

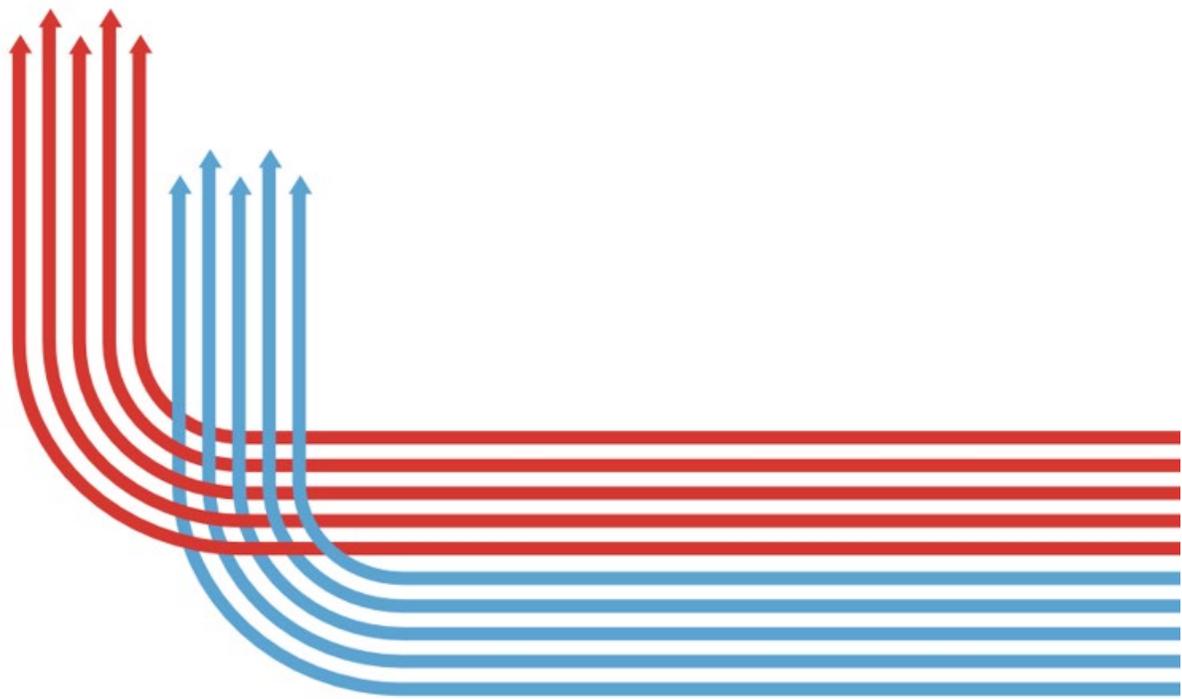


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for every child

 **SEA-PLM 2019**
Southeast Asia Primary Learning Metrics



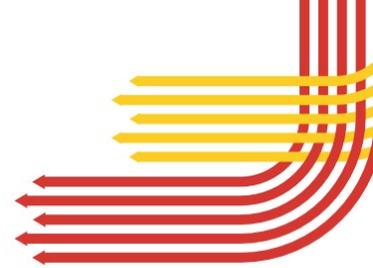
Overview of the SEA-PLM programme



What is SEA-PLM?

- The Southeast Asia Primary Learning Metrics (SEA-PLM):
 - Is a Grade 5 assessment in reading, writing, and mathematics across Southeast Asian countries
 - Aims to improve capacity to measure learning outcomes
 - Allow peer exchange on policies and practices in the region
 - Contributes to countries' efforts to achieve SDG 4 and track progress on SDG 4.1.1 and SDG 4.7
- 6 countries participated in the main survey in 2019 – Cambodia, Lao PDR, Philippines, Malaysia, Myanmar, and Vietnam
- Data from background questionnaires was also collected from students, parents, teachers, and school heads
- Perceptions about global citizenship were asked in the student and teacher questionnaires

SEA-PLM scope and method



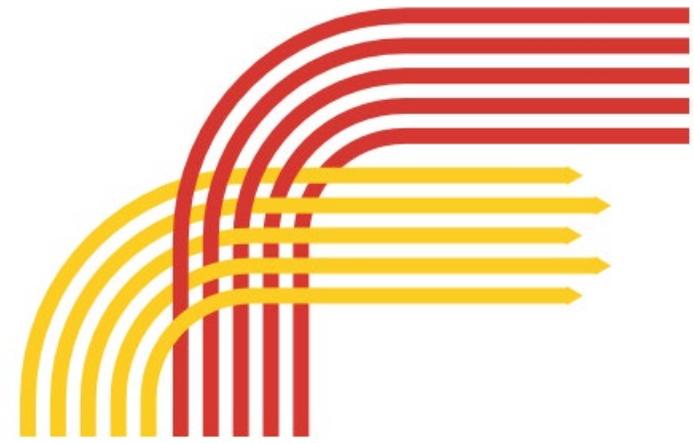
- Assessment and questionnaire responses were collected through pencil/paper
- The sample of students was representative of the school population enrolled in Grade 5 in each country
- Each child completed questions in 2 out of 3 learning domains using a rotated booklet design to limit testing fatigue.
- Each child had 1 hour to complete the test, and 30 minutes to complete the questionnaire
- Tools were standardised across all countries and translated in national languages from an English source

SEA-PLM survey in Myanmar

State/Region	Total number of schools in each state/region territory*	Sampled schools
MON	1398	9
AYARWADDY	6159	27
BAGO (East)	2328	14
BAGO (West)	1842	7
CHIN	412	2
KACHIN	1075	7
KAYAH	336	1
KAYIN	1369	7
MAGWE	3674	17
MANDALAY	4087	23
NAYPYITAW	712	4
RAKHINE	2289	12
SAGAING	4593	23
SHAN (East)	395	2
SHAN (North)	1335	6
SHAN (South)	2114	10
TANINTHAYI	1210	7
YANGON	2682	24
Grand Total	38011	202

- Students and schools were sampled from 18 states/regions in Myanmar.
- Table below shows the final number of participants in Myanmar.

Country	Students	Parents	Teachers	Head teachers
Myanmar	5707	5371	432	202

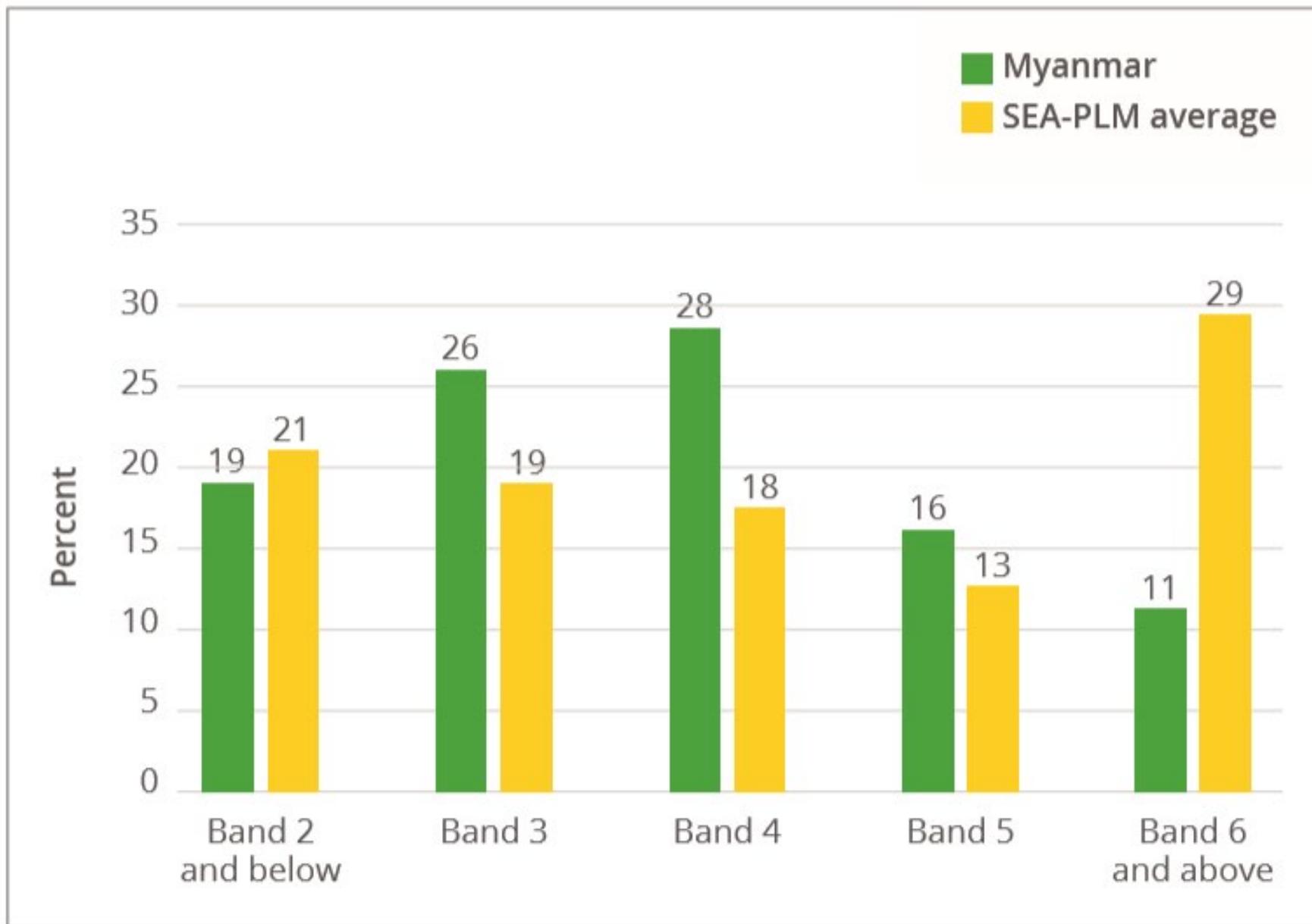


Reading, writing, and mathematics outcomes



Reading literacy competency in Myanmar

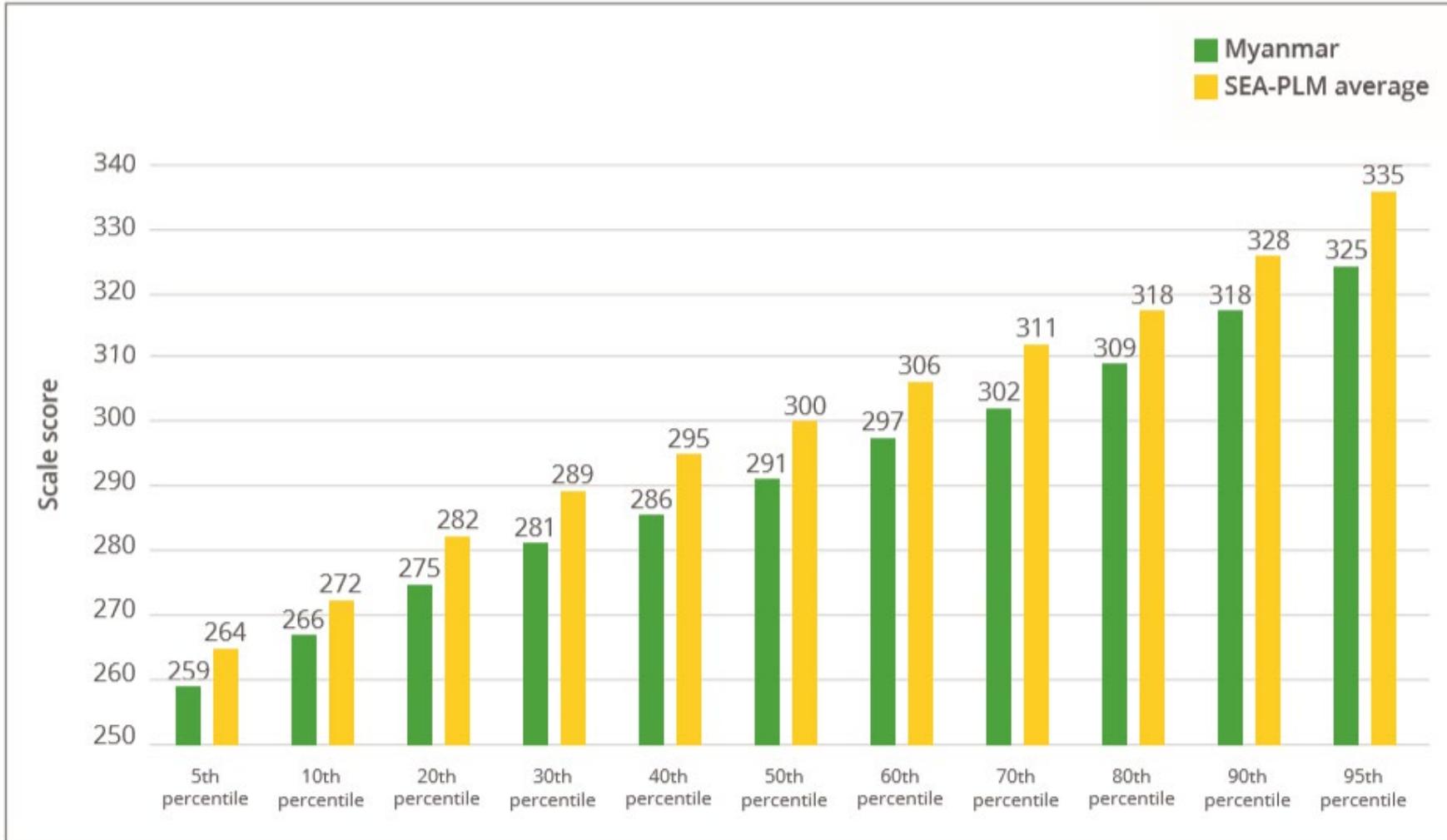
- SEA-PLM reading literacy test results assist education stakeholders in understanding levels of reading literacy in Myanmar
- One output of SEA-PLM is the described proficiency scale for reading (DPS)
- The DPS divides item difficulty and student ability into bands
- SEA-PLM reading bands range from bands “2 and below” to “6 and above”
- Students are Band 6 and above – demonstrate reading skills that are consistent with expected achievement indicators at the end of primary school
- Students in Bands 4, 3, and, 2 and below are not yet at, or approaching, end of primary school proficiency levels, and will find it difficult to transition to secondary school



