Monitoring and Developing Basic Education in the Region: Southeast Asia Primary Learning Metrics (SEA-PLM)

SEA-PLM Regional Secretariat

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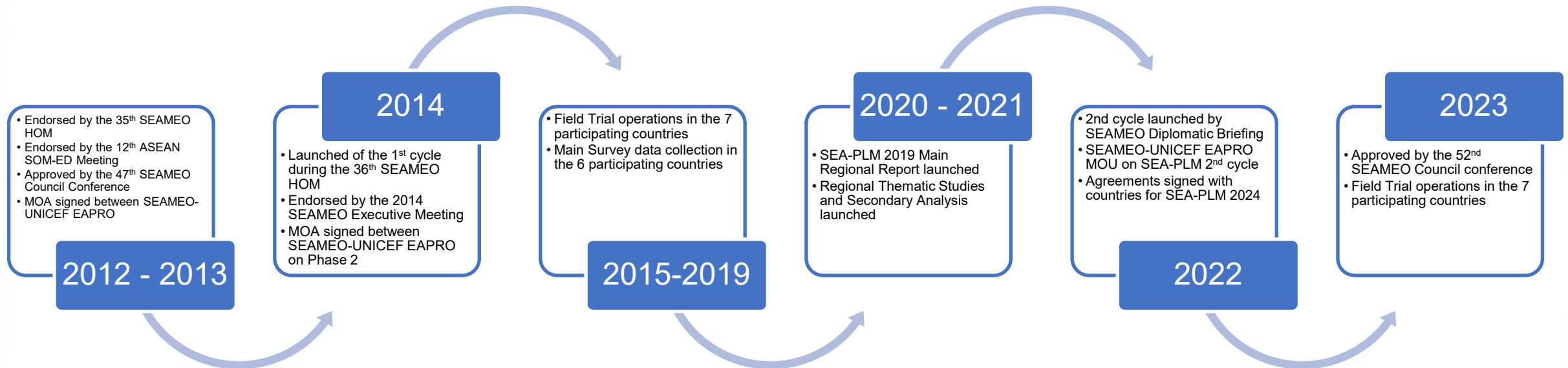# Better learning outcomes through regional collaboration

Southeast Asia Primary Learning Metrics (SEA-PLM) is a **regional large-scale student learning assessment** and **capacity-building programme** designed by and for Southeast Asian countries

Support member countries in developing robust **learning assessment systems**, enabling to monitor **student learning outcomes**, and to develop improved **policies**

Contributing to a more **equitable and meaningful education** for all children across the region

High-level Support and Regional Collaboration

SEA-PLM Governance and Advocacy through the years

2012 - 2013
- Endorsed by the 35th SEAMEO HOM
- Endorsed by the 12th ASEAN SOM-ED Meeting
- Approved by the 47th SEAMEO Council Conference
- MOA signed between SEAMEO-UNICEF EAPRO

2014
- Launched of the 1st cycle during the 36th SEAMEO HOM
- Endorsed by the 2014 SEAMEO Executive Meeting
- MOA signed between SEAMEO-UNICEF EAPRO on Phase 2

2015-2019
- Field Trial operations in the 7 participating countries
- Main Survey data collection in the 6 participating countries

2020 - 2021
- SEA-PLM 2019 Main Regional Report launched
- Regional Thematic Studies and Secondary Analysis launched

2022
- 2nd cycle launched by SEAMEO Diplomatic Briefing
- SEAMEO-UNICEF EAPRO MOU on SEA-PLM 2nd cycle
- Agreements signed with countries for SEA-PLM 2024

2023
- Approved by the 52nd SEAMEO Council conference
- Field Trial operations in the 7 participating countries

