Southeast Asia Primary Learning Metrics (SEA-PLM)
Overview

1. Rationale, purpose & methodological approach
2. Current status of SEA-PLM
3. Development of programme logic
4. Global, regional and organisational priorities
5. Geographic roll out, target population & filling gap
6. Organizational structure
7. Emphasis on national priorities & sectoral impact
8. Key moments
9. Concluding thoughts
Rationale & purpose

• To describe the evolution of the major new regional assessment – Southeast Asia Primary Learning Metrics (SEA-PLM)

• To identify and analyse the key factors that affected its evolution (2012-2015) and the critical factors which must be considered when developing a regional metric

• To describe the need for a regional metric and the need to ensure the utility at the Country level and how the managers have responded to such challenges
Methodological approach

• Participant observer
• Documentation analysis from key moments in development of SEA-PLM
• External debates in which authors were engaged including assessment consultations at UNESCO Paris, February 2015
SEA-PLM Vision

“SEA-PLM will contribute towards improving and redefining learning outcomes by providing a regional culturally appropriate metric and thereby towards a more equitable and meaningful education for all children across the region”
1. Enhanced capacity to generate and analyse assessment data at regional, national and sub-national levels

2. Enhanced capacity to utilise assessment data for education improvement and more equitable learning outcomes at regional, national and sub-national levels

3. Enhanced ASEAN integration in terms of approaches to assessment, with initial focus on Primary Grade 5 in the domains of literacy (reading & writing), numeracy (mathematics) and global citizenship
Unique Features

• The only assessment at regional scale designed to measure progress in relation to the values and curricula of the Southeast Asian region

• First assessment in the world to assess writing across languages

• The only assessment in region to date to assess foundations of global citizenship and Southeast Asian values
Factors affecting programme logic development

From 2012: Thematic focus influenced by global developments, including Learning Metric Task Force (LMTF):

- Literacy: Reading & writing
- Numeracy: Mathematics
- Global citizenship
Regional Post-2015 Agenda:

Bangkok Statement: “Quality in education will be supported also by learning environments that are safe, healthy, gender-sensitive, inclusive and conducive to learning, mother tongue-based multilingual education and comprehensive monitoring and quality assurance systems”
Factors affecting programme logic development (contd.)

Global Post-2015 Agenda:

**WEF Declaration:** “We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and measuring progress”
SEAMEO’s 7 Priority Areas

01. Early Childhood Care and Education
   - Achieving universal pre-primary education by 2030, with the disadvantaged such as the poor, the rural, the marginalized, and the disabled benefiting the most.

02. Addressing Barriers to Inclusion
   - Dissolving barriers of exclusion through innovations in education delivery and management to provide previously inaccessible and vulnerable groups to basic learning opportunities.

03. Resiliency in the Face of Emergencies
   - Preparing schools leaders, teachers, students, and local communities in managing and maintaining the delivery of education services during disasters.

04. Promoting Technical and Vocational Education and Training
   - Engaging both students and parents with more visible investments and curricula that focus on creativity and innovation, technical and vocational education and training can become a pivotal tool in higher education and regional labour, skill and learner mobility.

05. Teacher Education
   - Making teaching the first choice profession through comprehensive, strategic, and practice-based reforms of teacher management and development systems. Important to this is that policies should consciously emphasise on taking the best candidates for teacher training.

06. Harmonisation in Higher Education and Research
   - Institutional-level harmonisation with each institutions determining their most important needs in order to be able to co-ordinate and set standards with other institutions.