- There is a wide spread of abilities in Myanmar in G5
- This graph shows the percentage of G5 students in each reading band in Myanmar against the SEA-PLM average

Band and % of students	Description of what students can typically do
Band 6 and above 317 points and above 11%	Understand texts with familiar structures and manage competing information Children are able to understand texts with familiar structures and manage competing information when locating ideas and details. They are able to find multiple pieces of related information in texts with familiar structures and make connections between details and ideas to draw inferences. They are able to use clues and explicit information to support inferences even when there is competing information. They are also able to identify the most likely reasons for events and the reactions of characters in narratives, where that information is only implied in the text.
Band 5 304 to less than 317 points 16%	Make connections to understand key ideas Children are able to connect pieces of related information across sections of texts, including tables and diagrams, enabling them to understand key ideas. The context and ideas in the texts that they can access may not be wholly familiar to the student. They can recognize phrases and sentences that convey the same meaning and make simple inferences when there is some competing information. They can identify the purpose of prominent textual features in short, familiar texts and can use textual features to aid them in locating information.
Band 4 289 to less than 304 points 28%	Understand simple texts Children can understand simple texts that contain some ideas and information that are partly outside of their personal experience. Children can locate different, short expressions that have the same meaning and use textual features to locate information in tables and other familiar text types. They can connect prominent information across adjacent sentences. They can make simple inferences when obvious clues are provided, in a range of simple texts of different types. Children are able to make plausible interpretations of information in a text and can identify the purpose of familiar text types. In matching words to an image, they are able to choose between words that have similar but distinct meanings, and they can identify longer sentences that describe an image.
Band 3 274 to less than 289 points 26%	Read a range of everyday texts fluently and begin to engage with their meaning Children are able to read a range of everyday texts, such as simple narratives and personal opinions, and begin to engage with their meaning. They are able to locate prominent details in everyday texts, as well as connect related information where it is obvious and there is minimal competing information. They are typically able to make simple inferences from prominent information.
Band 2 and below less than 274 points 19%	Identify relationships between words and their meanings There were only a few items in SEA-PLM 2019 below Band 3, so it is not possible to create a general description of what children below Band 3 know and can do in reading. However, the items that were included indicate that children in Band 2, and possibly below Band 2, are typically able to match 1 of 4 given words to an illustration of a familiar object, place or symbol, where the task is simple, direct and repetitive. This demonstrates that children below Band 3 are able to identify the meaning of some words.

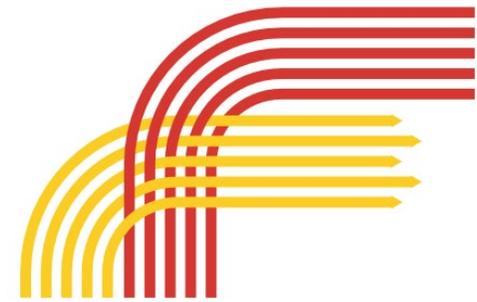
- This table shows the described proficiencies and the percentage of students in each band in Myanmar
- The descriptions reflect key growth steps in different regions of the scale
- Myanmar’s national mean in reading is in Band 4
- By referring to the DPS, we can say that the ‘average’ student in Myanmar can “Understand simple texts that contain some ideas and information that are partly outside of their personal experience....”



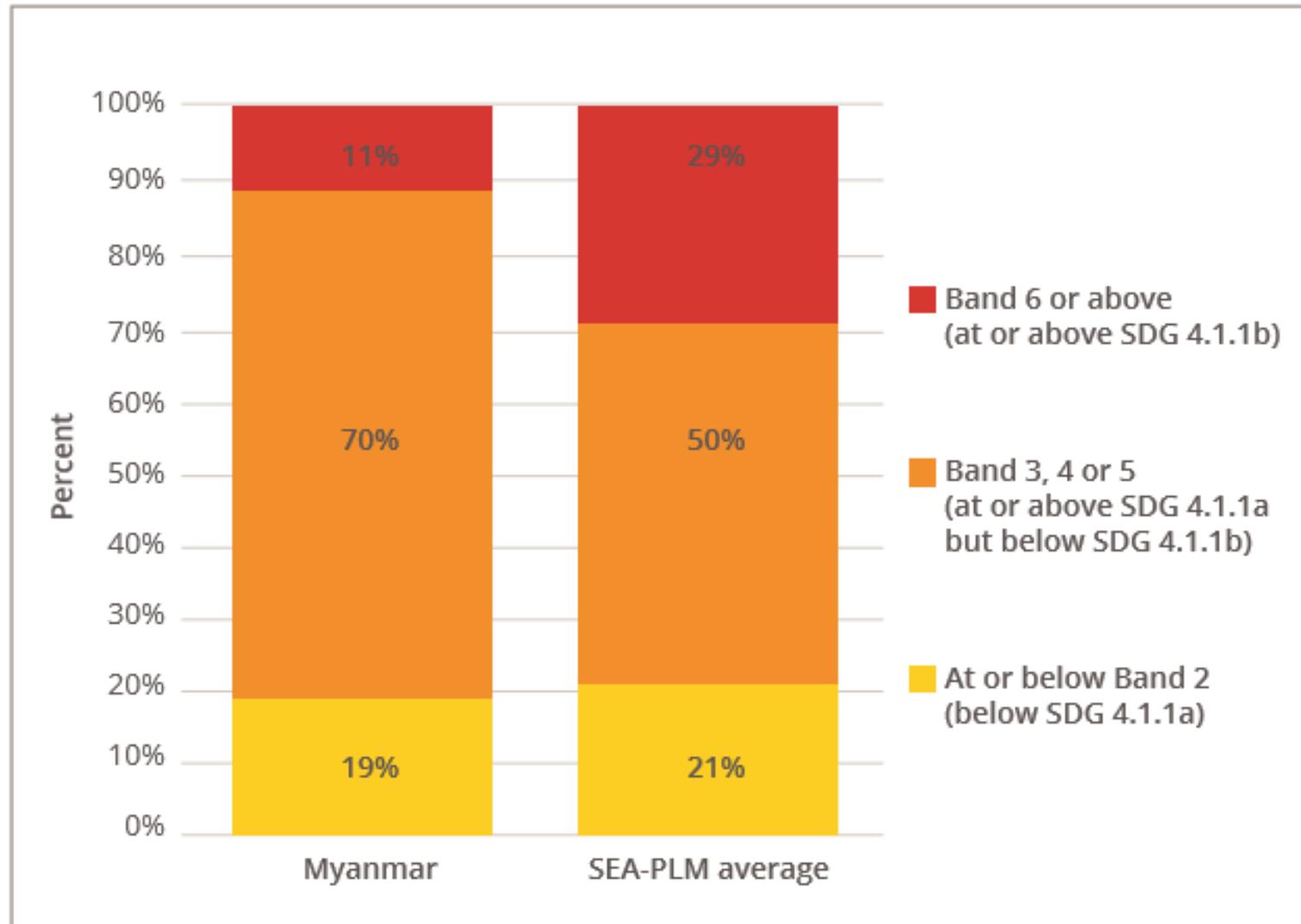
- This graph shows the G5 scale score percentiles in Myanmar
- Looking at the 90th percentile, we can see that 90% of Myanmar students obtained a scale score of 318 or less, compared to the SEA-PLM average of 328 or less

SEA-PLM 2019 reading alignment with SDGs

- SDG 4.1.1a indicator defines the minimum proficiency in reading for 'end of lower primary'
- Students performing in SEA-PLM Band 3 and above appear to have a level of reading proficiency that meets or exceeds this end of lower primary indicator
- SDG 4.1.1b indicator defines the minimum proficiency in reading for 'end of primary'
- Students performing in SEA-PLM Band 3 and above appear to have a level of reading proficiency that meets or exceeds this end of lower primary indicator
- 11% of students in Myanmar were at or above SDG 4.1.1b



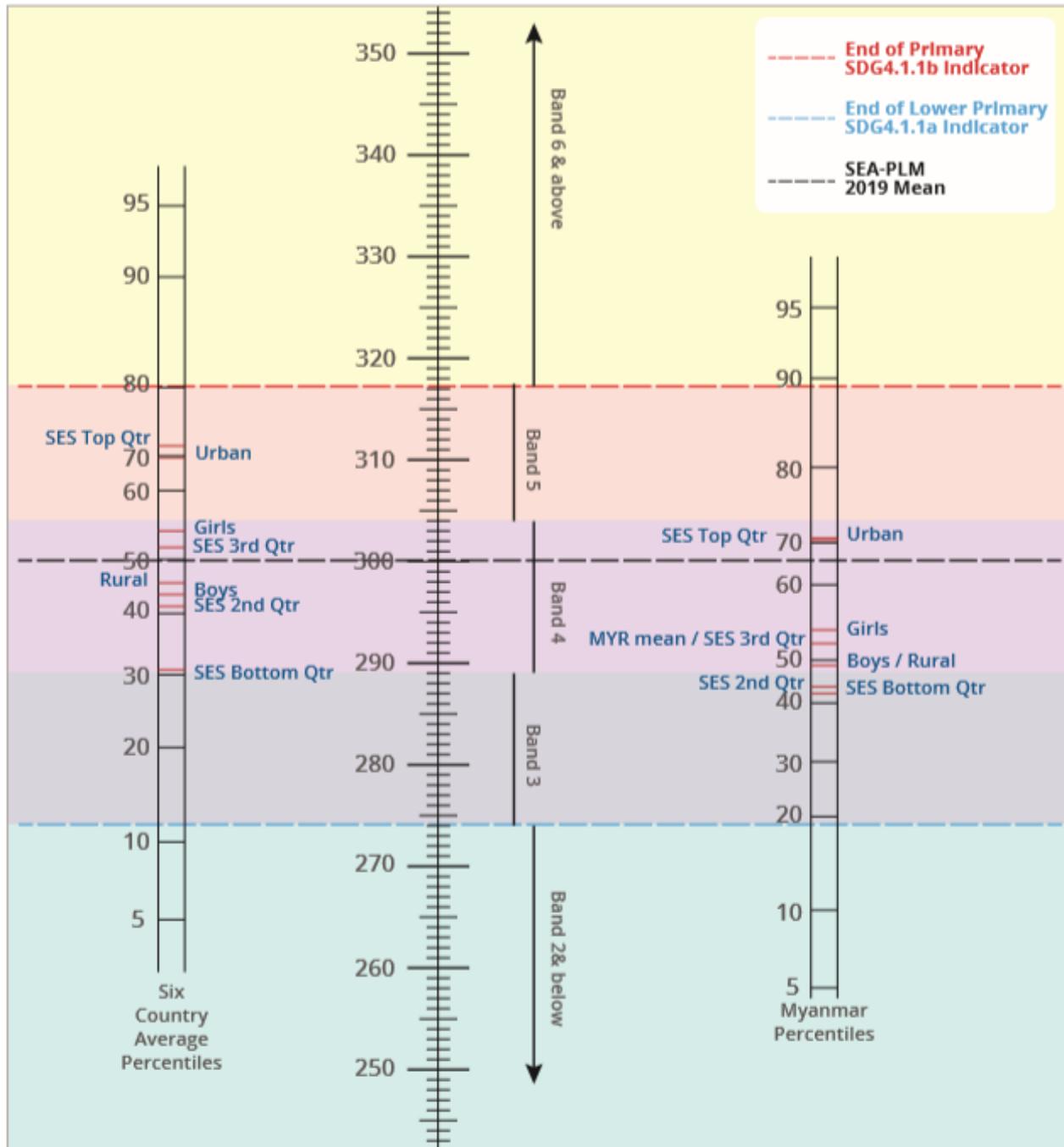
Myanmar performance against SDG indicators





SEA-PLM 2019 reading results across gender, SES, and school location

- Urban schools performed higher than rural schools
- Students with higher socio-economic status (SES) performed better than those with lower SES
- Girls outperformed boys (marginally)
- The mean reading scale scores compared to the SEA-PLM average for boys, girls, urban schools, and rural schools was lower in Myanmar