Contribution to regional growth and development

Anchored on **SEAMEO Education 7 Priority Areas 2021-2030**

Aligns with **ASEAN Education Work Plan 2021-2025**

Accelerates **Sustainable Development Goal 4 (4.1 and 4.7)**

Promotes **ASEAN values**

Why SEA-PLM? Benefits for participating countries

1. Provides quality learning data on foundational learning
2. Informs national education agenda and reform
3. The 'last mile' – Specific policy and decision-making questions
4. Cross border exchange on learning trends and policy solutions
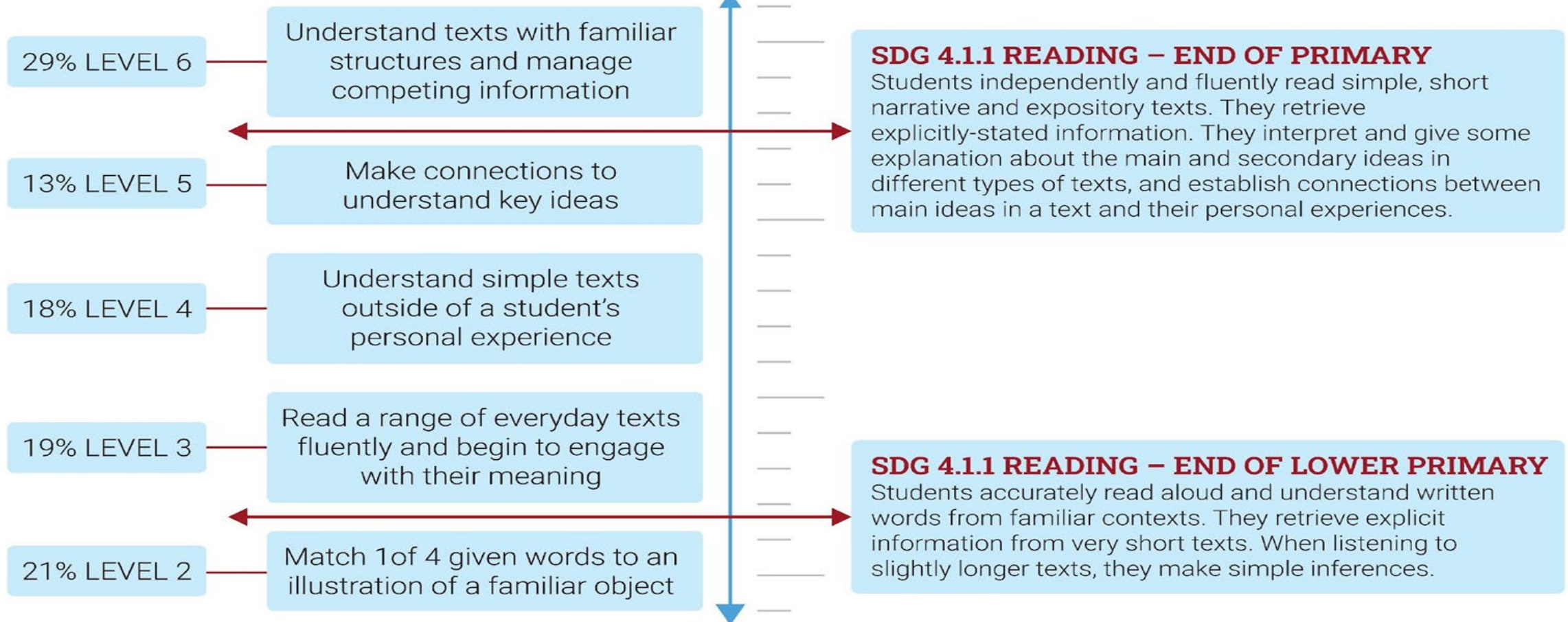
©UNICEF/Jim Holmes