07. Adopting 21st Century Curriculum
   - Pursuing radical reform through systematic analysis of knowledge, skills, and values responding effectively to changing global contexts, particularly to the ever-increasing complexity of the Southeast Asian economic, socio-cultural, and political environment.
UNICEF East Asia and Pacific: Priority Areas

• Aim: Strengthen equity agenda and include learning outcomes in the equity analysis
• UNICEF EAP: “Enhanced access to inclusive and quality learning for all children”
• Indicator: “Number of countries utilizing data derived from the Southeast Asia Primary Learning Metrics to inform policies”
• Linked to OOSC, inclusive education, minimum standards, teacher education & curriculum reform
Geographic roll out

2020: A regional metric for all SEAMEO and ASEAN Member Countries

2016 – 2017: At least 6 SEAMEO Member Countries will have done field trials and main surveys, including: Brunei Darussalam, Cambodia, Lao PDR and Myanmar
Target population – starting with Primary Grade 5
PIRLS, PISA, TIMSS, and EGRA have global presence ... whereas others have had a regional focus
Emphasis on national priorities and sectoral impact

• Political commitment is required at all levels in the development and roll out
• Need to link to broader capacity building in assessment and education improvement
• Timing of the survey in relation to other Government’s commitments to assessment
• Ensuring SEA-PLM analysis will support development and improvement of standards for all children
Key moments of SEA-PLM

35th SEAMEO High Officials Meeting (HOM) (Nov. 2012)
Proposal on development of SEA-PLM & Plan for Phase I to be completed in 2013 was presented and endorsed

47th SEAMEO Council Conference (SEAMEC) (March 2013)
SEAMEO Council of Ministers approved the concept note and plan to complete Phase I in 2013 and to propose Phase II at 36th SEAMEO HOM

Working Group established (Beginning of 2013)
Members: SEAMEO Secretariat, SEAMEO INNOTECH, UNICEF EAPRO, UNESCO (UIS and EPR Units), ACER, UN ESCAP Statistics Division

Regional Experts Reference Group (RERG) established (September 2013)
RERG convened a Regional Expert Seminar on 24-26 September, 2013

Desk Review Completed (December 2013)
• SEAMEO INNOTECH: Primary school curricula in Southeast Asian Countries
• ACER: Experiences with primary learning metrics – and with PISA and TIMMS – in the region

36th SEAMEO High Officials Meeting (February 2014)
• Progress on Phase I was presented and full endorsement of plan for Phase II was given
• Proposed candidates for Phase 2: Brunei Darussalam, Lao PDR, Malaysia, Philippines & Thailand
Key moments of SEA-PLM (contd.)

- Launching Ceremony of SEA-PLM (Oct. 2014)
  Updates on the implementation of SEA-PLM was presented
- ACER was recruited (Oct. 2014)
- SEA-PLM Regional Consultative Meeting (4-5 Nov. 2014, SEAMEO RECSAM)

- 37th HOM (Nov. 2014)
  Updates on the implementation of SEA-PLM was presented and the SEAMEO Council expressed support
- Domain Technical Review Panels (DTRP) Meeting (Feb. 2015)
  Draft framework was developed: Reading & writing; mathematics; & global citizenship

- 48th SEAMEC (May 2015)
  Updates on the implementation of SEA-PLM was presented and the SEAMEO Council expressed support

- Country Visits to Cambodia (Feb. 2015), Lao PDR (March 2015), Brunei Darussalam (May 2015) & Myanmar (Oct. 2015)
  Updates on the implementation of SEA-PLM were presented

- Item Development Workshop (June 2015)
  Test items were developed: Reading & writing; & mathematics
  Items for questionnaires: Global citizenship; students; teachers; principals; & parents

  Field trial Countries: Brunei Darussalam, Cambodia, Lao PDR & Myanmar

- First Field Trial in Brunei Darussalam (Nov. 2015)
Concluding thoughts – conditions of success

- Strong political leadership
- Strong political commitment
- Comprehensive communication strategy
- Capacity development
- Accommodation to Government priorities & planning cycles
- Clear and coherent coordination mechanism
- High quality and predictable technical leadership (ACER) to ensure survey meets international standards
- Commitment to utilization of the data
- Adequate and predictable funding
QUESTIONS & DISCUSSION