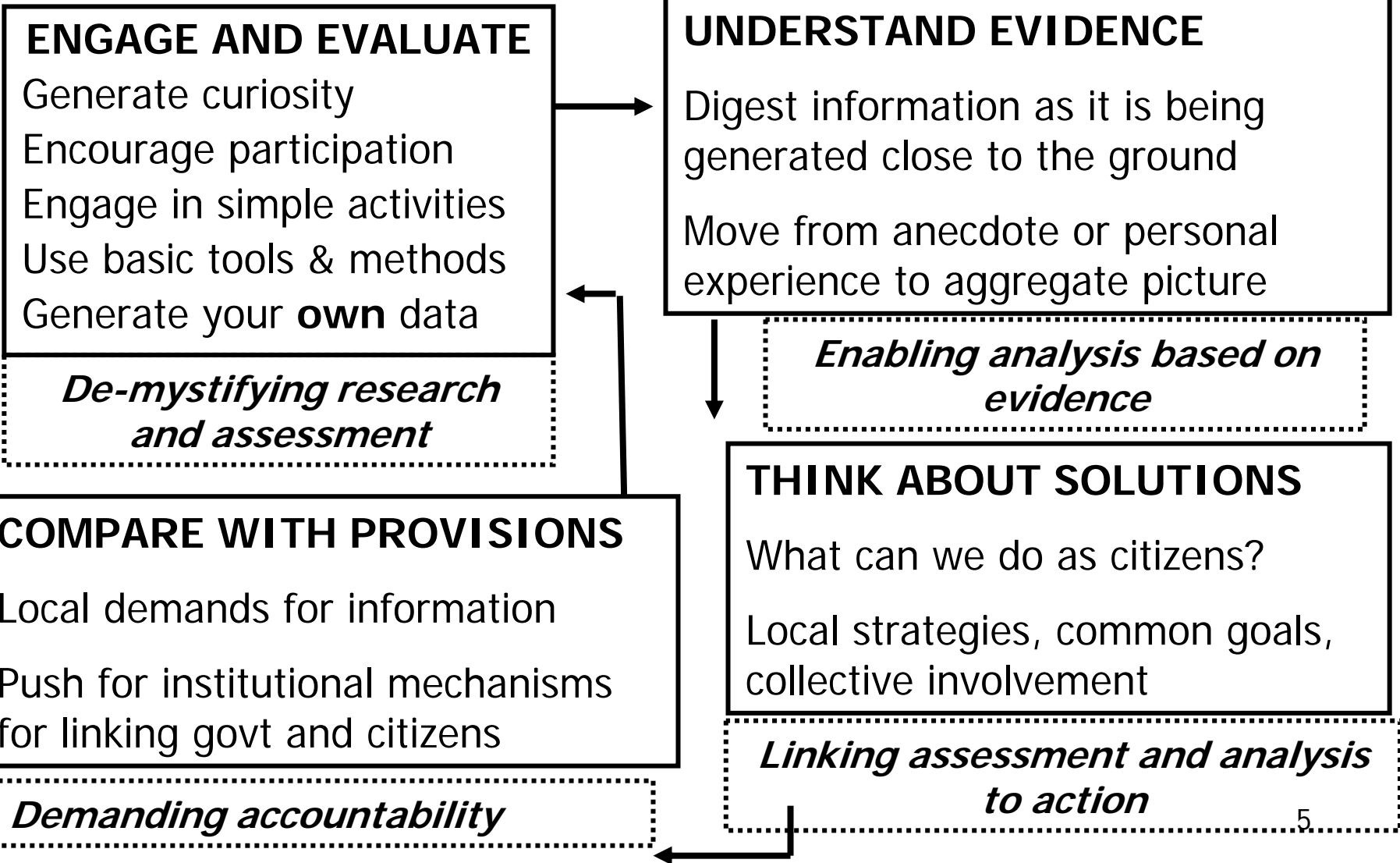


Start action.

Track measurable changes in children's learning, school functioning



How to link policy, plans & provisions to practice ?



What about at policy level

Example: Universal elementary education

- One of the **MDG** goals is universal elementary enrollment
- Sarva Shiksha Abhiyan - SSA (**Government of India** program for universalization of elementary education) has **similar** goals
- From school, village level to state and national level, enrollment numbers are published and discussed.