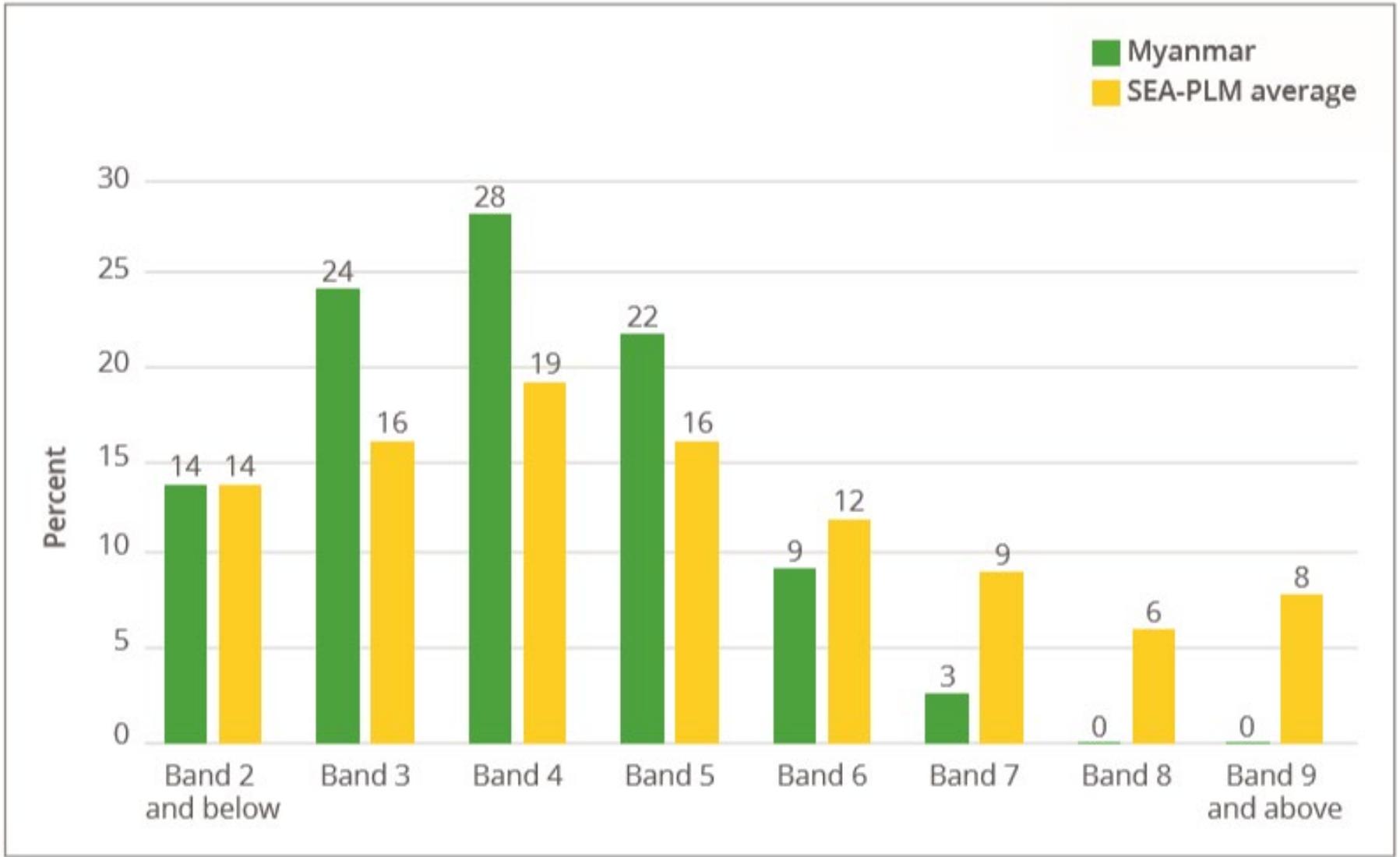


- The vertical bar on the right hand side of this image compares the performance of girls, boys, students in urban and rural schools, and students in different SES quartiles in Myanmar
- The vertical bar on the left hand side shows the performance of the same groups as an average of all the SEA-PLM participating countries
- The horizontal black dotted line across the image is the overall mean of the SEA-PLM 2019 results

Mathematics literacy competency in Myanmar

- The SEA-PLM mathematics range from bands “2 and below” to “9 and above”
- Students are Band 6 and above – demonstrate reading skills that are consistent with expected achievement indicators at the end of primary school
- Students below Band 6 are not yet at, or approaching, end of primary school proficiency levels, and will find it difficult to complete their primary education and/or transition to secondary school

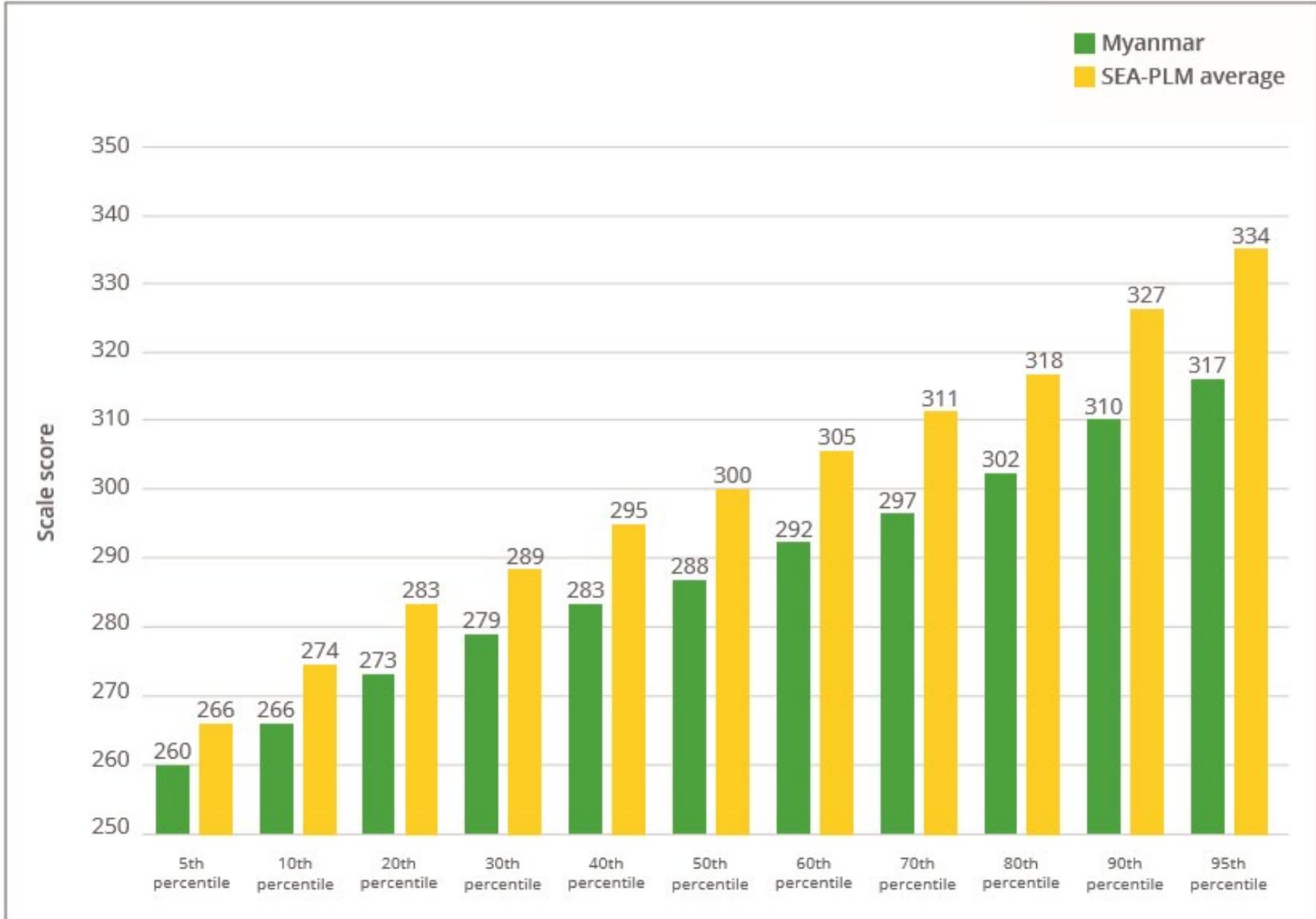




- This graph shows the percentage of G5 students in each mathematics band in Myanmar against the SEA-PLM average
- There are about 12% of higher achievers in Bands 6 and 7

Band and % of students	Description of what students can typically do
Band 9 and above 347 points and above 0%	There were too few items in SEA-PLM 2019 to comprehensively describe what children operating above Band 8 can do. However, the items that were included indicate that children in Band 9 and above can reason about triangles to find an unknown side length using information about the perimeter, and they can solve problems using frequency distributions.
Band 8 334 to less than 347 points 0%	Think multiplicatively and convert between units Children can solve problems by adding fractions with the same denominator and by dividing a decimal number by a 1-digit number. They can continue a pattern involving decimals. They can convert from fractions of hours to minutes, and they can calculate the difference between lengths involving metric conversion. They can solve problems using many-to-one pictographs.
Band 7 321 to less than 334 points 3%	Apply fractions and percentages and analyse data representations Children can calculate a percentage and a simple fraction of a number. They can identify the rotation of a design by half a turn. Children can find the missing value in a table using a given total and calculate a missing percentage value on a pie chart.
Band 6 308 to less than 321 points 9%	Perform mathematical operations, including with fractions, and interpret tables and graphs Children can convert a fraction in tenths to its decimal equivalent. They have a firm grasp of place value and rounding in numbers up to 5 digits. They can solve problems involving measuring devices requiring conversion of metric units of length and capacity. They can calculate the mass of objects using a balance. Children can add 30 minutes to a given time. They can visualize 3-dimensional objects from 2-dimensional representations and interpret a simple map using directional language. They can interpret a frequency table and a line graph showing growth over time.
Band 5 295 to less than 308 points 22%	Fluently solve arithmetic problems Children can add 4-digit numbers and subtract 2-digit numbers in context, and they can identify a 5-digit number given in words. They can continue simple counting and shape patterns. They can model scenarios with multiplication and division. They understand the process of taking half of a quantity. Children can interpolate capacity from a marked cylinder and can compare angles to a right angle. They can estimate the mass of an object. They can read numbers from a table and sum them. They understand the structure of a bar graph showing amounts over time.
Band 4 282 to less than 295 points 28%	Apply number properties and units of measurement Children can find half of a 1-digit even number and understand place value in 5-digit numbers. They can solve a problem involving capacity that does not involve conversion of units. They can apply their knowledge of the number of minutes in an hour. They can read a value from a bar graph.
Band 3 269 to less than 282 points 24%	Understand place value and scales of measurement Children can order 2-digit numbers. They can read length and mass measurements from scales requiring some interpolation. They can recognize simple shapes and compare angles. They can interpret a simple bar graph.
Band 2 and below less than 269 points 14%	There were too few items in SEA-PLM 2019 to describe what children operating below Band 3 can do. Some children might be able to add single-digit numbers together; others might only be able to count a small collection of objects or recognize numbers.

- This table shows the described proficiencies and the percentage of students in each band in Myanmar
- The descriptions reflect key growth steps in different regions of the scale
- Myanmar’s national mean in mathematics is in Band 4
- By referring to the DPS, we can say that the ‘average’ student in Myanmar can “Apply number properties and units of measurement....”



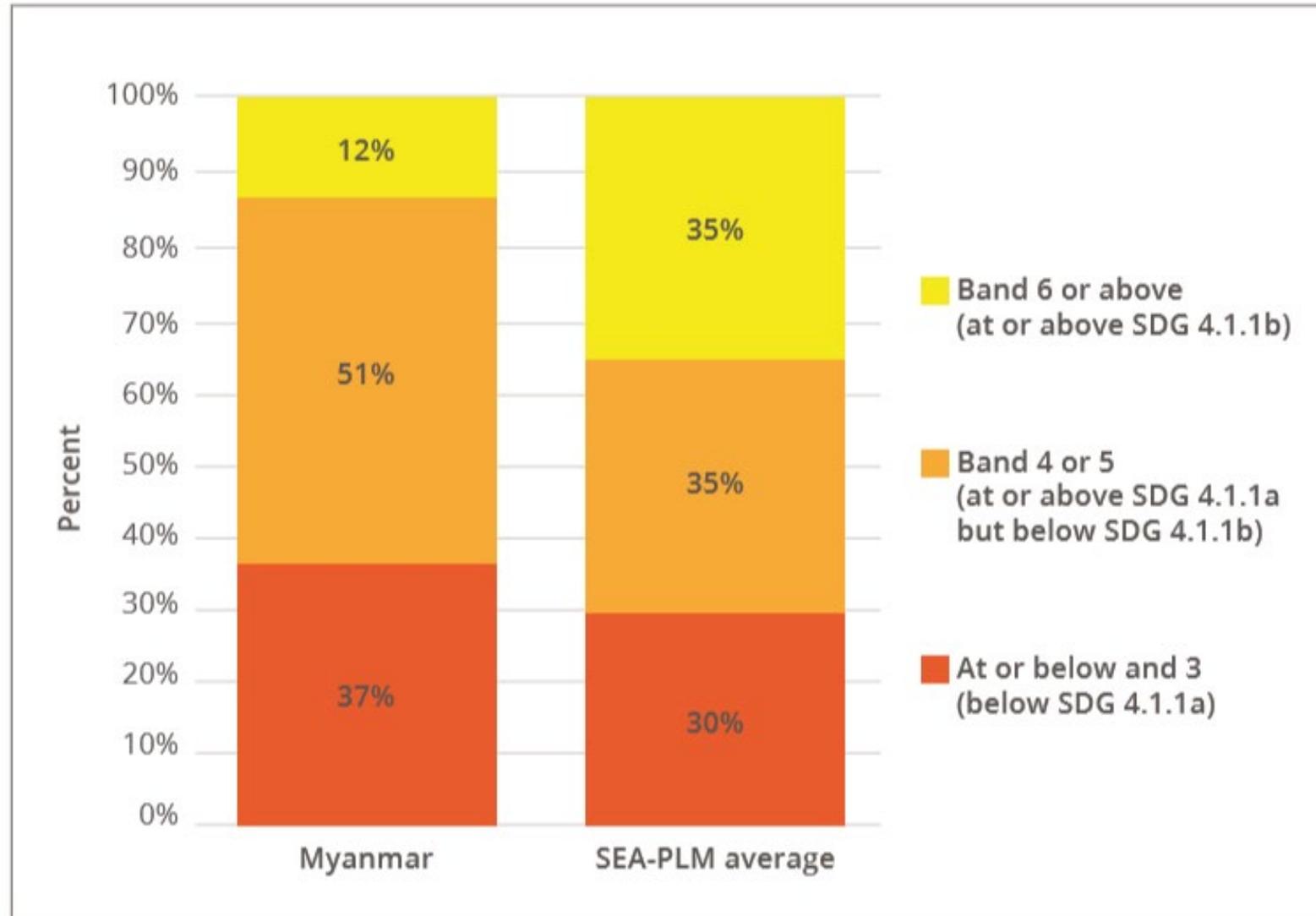
- This graph shows the G5 scale score maths percentiles in Myanmar
- Looking at the 90th percentile, we can see that 90% of Myanmar students obtained a scale score of 310 or less, compared to the SEA-PLM average of 327 or less

SEA-PLM 2019 mathematics alignment with SDGs

- Students performing in SEA-PLM Band 4 and above appear to have a level of reading proficiency that meets or exceeds this end of lower primary indicator
- Students performing in SEA-PLM Band 6 and above appear to have a level of reading proficiency that meets or exceeds this end of lower primary indicator
- 12% of students in Myanmar were at or above SDG 4.1.1b compared to an average of 35% of students in participating SEA-PLM countries.



