



## Mission Report

### Southeast Asia Primary Learning Metrics (SEA-PLM) Vietnam Orientation Workshop 20-24 February 2017, Hanoi, Vietnam

#### A. SEAMEO Secretariat (SEAMES) Officials on Mission

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#### B. Background

Much debate surrounds the attempts to define good quality education, and the recent SDG4 “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” have shown a global commitment to address this issue. This has increased the need for effective strategies to assess and monitor knowledge and skills and demonstrate measurable learning outcomes. Since, without effective assessment systems, we cannot understand the variations in learning outcomes and where to focus interventions to enhance access to inclusive and quality learning for all children.

To address variations in learning outcomes in the region and to have a better understanding of where to focus interventions to enhance access to inclusive and quality learning for all children the Southeast Asia Primary Learning Metrics (SEA-PLM) was initiated in 2012. The SEA-PLM serves the goal of improving quality of education through system level monitoring of learner achievements. The initiative aims at supporting SEAMEO Member Countries to better measure and understand the status of learning achievement amongst the general population and for specific groups by applying culturally appropriate metrics to learning outcomes associated with reading, writing, mathematics and global citizenship. The metric targets children in Grade 5 (ten years of age) and will be a unique tool to address common concerns across all Countries in the region to ensure quality education and learning outcomes for all children from the early years of primary school. The metric takes inspiration from the Global Learning Metrics Task Force (LMTF) and linkages are established to the Monitoring Learning Partnership.

The SEA-PLM is jointly implemented by Southeast Asian Ministers of Education Organization (SEAMEO) who contributes with political leadership and expertise and UNICEF who contributes with programmatic expertise and Country support. The Australian Council for Educational Research (ACER) supports this initiative through technical advice and provision of capacity development based on its extensive experience in assessment and quality education. This ensures that the SEA-PLM meets the same standards as other major regional and international assessments.

To date seven Countries (Brunei Darussalam, Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, and Vietnam) have committed to field trial SEA-PLM and have contributed thoroughly to the development of the assessment incl. development of items, protocols and general inputs in regards to the definition and content of the domains. In addition, Indonesia, Singapore, Thailand, and Timor Leste have contributed with expertise and comments thereby ensuring its regional relevance and contextualisation.

Being an important step towards regionalization of the SEA-PLM, ASEAN leaders have recognized the relevance and importance of SEA-PLM as the initiative was included in the ASEAN 5-Year Work Plan on Education 2016-2020.

### **C. Objectives of the Meeting**

To meet the Technical Team Members and orientate and discuss on the preparation of the field trial of the SEA-PLM in Vietnam and to finalise Technical Team composition and work plan. The focus of the workshop involved standardised SEA-PLM Field Trial operational tasks and procedures including adaptation and translation, sampling, test administration and data management.

### **D. Participants**

- 1) Technical Team (TT) Members
- 2) UNICEF EAPRO (Facilitator)
- 3) ACER (Trainer)
- 4) UNICEF Vietnam

### **E. Organizer**

The Ministry of Education and Training (MOET) Vietnam hosted the workshop, with the support from UNICEF Vietnam.

### **F. Immediate Next Step**

Following the national work plan for SEA-PLM for each country, the next step will be to start the adaptation process of the questionnaires and items, in close collaboration with the experts from ACER.

### **G. Role of SEAMEO Secretariat (SEAMES)**

SEAMES delivered the opening and closing remarks on behalf of SEAMEO.

SEAMES also provided during the workshop an updated regional overview on the SEA-PLM and how SEA-PLM will support regional and national efforts to improve quality education through assessment. The endorsement process, how SEA-PLM fits in the world picture, its unique features, the importance of the utilization of data and the expected outcomes, including organizational national and regional structure, capacity development and emerging lessons, were also outlined. Emphasis was also made on the role of establishing clear communication lines and the role of a communication strategy.

SEAMES also acted as the facilitator of the workshop.

### **H. Pictures**