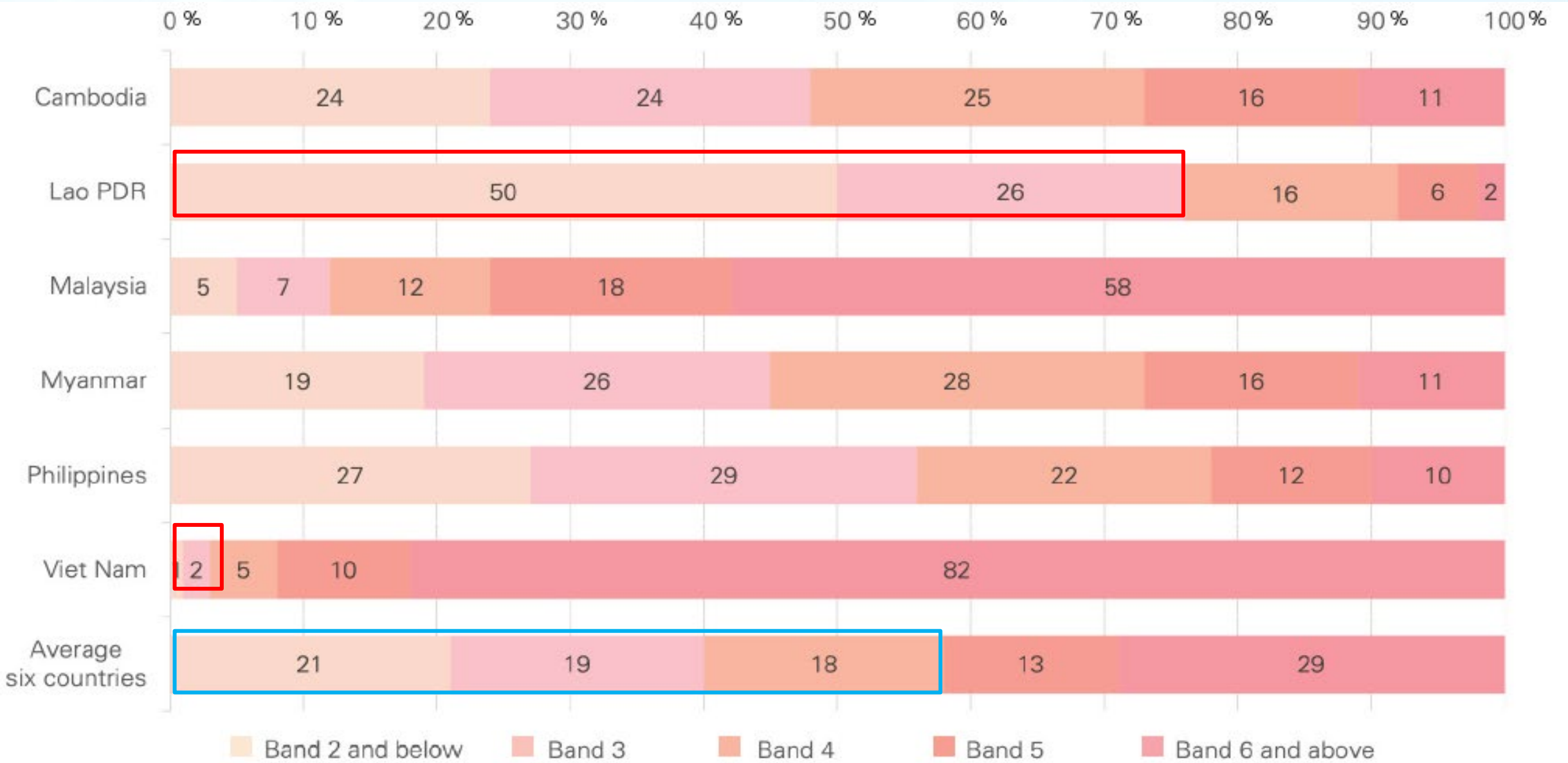# SEA-PLM 2019 – 1ˢᵗ round

- **SEA-PLM 2019**

- 6 SEA countries participated in main data collection

- Almost 30 000 G5 students, representing millions

- Paper-pencil test in reading, writing, mathematics based on curriculum-referenced content and standards

- Contextual questionnaire on students, teachers, schools and parents and added module on global citizenship

- Translated in 9 languages

- Datasets and reports publicly available at **www.seaplm.org**

ASEAN–KOREA COOPERATION FUND   unicef for every child   SEA·PLM Southeast Asia Primary Learning Metrics   Southeast Asian Ministers of Education Organization

SEA-PLM Described proficiency scales for reading

READING PROGRESSION SEA PLM

29% LEVEL 6 — Understand texts with familiar structures and manage competing information

SDG 4.1.1 READING – END OF PRIMARY
Students independently and fluently read simple, short narrative and expository texts. They retrieve explicitly-stated information. They interpret and give some explanation about the main and secondary ideas in different types of texts, and establish connections between main ideas in a text and their personal experiences.

13% LEVEL 5 — Make connections to understand key ideas

18% LEVEL 4 — Understand simple texts outside of a student's personal experience

19% LEVEL 3 — Read a range of everyday texts fluently and begin to engage with their meaning

SDG 4.1.1 READING – END OF LOWER PRIMARY
Students accurately read aloud and understand written words from familiar contexts. They retrieve explicit information from very short texts. When listening to slightly longer texts, they make simple inferences.