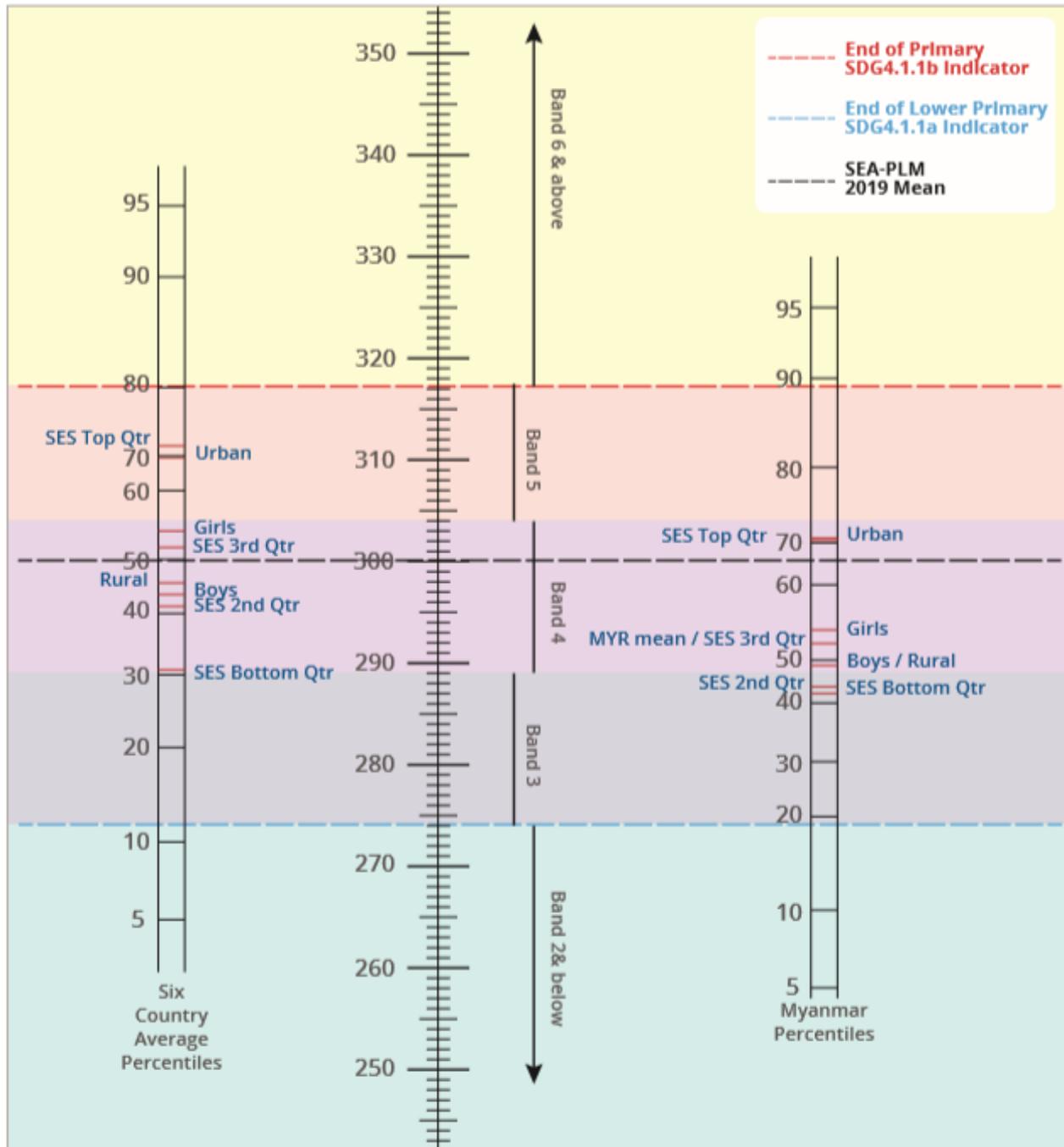
Myanmar performance against SDG indicators





SEA-PLM 2019 mathematics results across gender, SES, and school location

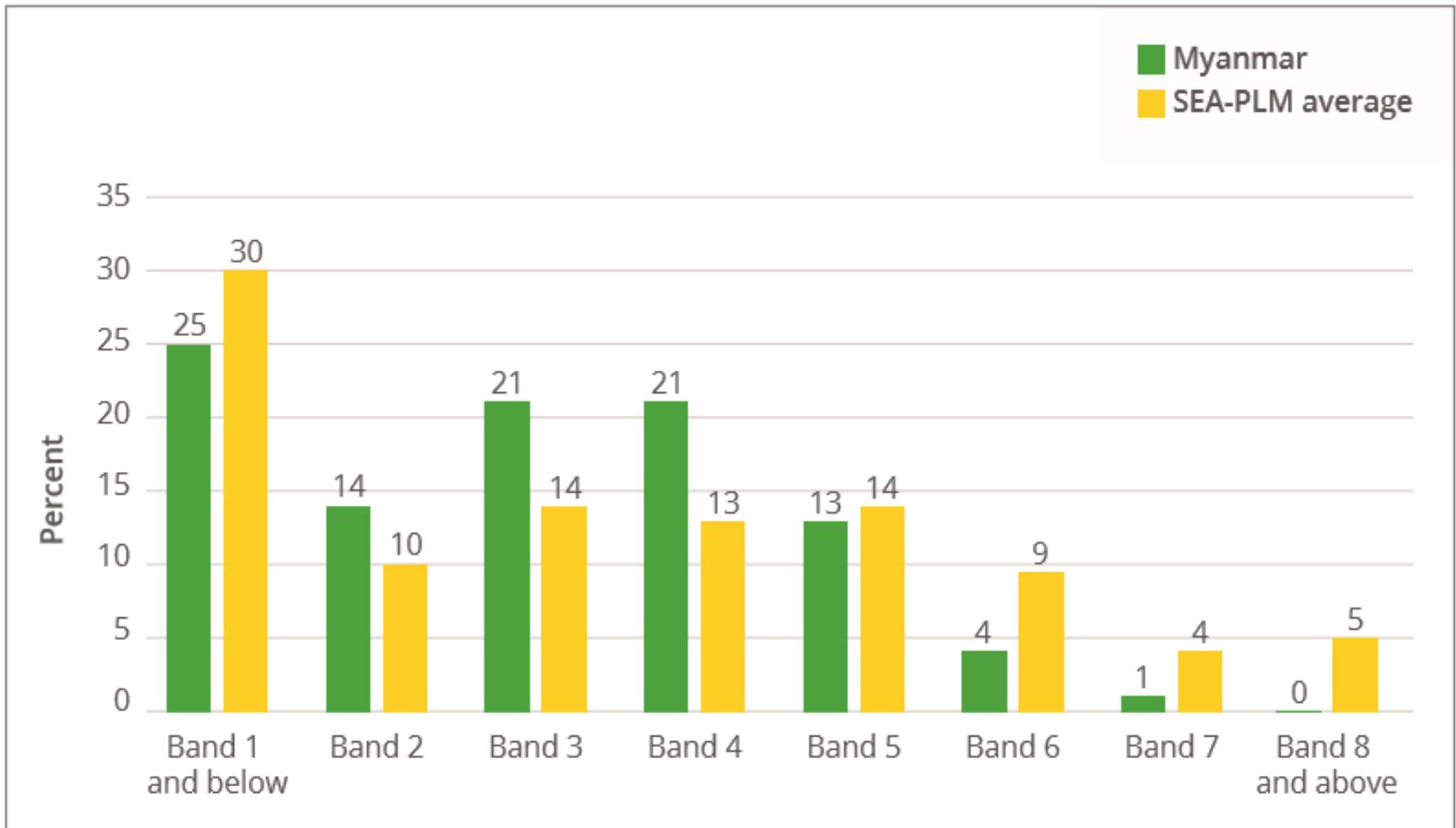
- In Myanmar, there is a large discrepancy between performance of students in urban schools and rural schools
- There was no difference between the performance of boys and girls
- Students with higher socio-economic status (SES) performed better than those with lower SES
- However in general, the mean mathematics scale scores compared to the SEA-PLM average for boys, girls, different SES quartiles, urban schools, and rural schools was lower in Myanmar



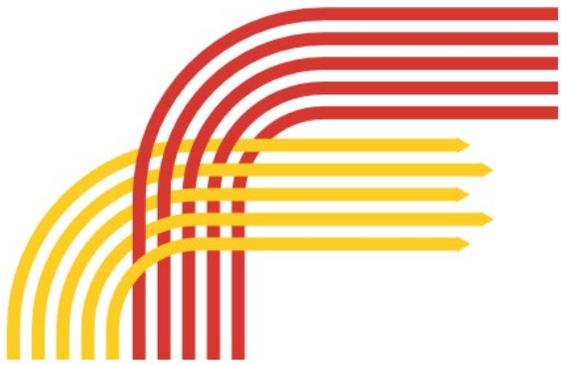
- The vertical bar on the right hand side of this image compares the performance of girls, boys, students in urban and rural schools, and students in different SES quartiles in Myanmar for mathematics
- The vertical bar on the left hand side shows the performance of the same groups as an average of all the SEA-PLM participating countries
- The black dotted line across the image is the overall mean of the SEA-PLM 2019 results

Writing literacy competency in Myanmar

- SEA-PLM is the first large-scale assessment to assess writing literacy across multiple scripts and languages on one scale.
- SEA-PLM writing bands on the DPS range from bands “1 and below” to “8 and above”
- 39% of students in Myanmar are in Bands 1 and below, and Band 2
- These students can typically only produce very limited writing with fragmented ideas and inadequate vocabulary
- This performance level is similar to lower primary (e.g. Grade 2). As a result, these students will find it difficult to complete their primary education



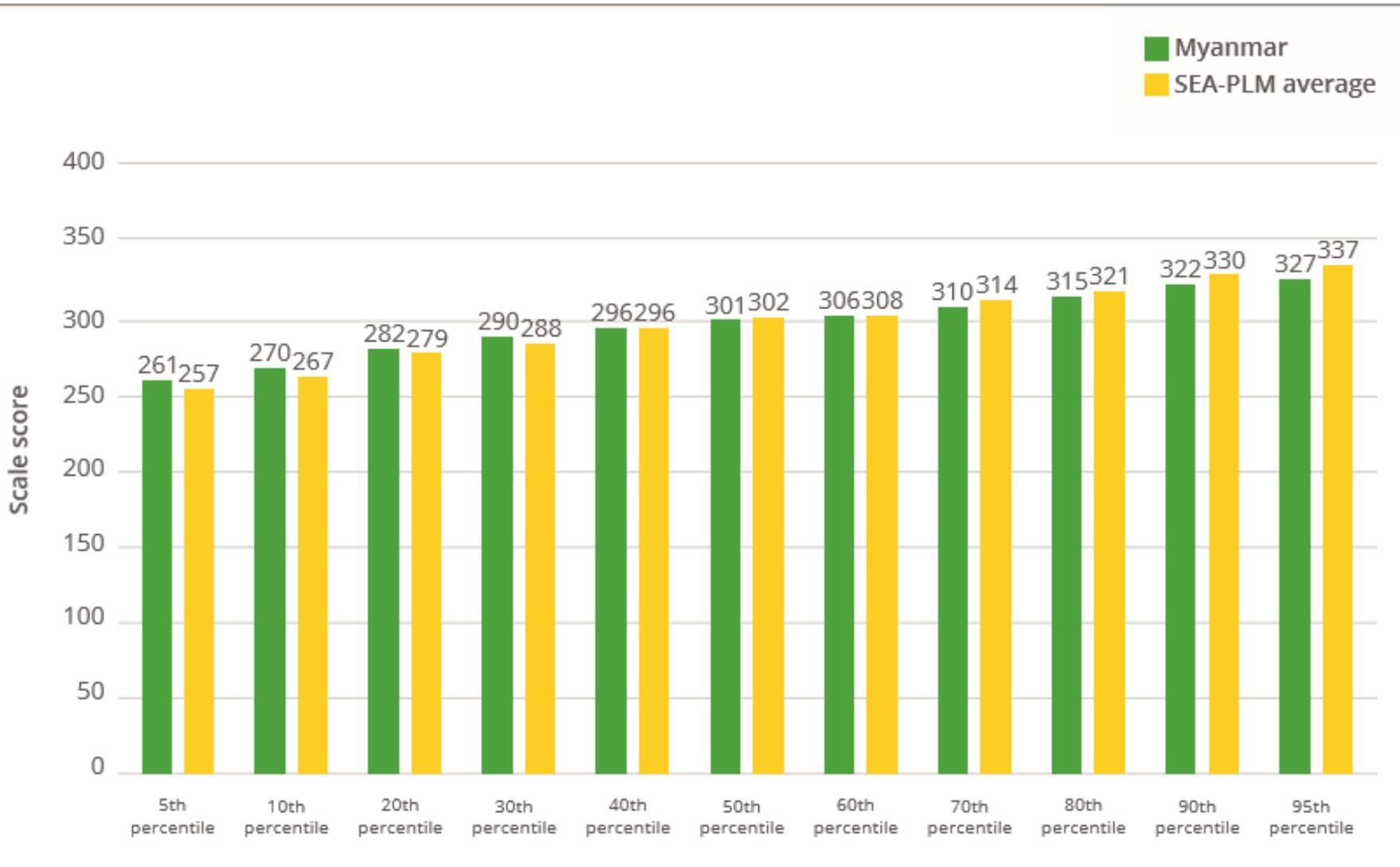
- There is a wide spread of abilities in Myanmar in G5
- This graph shows the percentage of G5 students in each writing band in Myanmar against the SEA-PLM