But what about learning?

What is the “value added” by being in school?

- No international prescription or definition
- National SSA goal: “education of satisfactory quality relevant for life”
- In India, government measurements of learning not current or timely

Rapid assessments of schooling & learning...leading to ASER

Is rapid assessment useful to others? June–July 2004.....

- In one state (Uttar Pradesh)
- Invited 20 other NGOs to see if this kind of rapid assessment was useful to them.

Can rapid assessment be done across the country? August 2004 :

- Pratham teams led rapid assessment effort in 17 states
- 1 district, 2 randomly sampled blocks, 5 villages each
- Presented to the Planning commission.
- Exercise completed in 25 days.

Nuts & bolts of ASER...

COVERAGE

- 549 districts,
- 15,610 villages
- 318,761 households

- 146,422 3-5 year olds
- 518,551 6-14 year olds
- 93,055 15-16 year olds
- TOTAL = 758,028 3-16

- 517,069 women
- Of these, 313, 135 were mothers.

SAMPLING:

2001 census village list

PPS sampling

30 villages per district (~1000 to 1500 villages on average in a district)

All children 3 to 16 in 20 randomly selected households in the village

PARTNERS FOR DATA COLLECTION & DISSEMINATION....

Local group in each district – colleges, universities, NGOs, youth groups, womens' groups

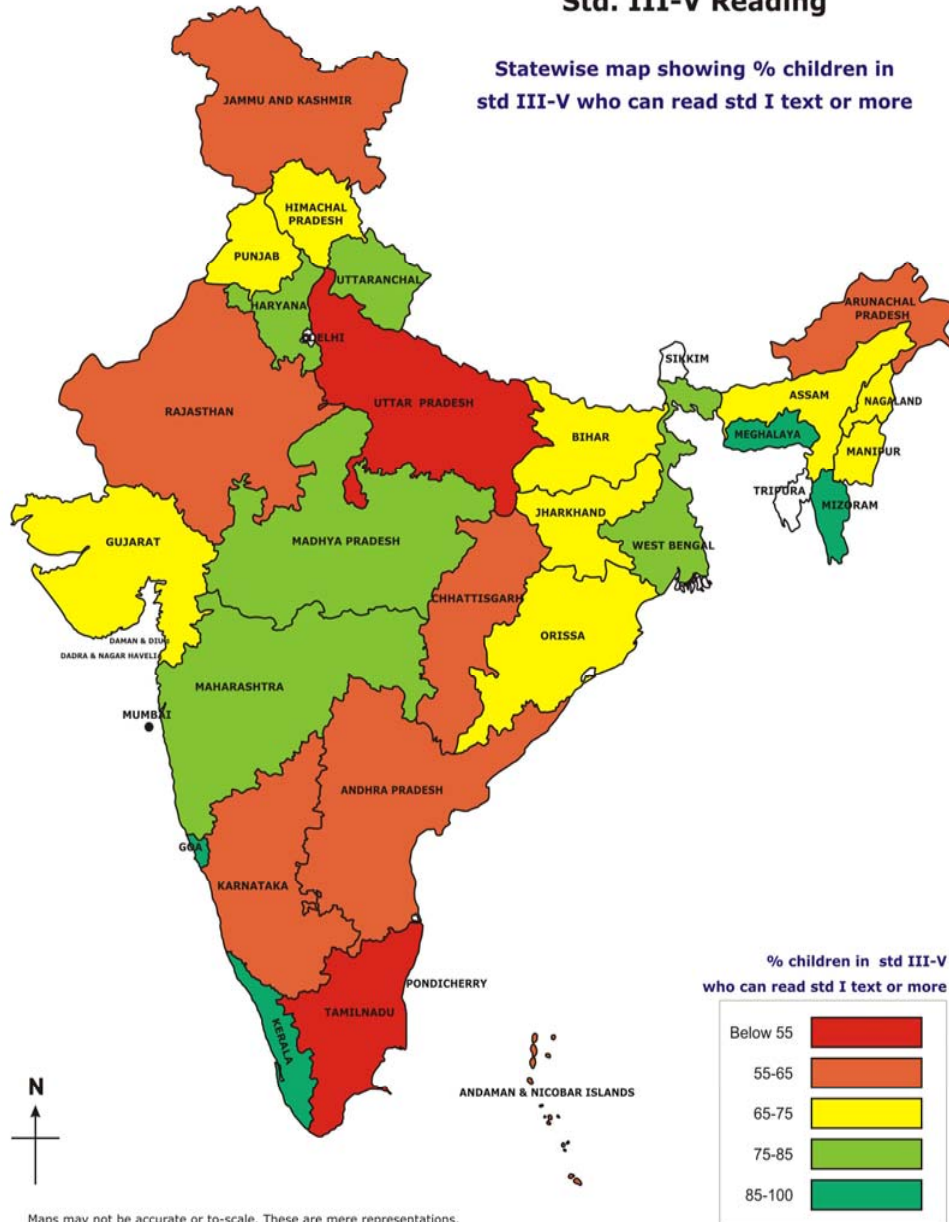
Can children read in India ?