21% LEVEL 2 — Match 1of 4 given words to an illustration of a familiar object

Percentage of Grade 5 children in each reading band, by country

	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
Cambodia	24		24			25			16	11	
Lao PDR	50					26			16	6	2
Malaysia	5	7	12	18			58				
Myanmar	19		26		28			16		11	
Philippines	27		29			22			12	10	
Viet Nam	2	5	10		82						
Average six countries	21		19		18		13		29		

Band 2 and below   Band 3   Band 4   Band 5   Band 6 and above

Countries remain far behind SDG Benchmark

Reading end of Primary SDG 4.1.1b level 6 and above

Country		
Cambodia	👤👤👤👤👤👤👤👤👤👤👤	**11%**
Lao PDR	👤👤	**2%**
Malaysia	👤👤	**58%**
Myanmar	👤👤👤👤👤👤👤👤👤👤👤	**11%**
Philippines	👤👤👤👤👤👤👤👤👤👤	**10%**
Viet Nam	👤👤	**82%**

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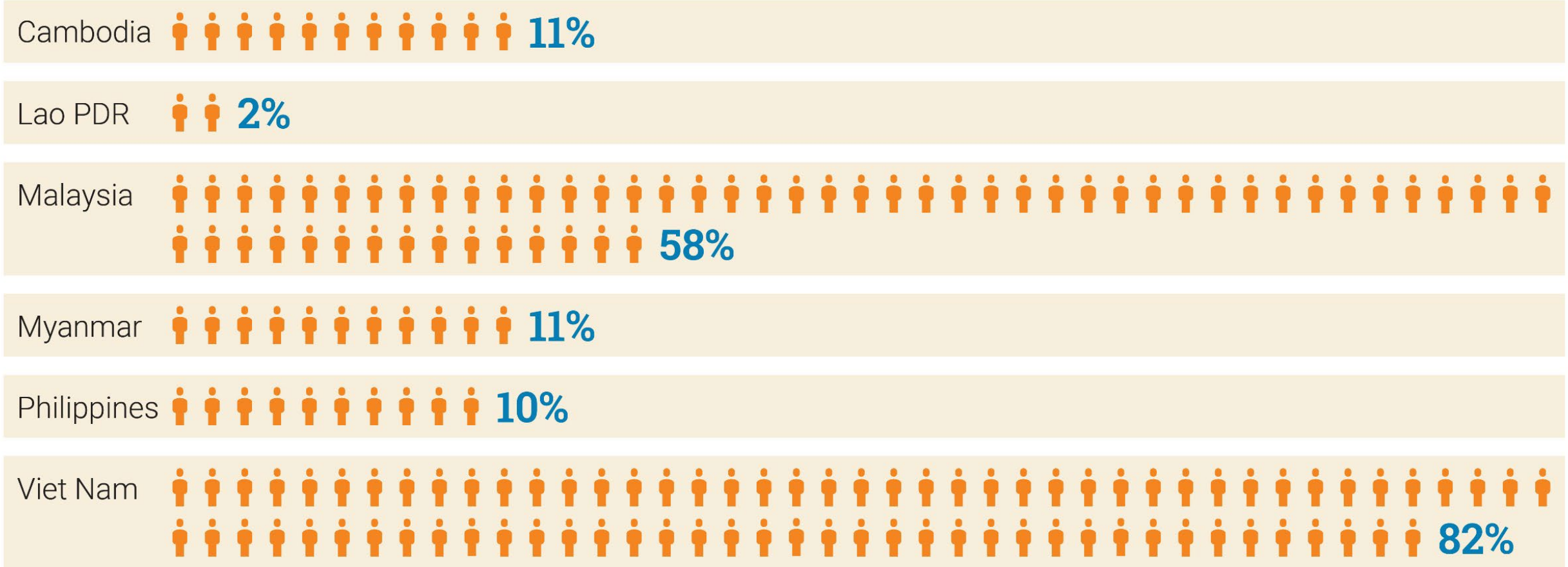
Key findings for Global Citizenship

Environmental issues (e.g. climate change and environmental pollution) related to classroom environment (e.g. solving disagreements with classmates and solving problems) is **the most important and valued** GC topics learned at primary school.

Children's **rights and respecting diversity** were the topics teachers said they were **most prepared for and most confident** teaching.

Most of the Grade5 children and teachers in most of the countries have a **better grasp of local issues than of regional and global ones**. Less than 60% of Grade 5 children identified themselves as Asian.

