ASER South Asia is a Regional Hub of PAL Network comprised of 4 member countries: India, Pakistan, Nepal and Bangladesh. The hub coordinates a common research agenda for the region, shares best practices and attempts to harmonize assessment outcomes when possible.

Why CLA?
Citizen-led Assessment (CLA)

- CLA can provide a basis for providing simplistic and unbiased results.
- This can enable parents to gauge into the current status of their children’s learning.
- CLA can do justice to both statistical methods and policy makers’ needs through its large sample assessment.
- An external and household level assessment of learning, can help to raise awareness about low learning levels and prioritize national policy.
- CLA is more inclusive, as traditional pen and paper test fail to properly assess the children who cannot read properly.

OUR VISION
A world where all children acquire the foundational skills that allow them to thrive

OUR MISSION
To bring learning and measurement to the centre of educational policy and practice
Every year (since 2005) Annual Status of Education Report (ASER) has reported on children’s of rural India schooling status and their ability to do basic reading and arithmetic tasks.

ASER – Pakistan conduct household based assessment every year to provide reliable estimates on the schooling status of children aged 3-16 years residing in all rural and few urban districts of Pakistan.

ASER Nepal assess basic reading and numeracy competencies of children of Nepal through CLA.

ASER Nepal collaborates with the local government to tune evidence into action.

IID partnered with BRAC to pilot the model and now coordinating with local partners for scaling up.

GalliGalli is a not-for-profit organization which gathers, packages, and disseminates information on how to access government services.

IDA is a public policy institute promoting evidence-informed inclusive policy.

IID partnered with BRAC to pilot the model and now coordinating with local partners for scaling up.