SEA-PLM is a regional initiative assessment developed by SEAMEO, supported by UNICEF East Asia and Pacific Regional Office (EPRO) and UNICEF Cambodia, with technical assistance from ACER. It focuses on reading, writing, mathematics and global citizenship in 5th Grade. There are six countries participated in this first cycle including Cambodia, Laos PDR, Malaysia, Philippines, Myanmar and Vietnam.

SEA-PLM provides reliable data to monitor and understand the status of learning achievement of different student groups and take initiative action for optimizing the quality of education in all sectors of the entire system.

**Reading:** Cambodian students outperform students from Laos PDR and Philippines

**Writing:** Cambodian students outperform students from Laos PDR only

**Mathematics:** Cambodian students outperform students Laos PDR, Myanmar and Philippines

**Proportion of students reaching SDG 4.1.1a**

- **Reading:** 76%
- **Mathematics:** 64%

Not meet minimum proficiency level for end of lower primary
Meet minimum proficiency level for end of lower primary

**Proportion of students reaching SDG 4.1.1b**

- **Reading:** 11%
- **Mathematics:** 19%

Not meet minimum proficiency level for end of primary
Meet minimum proficiency level for end of primary

**Girl students outperform boy students in reading, writing and mathematics**

**Students who are studying in advanced level schools of CFS outperformed students studying in basic and medium level schools.**
Key Factors Influence Students’ Learning Outcomes

1. Issues occur sometimes or often in class
   - My teacher has difficulty getting students to get quiet: 50.8%
   - My teacher is absent: 50.8%
   - My teacher comes late for class: 59.4%

2. Issues that affect students’ learning outcomes
   - Student’s lack of basic knowledge or skills: 82.2%
   - Student’s lack of interest: 65.7%
   - Students’ absenteeism: 56.6%
   - Deruptive students in class: 48.1%
   - Student’s poor health: 47.4%
   - Student’s lack of sleep: 46.6%
   - Students’ being hungry in class: 44.5%

3. % of students with access to school library
   - Yes: 74.6%
   - No: 25.4%

Global Citizenship (GC) by Gender

- Students’ exposure to GC issues at school
- Students’ concern for global issues
- Identification of Students as Asians
- Students’ attitudes towards learning about GC related issues
- Students’ expected civic behavior
- Students’ behavioral intention related to GC

Global Citizenship by Socio-economic Status

- Low SES
  - Students’ exposure to GC issues at school
  - Students’ concern for global issues
  - Identification of Students as Asians
  - Students’ attitudes towards learning about GC related issues
  - Students’ expected civic behavior
  - Students’ behavioral intention related to GC

- High SES
  - Students’ exposure to GC issues at school
  - Students’ concern for global issues
  - Identification of Students as Asians
  - Students’ attitudes towards learning about GC related issues
  - Students’ expected civic behavior
  - Students’ behavioral intention related to GC

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