Band and % of students	Description of what students can typically do
Band 8 and above 346 points and above 0%	Write cohesive texts with detailed ideas and a good range of appropriate vocabulary Children can produce texts that draw on a wider-world context, with relevant, detailed and sometimes imaginative ideas. They can write texts with an introduction, body and conclusion in which ideas are well related and easy to follow. For example, they can provide a clear overall description of a detailed image. These children can write using a polite, formal style and a good range of appropriate vocabulary, with a degree of sophistication.
Band 7 338 to less than 346 points 1%	Write clear, detailed texts in various contexts with adequate vocabulary Children can produce texts that relate to wider-world, local and personal contexts, expressing ideas that go beyond mere description to include some persuasive or evaluative aspects. Ideas are well related and easy to follow, using sentences that are varied in structure and often correctly formed. They can produce some complex sentences, but these may contain errors. When writing about a personal context, for example about a favourite activity, they can use vocabulary that goes beyond the basic, to produce some interesting descriptive elements.
Band 6 327 to less than 338 points 4%	Write simple texts for a range of purposes with above basic vocabulary Children can produce texts that relate to local and personal contexts, presenting simple writing with some supporting details. They can produce sequenced writing that a reader can follow easily, but they are still learning to use linguistic devices to create cohesion within their texts. At this level, children's vocabulary is basic and beyond; it may be adequate to convey the detail of a message, for example, in a short, formal note.
Band 5 316 to less than 327 points 13%	Write non-cohesive basic texts for a range of purposes, using simple vocabulary Children can write texts such as notes, descriptions and narratives in a range of contexts, with well-controlled handwriting. They can communicate ideas in simple writing, obviously related to the task, with some attempt at detail. Their ideas are generally expressed in a logical sequence that is relatively easy to follow but may not be adequately linked with connecting words, or may lack an introduction or conclusion. A description of a detailed image, for example, may describe a range of elements in the picture with some detail but not comprise an integrated whole. Sentence forms are generally simple and may be repetitive or may be more complex but contain errors, although children can form correct question forms, and punctuation is usually correct. They can use vocabulary that is sufficient to convey a range of concepts but that lacks precision or clarity.

Band 4 306 to less than 316 points 21%	Produce limited writing, conveying simple ideas with basic vocabulary Children can produce limited writing related to the task, presenting simple ideas but lacking elaboration or detail. In a task such as writing basic instructions, they can present a process clearly, using 3 or 4 well-formed but simple sentences, and use the correct form of imperative language for instructions. Basic vocabulary may limit children's ability to convey detail at this level.
Band 3 296 to less than 306 points 21%	Produce very limited writing, with simple, insufficient ideas and limited vocabulary Children can produce limited writing relating to personal or local contexts. Ideas may be very simple, irrelevant or incomplete. They may be disjointed so that the text is difficult to follow. In writing a simple story, for example, there may be some sense of sequence, but it is not consistent or always clear. Children at this level display some competence in using a polite style, and can form questions. Children can produce simple or repetitive sentences that use repetition of pronouns or nouns to link ideas. Their handwriting is legible, with most letters (or characters) well-formed. Basic vocabulary at this level is inadequate to convey a good description or may be repetitive.
Band 2 287 to less than 296 points 14%	Produce very limited writing, with fragmented ideas and inadequate vocabulary Children can write in a limited way. Ideas can be unclear, irrelevant, limited or consist of fragments only. These children may be able to write 1 simple correct sentence, or produce incomplete sentences or sentences containing many errors and inconsistent punctuation. Sentence structure is likely to be repetitive. Children's vocabulary at this level is basic and inadequate to convey a clear message or is very repetitive.
Band 1 and below less than 287 points 25%	Limited ability to present ideas in writing Children may be able to produce a few sentences with very limited content. When trying to describe a picture, for example, they may focus on only a few isolated features or produce extremely general ideas. They can produce some imperative language, but it is inconsistent. The limited range of vocabulary accessed by students in this band would be inadequate to describe a picture. Words used are likely to be basic and repetitive.

- This table shows the described proficiencies and the percentage of students in each band in Myanmar
- Myanmar's national mean in writing is in Band 3
- By referring to the DPS, we can say that the 'average' student in Myanmar can "Produce very limited writing, with simple, insufficient ideas and limited vocabulary...."



- This graph shows the G5 scale score percentiles in Myanmar
- Looking at the 90th percentile, we can see that 90% of Myanmar students obtained a scale score of 322 or less, compared to the SEA-PLM average of 330 or less

SEA-PLM 2019 writing alignment with SDGs

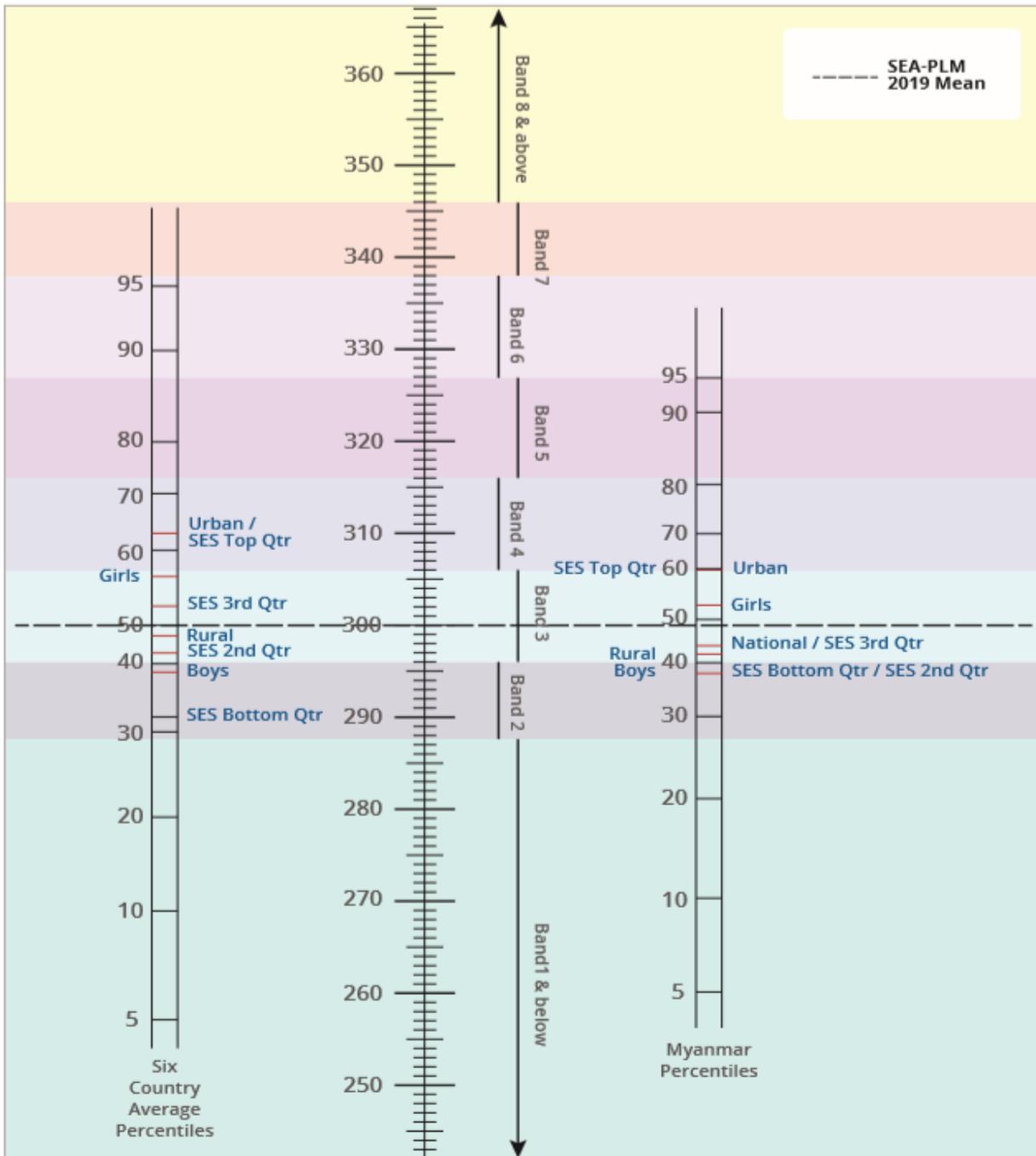
- Unlike reading and mathematics, there is no SDG 4.1.1 indicator set for the literacy skill of writing
- As a result, no indication can be obtained of what level of achievement is to be expected internationally of students by the end of Grade 5
- Education stakeholders in Myanmar may need to consider setting a writing proficiency level for the end of primary education in line with:
 - Quality of curricula
 - Expertise of teachers
 - Resources available for education



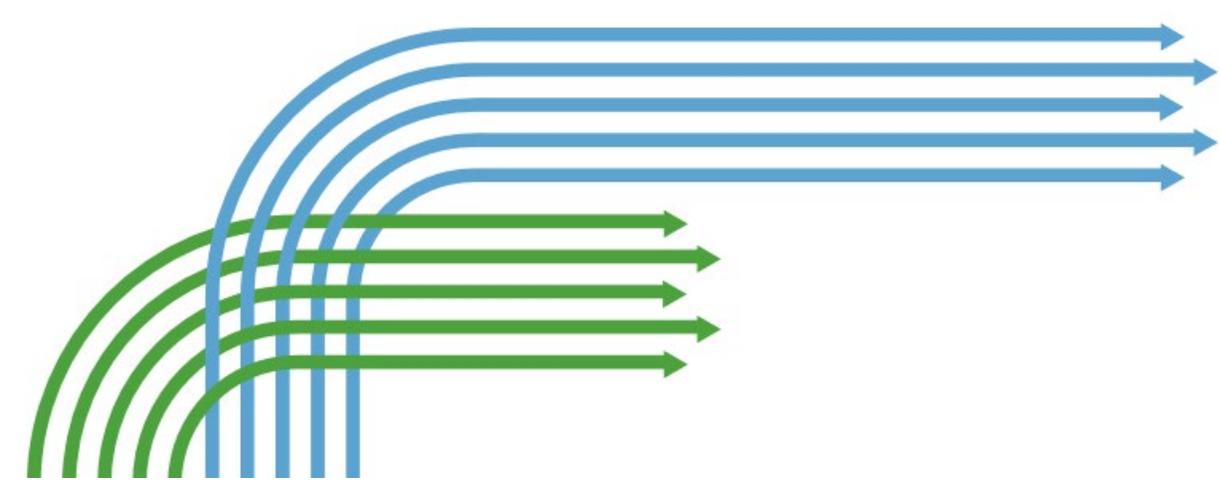


SEA-PLM 2019 writing results across gender, SES, and school location

- Similar to reading and mathematics, urban schools performed higher than rural schools
- Students with higher socio-economic status (SES) performed better than those with lower SES, though the discrepancy is less than the SEA-PLM average and for reading and mathematics
- However, the difference between girls and boys is much more pronounced for writing, with girls approximately 10 scale score points higher than boys



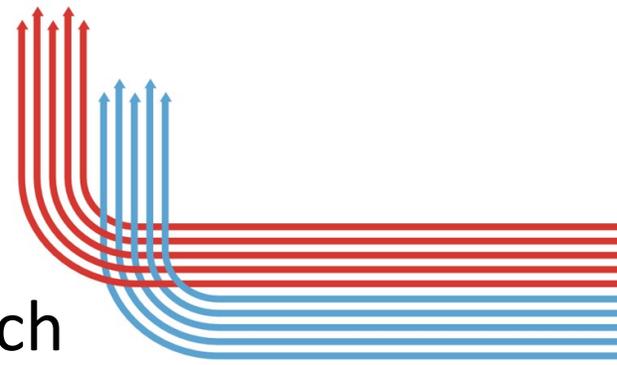
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- The vertical bar on the left hand side shows the performance of the same groups as an average of all the SEA-PLM participating countries
- The black dotted line across the image is the overall mean of the SEA-PLM 2019 results



Contextual factors influencing teaching and learning outcomes in Myanmar



Introduction



- It is important to understand the various contexts in which student learning takes place
- Factors such as parental/guardian involvement in their child's schooling, language at home, pre-school education, school readiness, school size, resources in the local area, and resources for learning will be looked at
- Gender, SES, and school location (rural/urban) were explored earlier and will not be examined in this section of the slides
- As the vast majority of sample students in Myanmar did not have any special education needs, results could not be broken down further
- School size was also found not to be a significant factor in student performance in Myanmar