Characteristics of low-performing readers
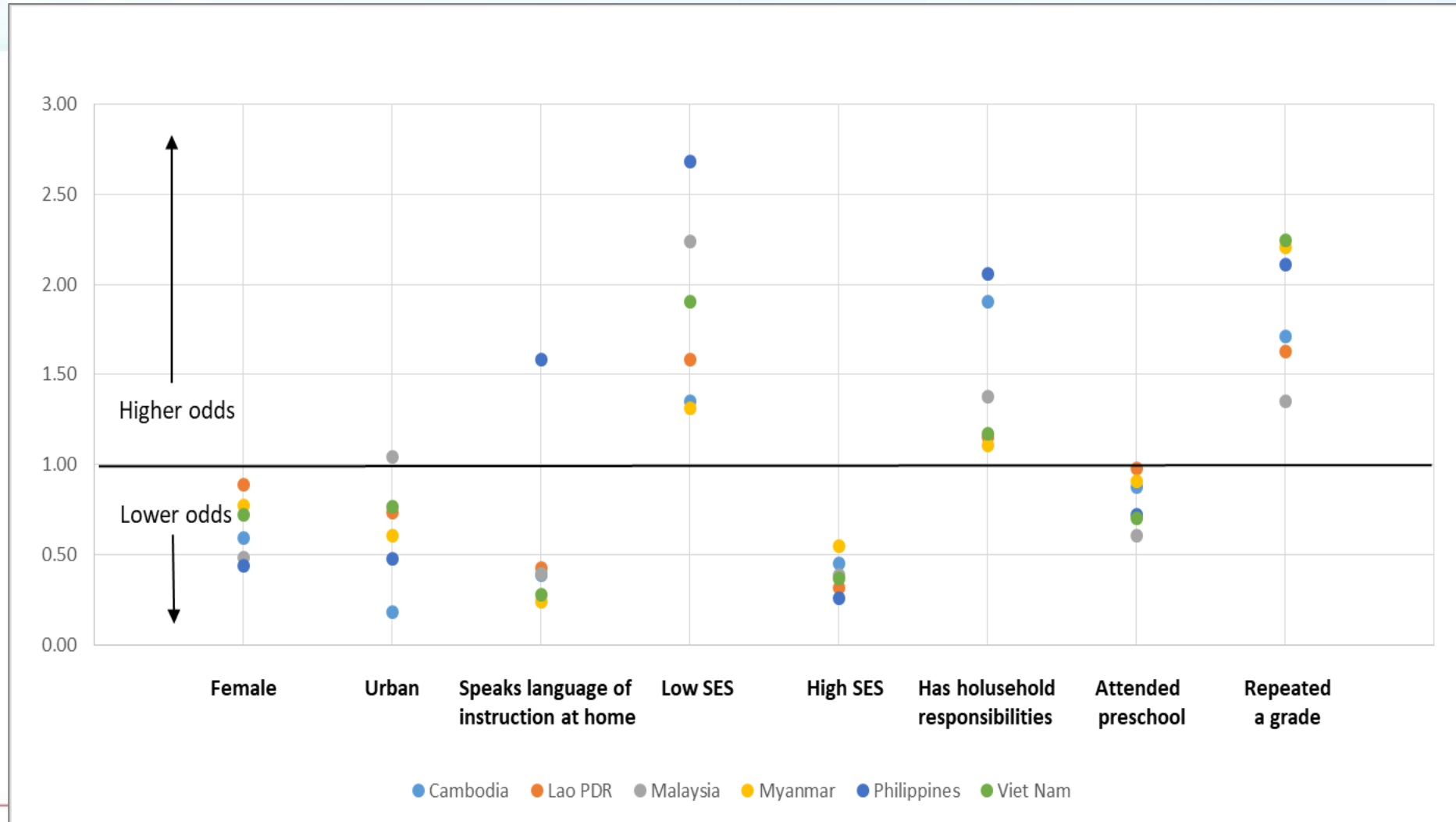
SEA-PLM regional recommendations

PRIORITY 1
Understand **learning as a progression**

PRIORITY 2
Establish a **common progressive framework** of learning that cuts across curriculum, teachers and assessment

PRIORITY 3
Invest in **early learning** especially in disadvantaged contexts

PRIORITY 4
Prioritize support for **teachers** and **teacher systems**

PRIORITY 5
Adopt a **systems based approach to monitor progress** on achievement

PRIORITY 6
Build **capacity to use data**, monitoring and research to achieve better learning