Reading : % Children who CAN read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) text	Level 2 (Std 2) text	Total
I	38.4	38.3	16.8	4.0	2.6	100
II	14.2	30.1	32.5	15.0	8.3	100
III	6.3	16.5	29.3	28.0	19.9	100
IV	3.2	8.9	18.7	31.7	37.6	100
V	2.1	4.9	11.9	28.1	53.0	100
VI	1.3	2.5	6.7	22.9	66.6	100
VII	0.8	1.5	4.1	17.5	76.1	100
VIII	0.6	0.9	2.3	12.6	83.7	100
Total	9.9	14.8	16.5	19.8	39.0	100

INDIA RURAL

Std. III-V Reading

Statewise map showing % children in std III-V who can read std I text or more



Maps may not be accurate or to-scale. These are mere representations.

READING MAP: INDIA

Children who can read at least Std 1 text :

Dark red : below 55%

Lighter red : 55-65%

Darker green : 85-100%

Impact of ASER ...

20 states involved in Read India campaign. Village volunteers and schools/teachers.

14 state governments are collaborating with Pratham on Read India (basic learning improvement programs).

ASER referred to in many national and state policy documents.

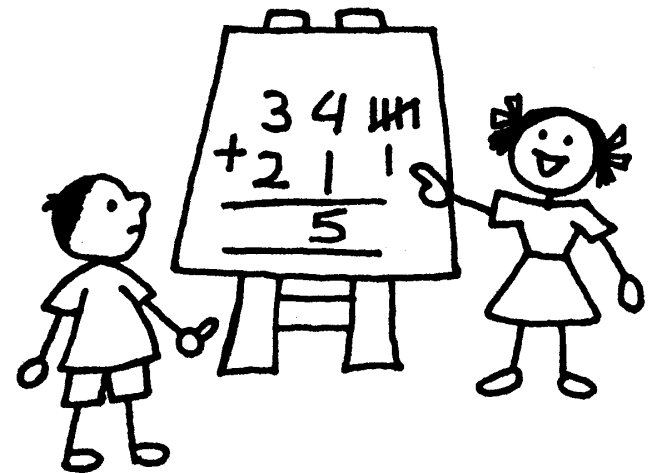
National achievement test findings are being released faster as a result of ASER.

State and district annual work plans for elementary schooling are getting higher allocations for learning. E.g. MP

Innovations in reading materials – cards, posters, newspapers

Extending ASER approach to other sectors – e.g. PAHELI

ASER 2006 : TESTS AND TESTING



Arithmetic test : Sample

MATH TEST/ गणित (4)

Number/ संख्या पहचान		Subtraction/ घटा		Division/ भाग
27	86	$\begin{array}{r} 82 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ - 29 \\ \hline \end{array}$	$7 \overline{)823}$
44	71	$\begin{array}{r} 77 \\ - 69 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ - 36 \\ \hline \end{array}$	$4 \overline{)578}$
52	83	$\begin{array}{r} 65 \\ - 48 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ - 17 \\ \hline \end{array}$	$6 \overline{)783}$
75	56	$\begin{array}{r} 32 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ - 25 \\ \hline \end{array}$	$8 \overline{)969}$
Ask any 5. Of 5, 4 must be correct./ पाँच पछो। 5 में से 4 सही होने चाहिए।		Ask any 2. Both must be correct. दो करो। दोनों ही सही होने चाहिये।		Ask any 1. It must be correct. एक करो। किया हुआ सवाल सही होना चाहिए।

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Arithmetic
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