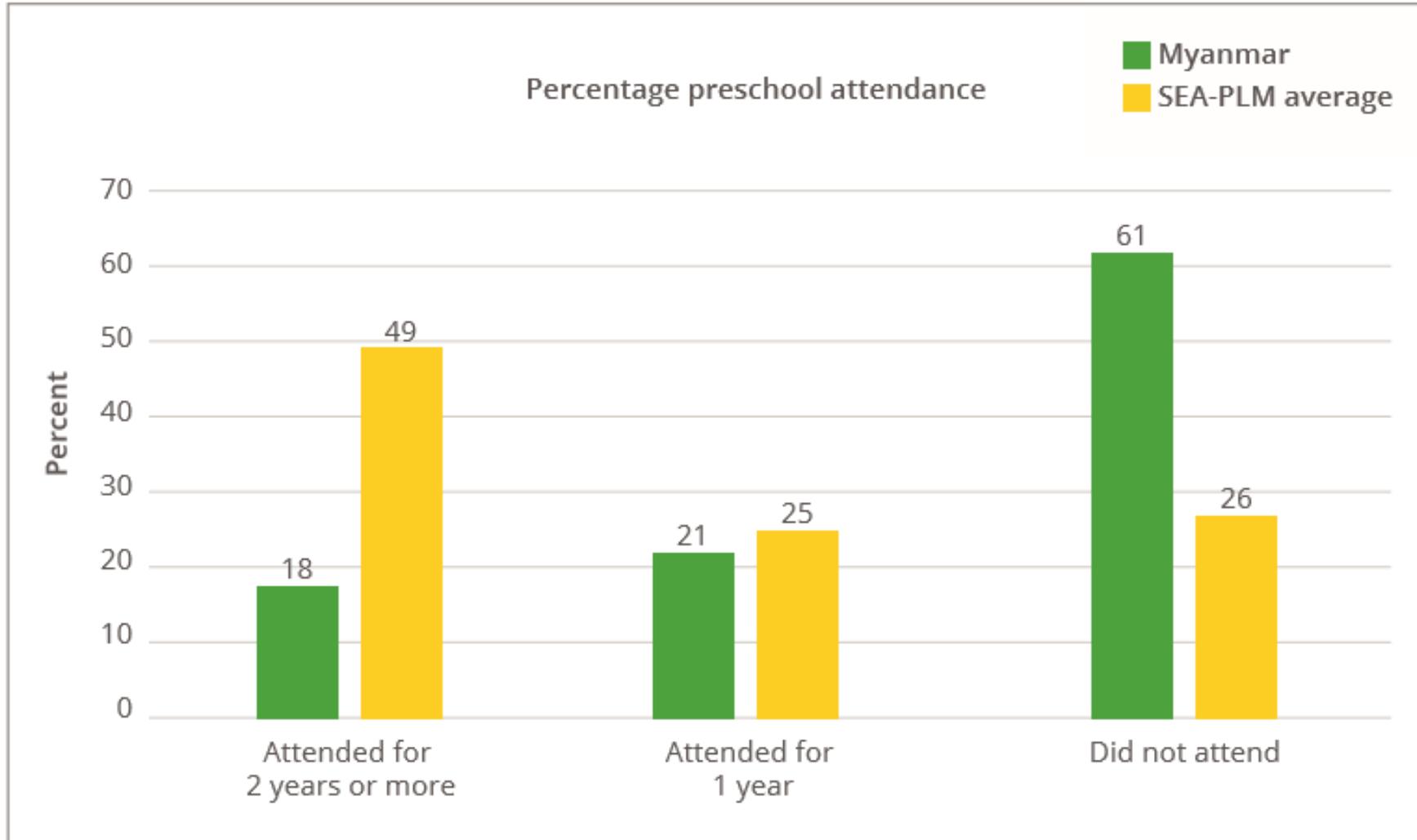
Parental/guardian involvement

- Students were asked a series of six questions of how often parents are involved in their schooling at home (e.g. checking if they do their homework, discuss school work, provide motivation to succeed).
- Students who had parents who were highly involved scored higher in all three domains.

Domain	Mean scale score		Difference in scale scores
	Bottom quarter of parental engagement	Top quarter of parental engagement	
Reading	286	310	15*
Writing	296	306	11*
Mathematics	283	296	14*

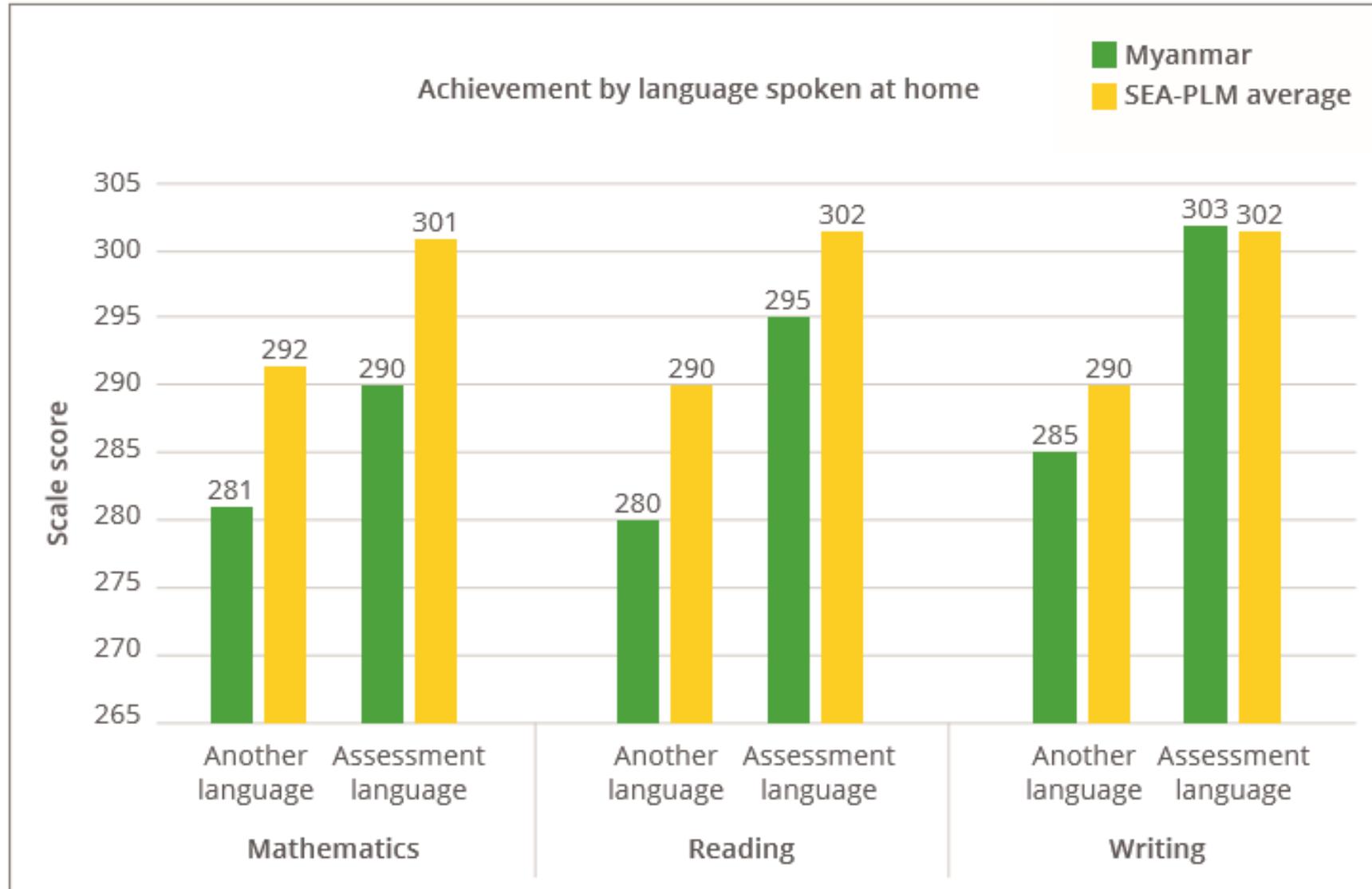
* Rounding differences mean that the differences in scale scores may not reflect the exact difference of the scale scores in the table

Attendance at pre-school



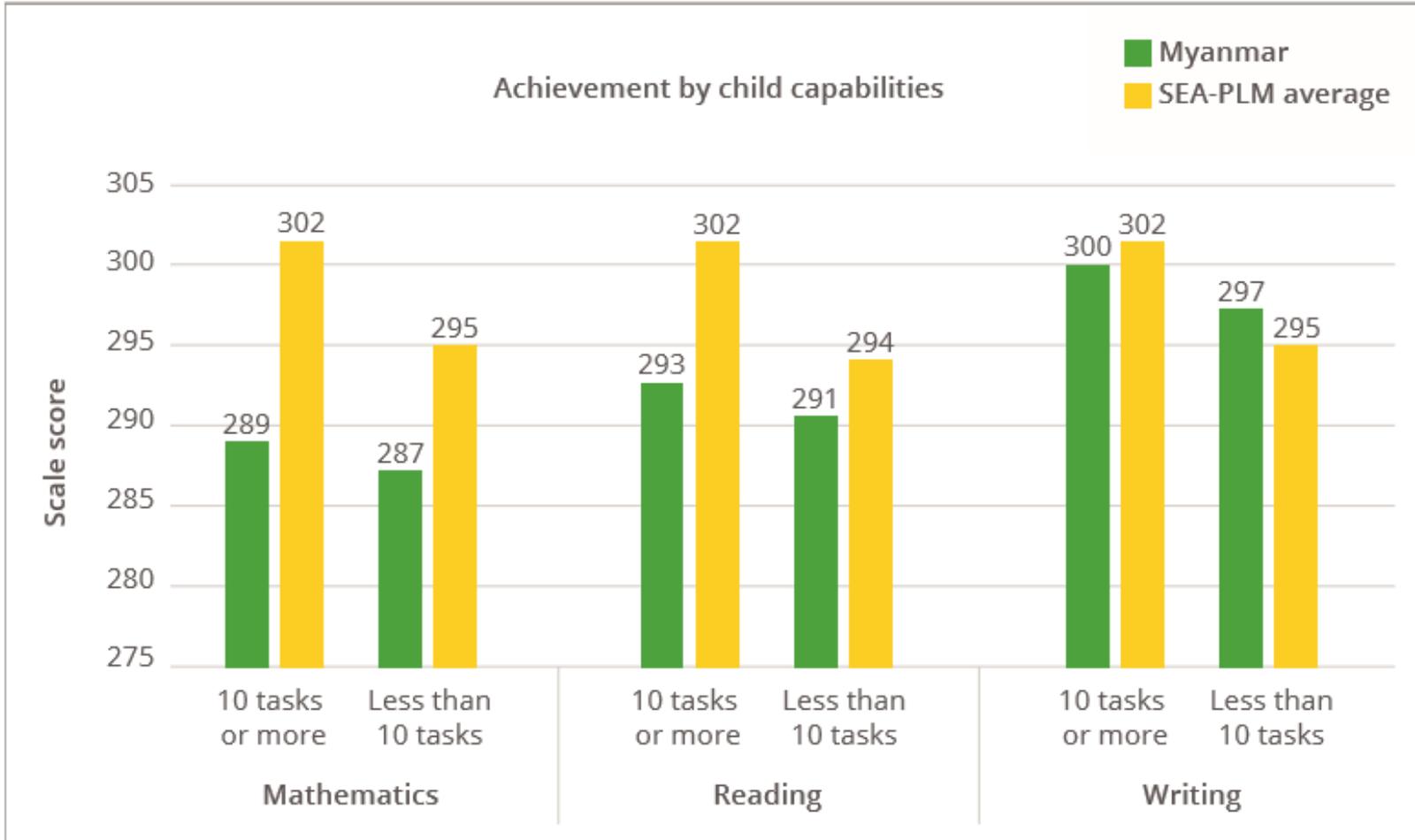
- Students who attended pre-school had higher levels of achievement than those who did not
- Those who attended for longer, achieved significantly higher scores in all three domains

Language spoken at home



- Students who spoke the assessment language at home tended to achieve significantly higher scores in all domains than students who spoke another language
- Approximately 30% of students in Myanmar attended schools where there were provisions for test language support. In the majority of cases, this was free. A small proportion was paid for by parents.