PRIORITY 7
Assess the **impact of COVID** on student learning and attendance

The Three Pillars of SEA-PLM Programme (2021-2025) 2ⁿᵈ cycle

1

Generate comparative data, indicators, and analysis on learning outcomes and context

Strengthen collaboration and exchange

2

3

Promote and improve the technical capacity and the use of evidence

Pillar 1 - Generate comparative data, indicators and analysis on learning outcomes and context in basic education through SEA-PLM surveys and other studies
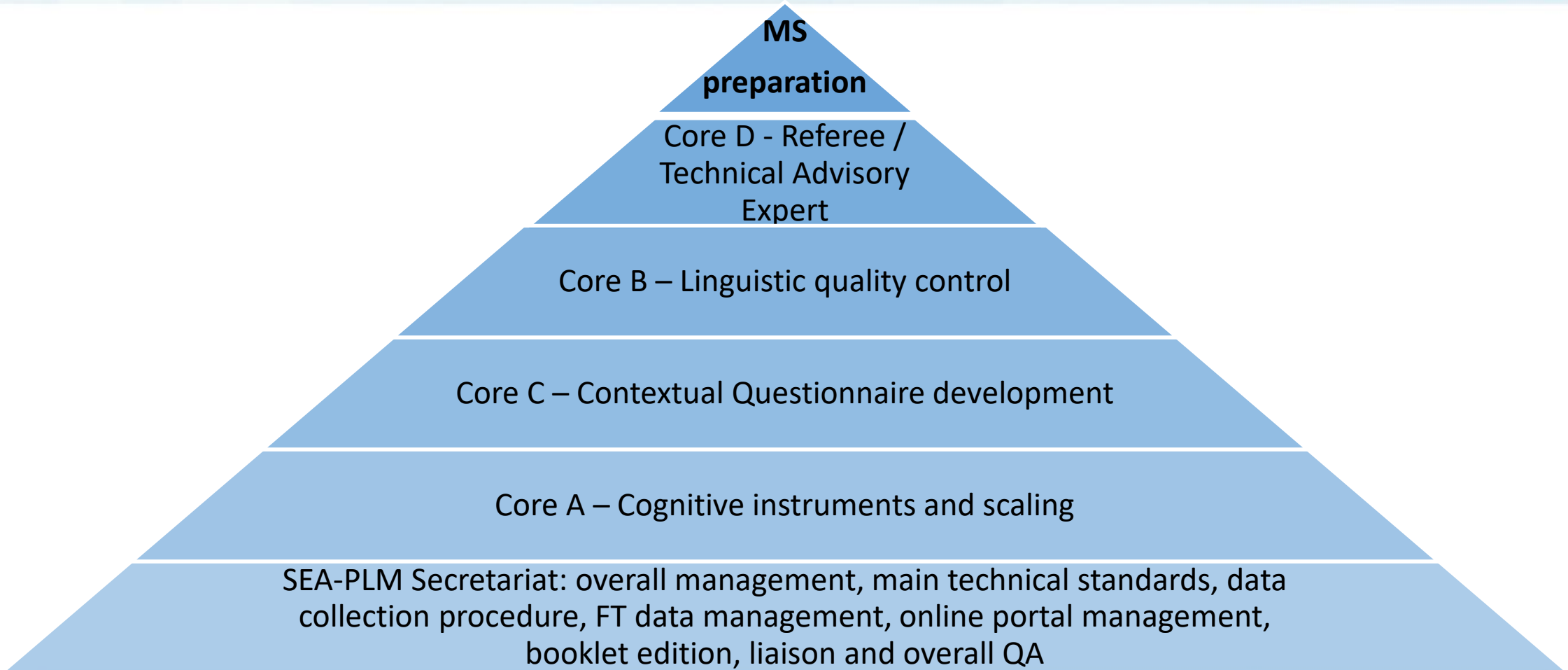
Flagship study – SEA-PLM new round

- Cyclic survey, regional long-term investment for tracking and tackling the learning crisis
- Generate public & comparative data on children' learning levels in Grade 5
- 7 countries
- All countries contribute to generate and panel new cognitive and contextual items
- 2019 public items to come
- Field Trial in 2023
- Main Survey in 2024
- Internationally recognized for reporting SDG 4.1 – LSAs family on national representative samples

