



Idara-e-Taleem-o-Aagahi

Public Trust

"Centre for Education and Consciousness"



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Respected,

Mr. Omer Iftikhar Sherazi

Programme Director

Programme Monitoring and Implementation Unit

Government of Punjab

ITA/ASER/20263103

Dated: March 31st, 2026

SUBJECT: TECHNICAL COLLABORATION PROPOSAL FOR PROVINCE-WIDE HOUSEHOLD SURVEY ON FOUNDATIONAL LEARNING

On behalf of Idara-e-Taleem-o-Aagahi (ITA) and the ASER Pakistan team, I am writing to follow up on the Local Education Group (LEG) meeting held on March 30, 2026. With reference to Agenda Item 2, "Household Survey Design and Implementation Modality," we would like to propose a technical collaboration to support PMIU's planned province-wide household survey on learning levels and foundational teaching practices under the System Transformation Grant (STG).

ITA, through ASER Pakistan, offers a well-established, field-tested model for generating nationally representative evidence on foundational learning. ASER 2025 adopts a strengthened, census-based sampling framework using Enumeration Blocks from the 2023 Population Census provided by the Pakistan Bureau of Statistics (PBS). A multi-stage, stratified probability design, selecting clusters proportionate to population size and households systematically within clusters, ensures representation across rural and urban areas, districts, and socio-economic groups. Sampling weights further produce statistically robust estimates at district, provincial, and national levels.

ASER assessment tools are regularly reviewed in collaboration with the Pakistan Institute of Education (PIE) and curriculum experts to ensure alignment with national standards. The survey also integrates the Washington Group Short Set on Functioning, enabling inclusive data on children with disabilities. In addition, second-generation assessment tools—the International Common Assessment of Numeracy (ICAN) and the International Common Assessment of Reading (ICAR)—capture competencies up to Grades 2–3 and are aligned with the Global Proficiency Framework (GPF). These tools have been validated by the UNESCO Institute for Statistics (UIS) for reporting under SDG Indicator 4.1.1(a), ensuring global comparability alongside national relevance.

Operationally, ASER demonstrates strong capacity for large-scale implementation. Over 95% of data collection is conducted through an Android-based application, enabling real-time monitoring, GPS tracking, and automated quality checks. The model is supported by a large network of trained citizen volunteers, mobilized through a structured training-of-trainers cascade. ASER's methodology is also aligned with the Copenhagen Framework on Citizen Data (v1.0), recognizing citizen-led data as a critical source for addressing data gaps and strengthening inclusion. ITA's active membership in the People's Action for Learning (PAL) Network further reinforces its technical strength through cross-country learning and benchmarking.

Through this collaboration, PMIU can strengthen its shift from input-based monitoring to outcome-oriented decision-making, supported by a dataset that is rigorous, comparable, and capable of identifying district-level learning gaps critical to Punjab's education reform priorities. We would welcome the opportunity to discuss this further and explore potential areas of collaboration. For any queries or to schedule a discussion, please feel free to contact Mr. Talha Iftikhar at 0321-4005959 or talha.iftikhar@itacec.org.

Sincerely and with warm regards,

Sehar Saeed

Deputy Director Research - ASER Pakistan

Idara-e-Taleem-o-Aagahi (ITA)