School readiness



- Parents were asked to indicate which capabilities (from a list) their children had before attending school (e.g. recognise most of the letters of the alphabet, read some words, count by him/herself to 10, recognise colours, write his/her name)
- Students in Myanmar who had 10 or more of the capabilities had higher achievement in all 3 domains compared to students who had less than 10

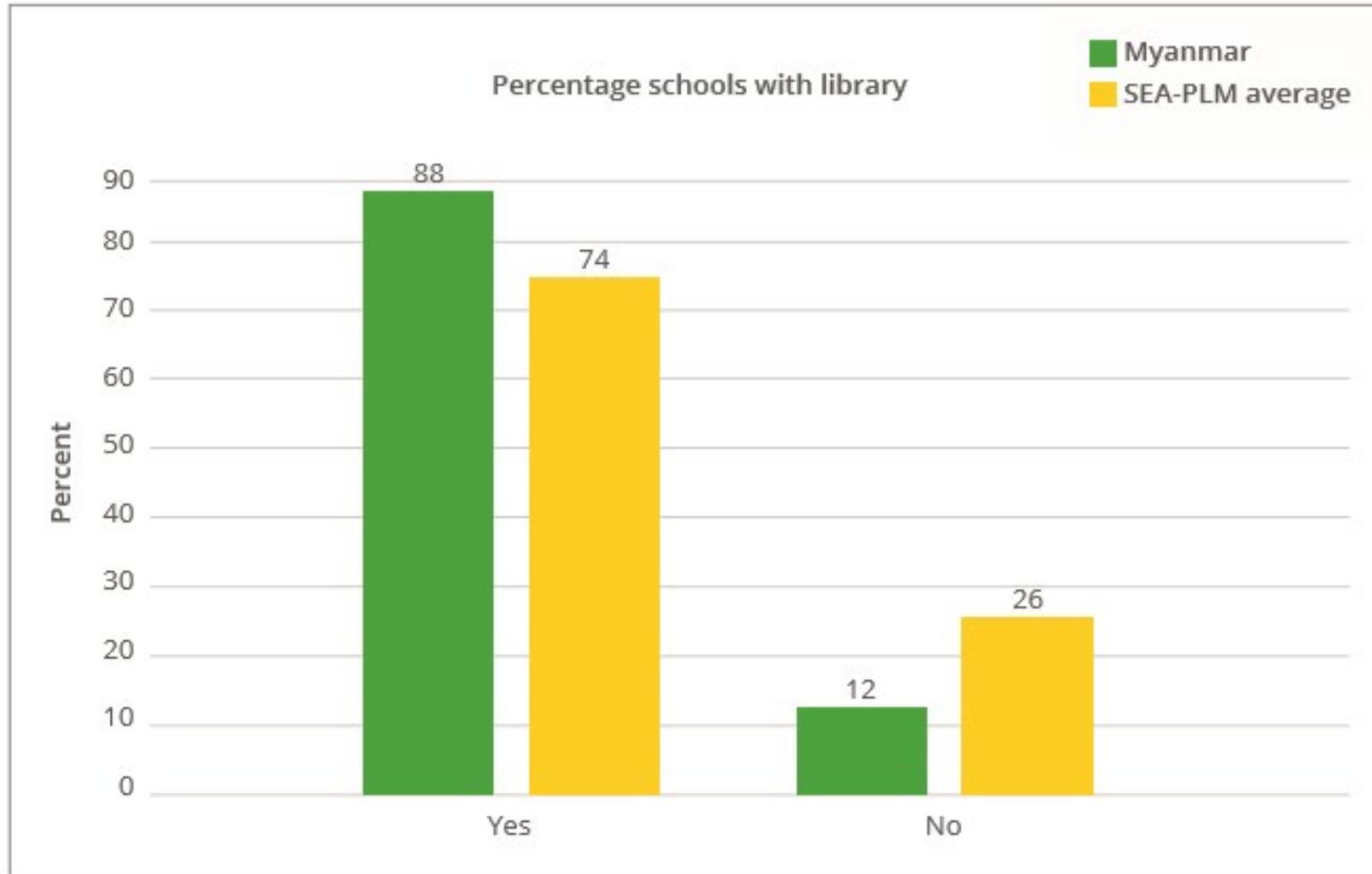
Resources in the local area

- School principals were asked to respond “yes” or “no” as to whether their school’s local area contained 12 different resources (e.g. public libraries, gardens, museums, sports facilities, hospitals).
- Students who had parents who were highly involved scored higher in all three domains. Attended schools with more resources in the local area obtained significantly higher scores in all three domains. This result would be highly correlated with whether the school is an urban or rural area.

Domain	Mean scale score		Difference in scale scores
	Bottom quarter of resources	Top quarter of resources	
Reading	288	295	7*
Writing	296	290	5*
Mathematics	286	290	5*

* Rounding differences mean that the differences in scale scores may not reflect the exact difference of the scale scores in the table

Resources for learning



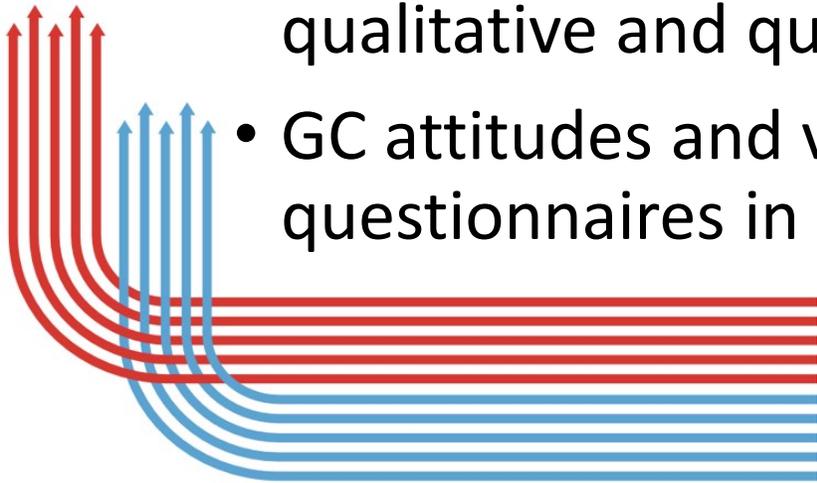
- Myanmar students appear to be well-equipped with almost all students having one textbook per student
- 88% of students in Myanmar reported attending a school with a library

Global citizenship: Attitudes and behaviours of students and teachers

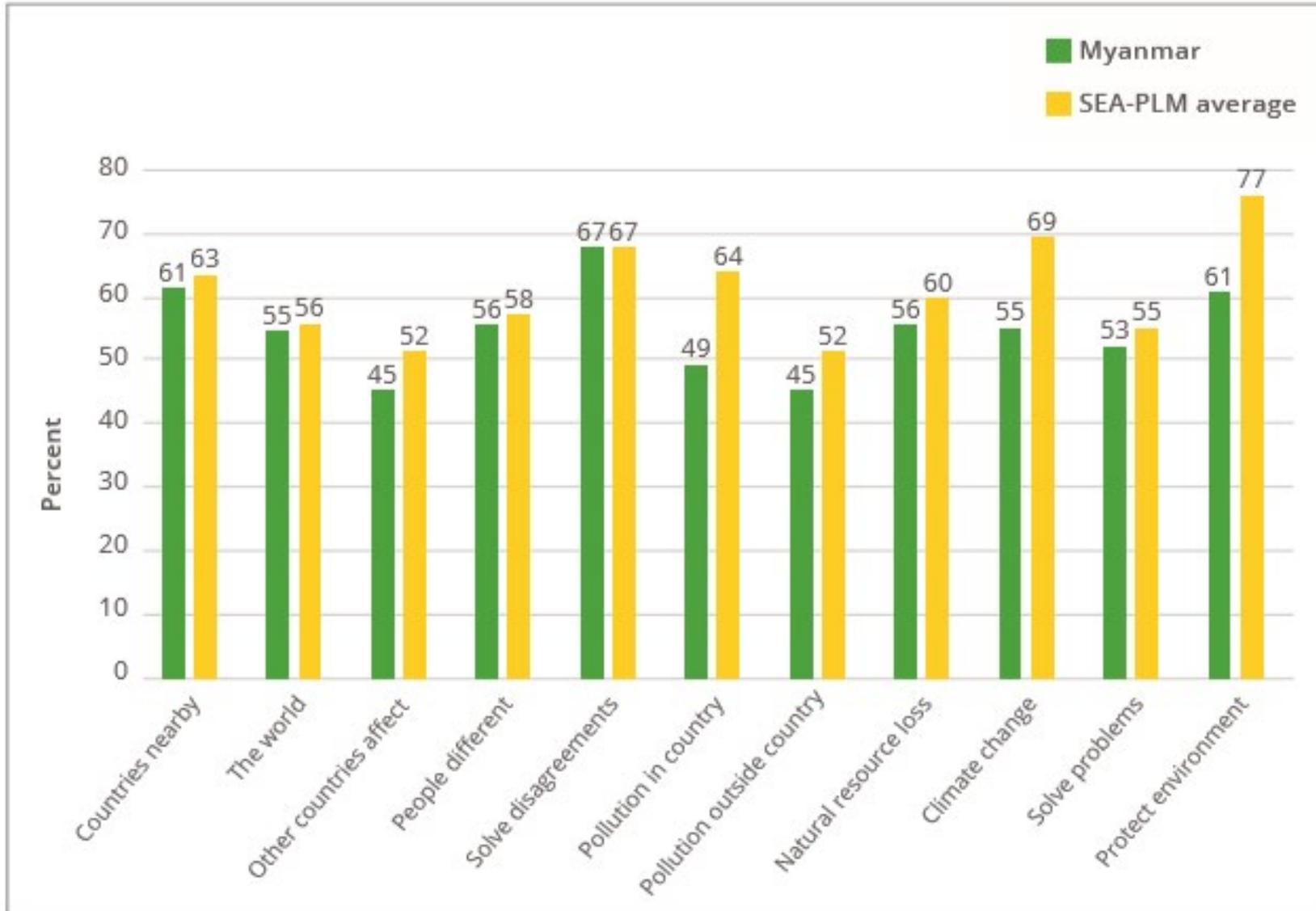


Introduction to Global Citizenship (GC)

- The aim of SDG 4.6 is to “ensure all learners acquire 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”
- SEA-PLM 2019 GC questionnaires provides Myanmar with new qualitative and quantitative data to help achieve SDG 4.7
- GC attitudes and values were asked in the student and teacher questionnaires in SEA-PLM 2019



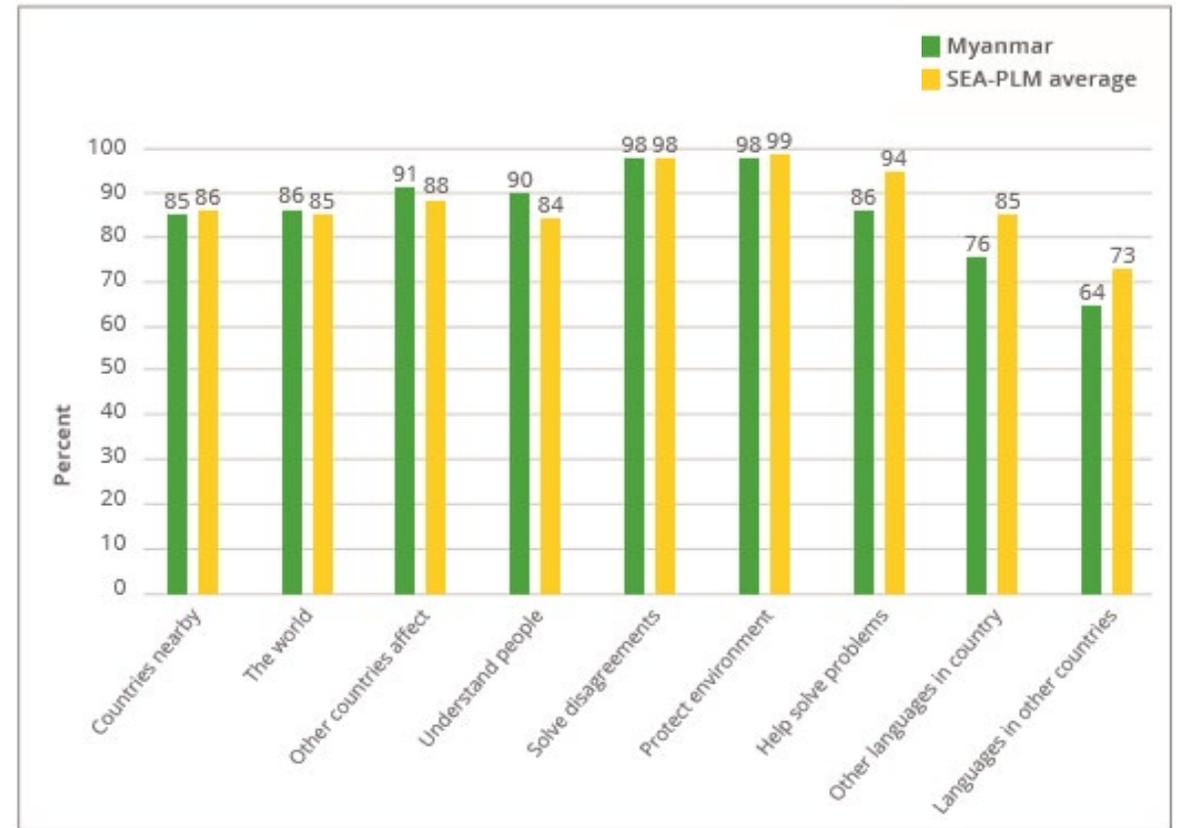
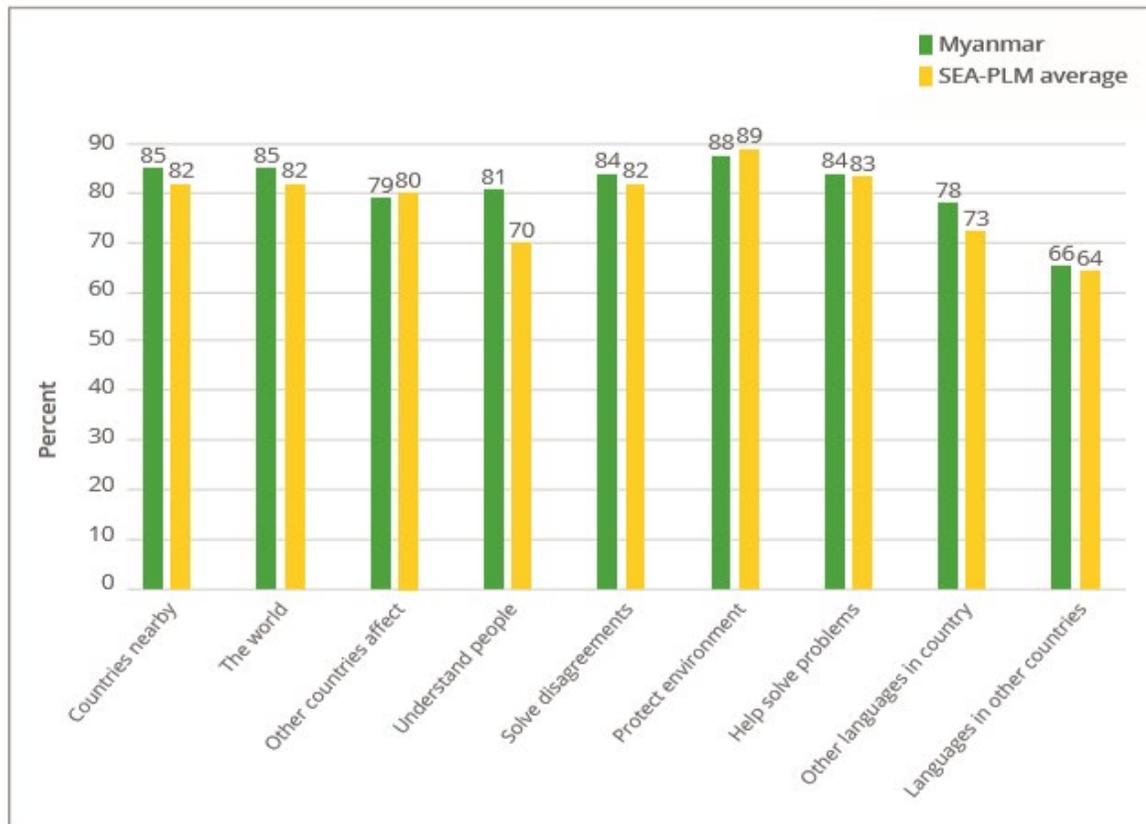
Student exposure to GC issues at school