Main outputs delivered from the regional level

- 1 database every 5 years, next in 2025
- 1 regional report on learning and equity every 5 years, next in 2025
- 1 national snapshot of preliminary results in national languages
- 4 regional secondary reports to focus on equity
- Country design national dissemination and policy review in each country
- Materials and capacity building support to design and implement activities

SEA-PLM Core Technical Areas

MS preparation

Core D - Referee / Technical Advisory Expert

Core B – Linguistic quality control

Core C – Contextual Questionnaire development

Core A – Cognitive instruments and scaling

SEA-PLM Secretariat: overall management, main technical standards, data collection procedure, FT data management, online portal management, booklet edition, liaison and overall QA

Pillar 2 - Strengthen collaboration and exchange to improve system and school levels policy and practice in basic education through SEA-PLM surveys and other studies

System and school policy, and practice tool mapping and repository

Exchanges around basic education main policies of interest

Products

- 2/3 annual main focus of interest based on regional and national agenda including SEA-PLM survey
- Tools and qualitive methodology development and analyze, reports of in-country practice and international views

Capacity building

- Annual regional meeting for High Official representatives and international mentoring and peer-learning with countries/institutions

Pillar 2 - Strengthen collaboration and exchange to improve system and school levels policy and practice in basic education through SEA-PLM surveys and other studies

- Regional Secondary analysis of 2019 datasets
  - Since 2020, 5 Regional Secondary publication based on public datasets – Gender, low-performing readers, Teachers, Well-being, Learning loss (TBC)
  - Produced by the Secretariat and technical providers, countries review data anomaly and discuss the results and implications in regional policy webinars and roundtables
  - Demand-driven, demand support to countries and data users

- Study Fellowship Programme, lectures, and peer-learning in collaboration with the Korean institutes (KEDI and KICE), with a focus on CLM countries
  - Build capacity in developing evidence-based policy and practice and make strategies for scaling up education interventions
  - Increase technical capacity on learning assessment and data analysis
  - Establish plans to use SEA-PLM data analysis results to inform future policy and practice

Pillar 3 - Promote and improve the technical capacity and the use of evidence from SEA-PLM surveys and other studies on learning outcomes and context in basic education

Disseminate products and develop networking and research and policy platforms

Products

- Communication and knowledge management products
- Social media to advertise activities and success
- Influence partners to support regional activities and national activities
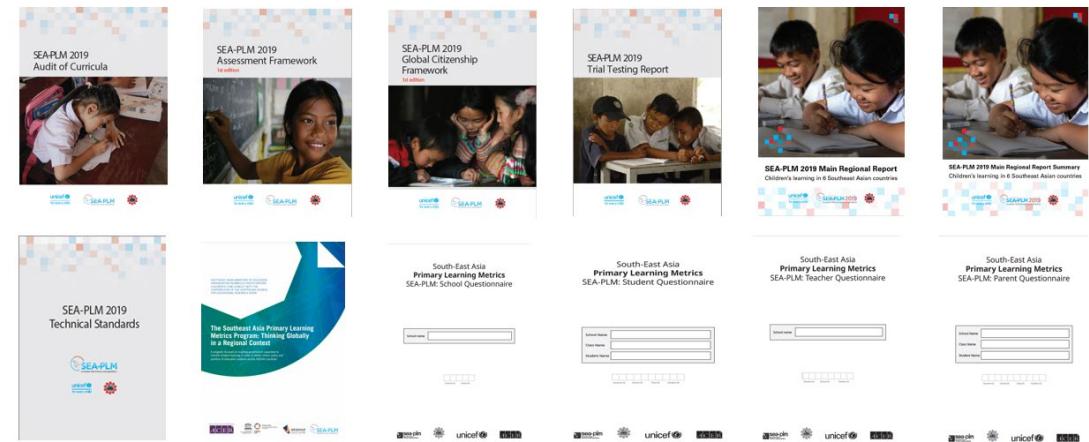
SEA-PLM 2024 2nd round

Robust regional and international collaboration and partnership

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Ways Forward – SEA-PLM 2024

2026 — Strategic Preparations for SEA-PLM 2028

2025 — Survey regional report and secondary analysis

2024 — Main Survey

2023 — Trial testing

2022 — Technical activities and collaborations

2021 — Consultations with Countries

Thank You

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