Assessment for quality education: Southeast Asia Primary Learning Metrics (SEA-PLM)

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What is SEA-PLM?

- SEA-PLM serves the goal of **improving quality of education** through **system level monitoring of learner achievements**

- To better measure and understand the status of learning achievement amongst the general population and for specific groups
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”
Unique Features

Regional assessment designed to assess learning (maths, reading, writing and Global Citizenship Education (GCEd))

First assessment in Writing across languages

Assessment of Global citizenship and Southeast Asian values
Why regional?

- Focus on common educational quality issues
- Countries participate in the entire process
- Support from regional institutions and partners
- Assessment and evaluation network development
- Sharing of ideas, issues and challenges as ASEAN community
- Implement capacity building for the region
Filling the gap

PIRLS, PISA, TIMSS, and EGRA have global presence...

...whereas others have had a regional focus
Dissolving barriers of exclusion through innovations in education delivery and management to provide previously inaccessible and vulnerable groups to basic learning opportunities.

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

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

06 Harmonisation in Higher Education and Research

Institutional-level harmonisation with each institution 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 EAP’s Priorities

• Aim: Strengthen equity agenda and include learning outcomes in the equity analysis
• “Enhanced access to inclusive and quality learning for all children”
• Indicator: “Number of Countries utilizing data derived from the SEA-PLM to inform policies”
• Linked to OOSC, inclusive education, minimum standards, teacher education & curriculum reform
From 2012, thematic focus influenced by global developments, including Learning Metric Task Force (LMTF): Literacy, Numeracy & 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”

Global Post-2015 Agenda-WEF Declaration: “We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and measuring progress”
Sustainable Development Goal (SDG): Measuring learning outcomes

4.1 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”
SDG: ASEAN values and life-skills

4.7 “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”
2020: A regional metric for all SEAMEO Member Countries

2015 - 2018: At least 7 SEAMEO Member Countries will have done field trials and main surveys, including: Brunei Darussalam, Cambodia, Lao PDR, Malaysia, Myanmar, the Philippines and Vietnam
Target population-
Starting with Primary Grade 5
Implementing partners

- SEA-PLM is led by SEAMEO & UNICEF with technical expertise by ACER
- Each organization provides support at regional & Country level
- These three elements ensures a solid foundation for SEA-PLM
Key moments

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

47th SEAMEO Council Conference (SEAMEC) (March 2013)
Ministers approved the concept note and plan to complete Phase I in 2013 and to propose Phase II at 36th 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 (Sept. 2013)
RERG convened a Regional Expert Seminar (Primary Grade 5; literacy, numeracy & global citizenship)

Desk Review Completed (Dec. 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 (Feb. 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 (contd.)**

- **Launching Ceremony of SEA-PLM (Oct. 2014)**
- **37th HOM (Nov. 2014)** - Updates on SEA-PLM implementation were presented.
- **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: Cambodia (Feb. 2015), Lao PDR (March 2015), Brunei Darussalam (May 2015) & Myanmar (Oct. 2015)**
- **Item Development Workshop (June 2015)**
  - Test items were developed: Reading & writing; & mathematics.
  - Items for questionnaires: Global citizenship; students; teachers; principals; & parents.
  - Countries: Brunei Darussalam, Cambodia, Lao PDR & Myanmar.
- **-38th HOM (2015) & 39th HOM (2016) and in other SEAMEO Meetings (e.g. CDM, EC, GBM, HOF)** - Updates on SEA-PLM implementation were presented.
- **First Field Trial in Brunei Darussalam (Nov. 2015)**
- **Field Trial (FT) in 2016 – Cambodia, Lao PDR & Myanmar**
- **Coding Training Workshop (Aug. 2016) – Brunei Darussalam, Cambodia & Lao PDR**
- **FT in 2017 – Malaysia, Philippines & Vietnam**
- **ASEAN WorkPlan (2016-2020)**
Project Outcomes

• Enhanced capacity to generate and analyse assessment data at regional, national and sub-national levels
• Enhanced capacity to utilise assessment data for education improvement and more equitable learning outcomes at regional, national and sub-national levels
• Enhanced ASEAN + 1 integration in terms of approaches to assessment, with initial focus on Primary Grade 5 in the domains of reading, writing, mathematics and global citizenship
Concluding thoughts

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

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