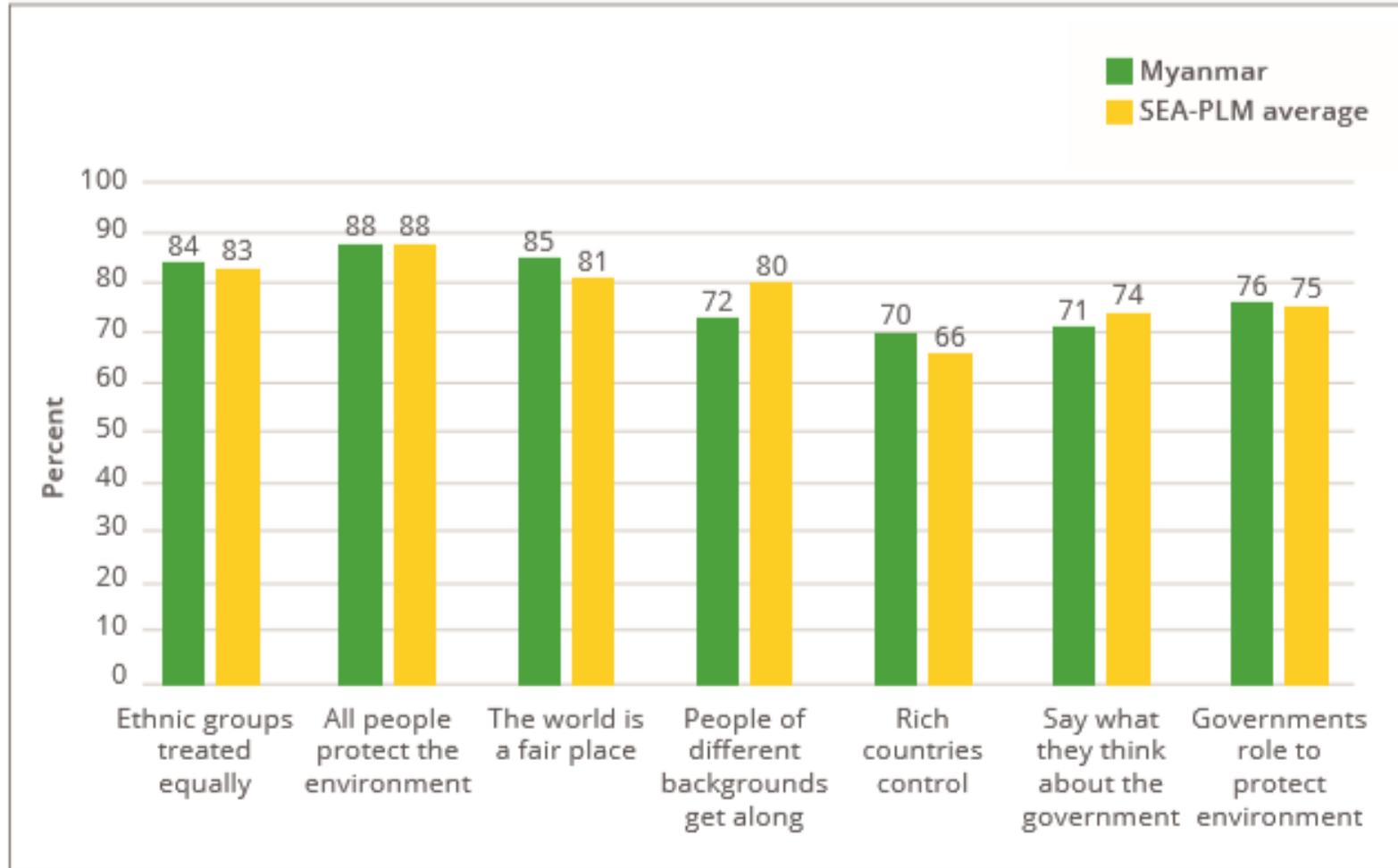
- Around 50% of all children identified that they learned 'Some' to 'A lot' in class about almost all topics
- In the topics related to global and regional events, children identified that they learned the most about what is happening in countries near Myanmar

Children and teacher attitudes about GC education

- Students and teachers were asked how important they thought certain topics were to learn at school
- Environmental protection was at the top of both lists

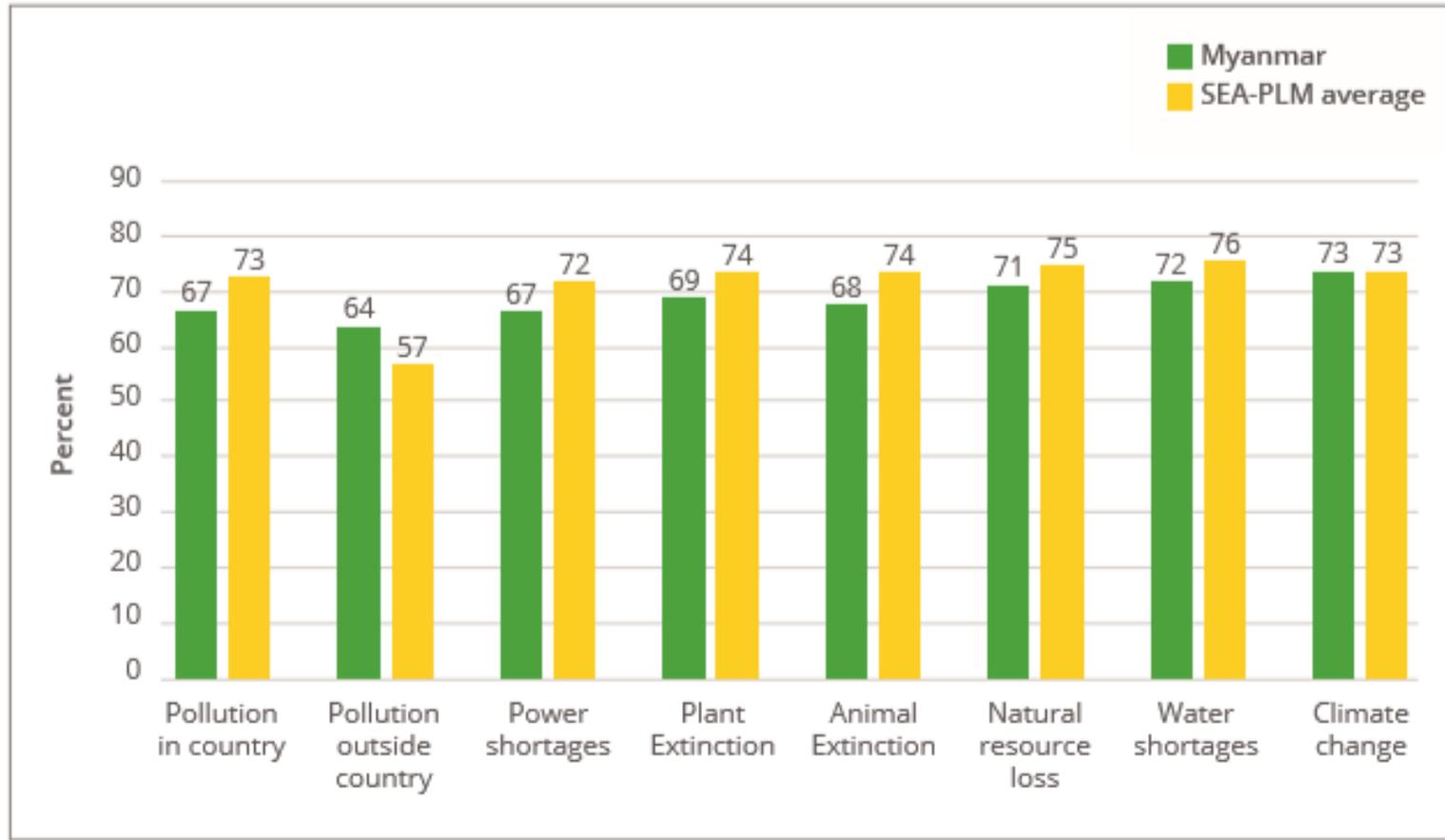


Students' attitudes about societal issues



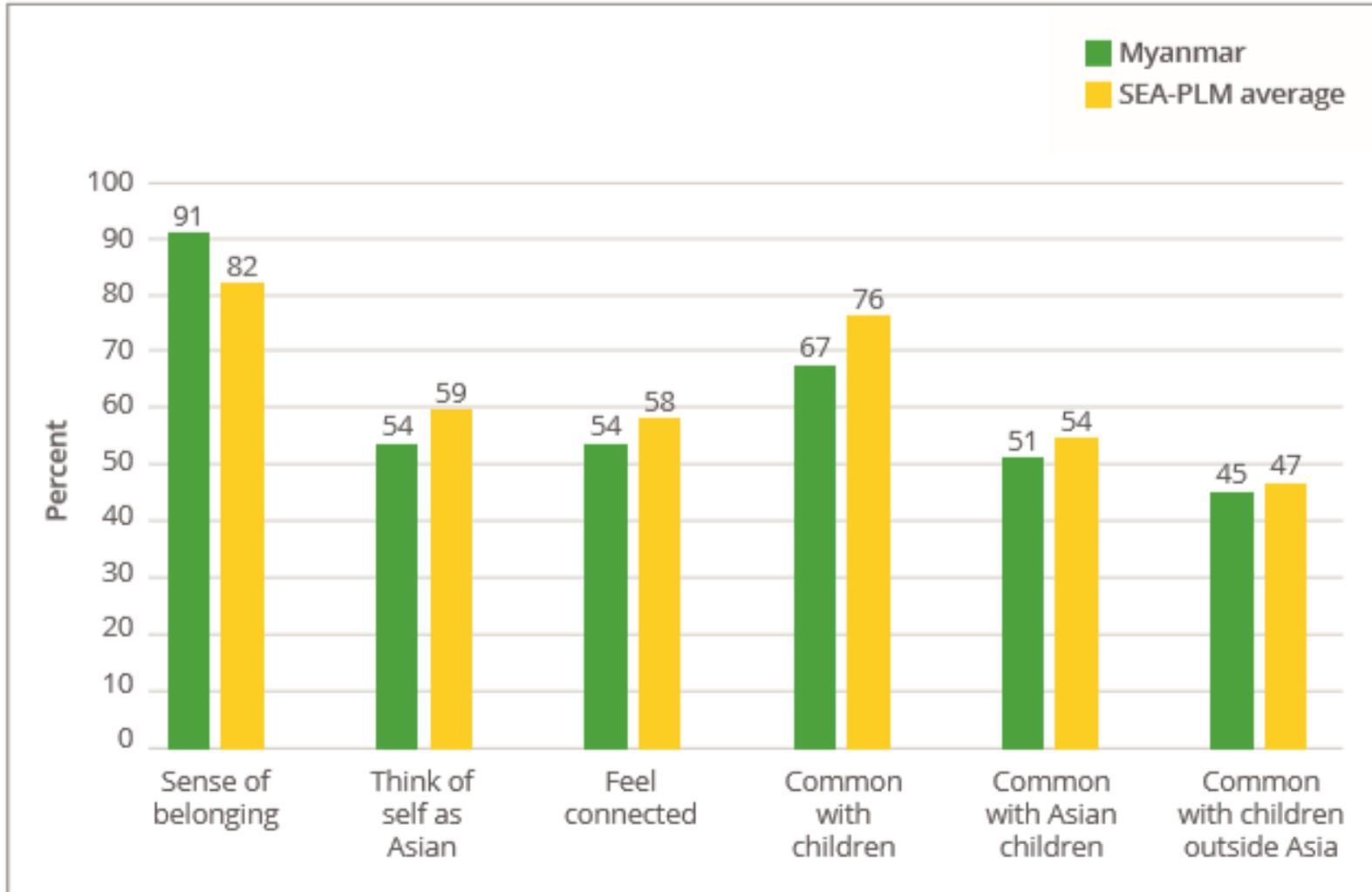
- Students were asked their level of agreement with various statements about societal issues
- There was a large amount of agreement that the world is a fair place and that all ethnic/racial groups should be treated equally
- The highest amount of agreement is that all people should protect the environment

Student's attitudes about environmental sustainability



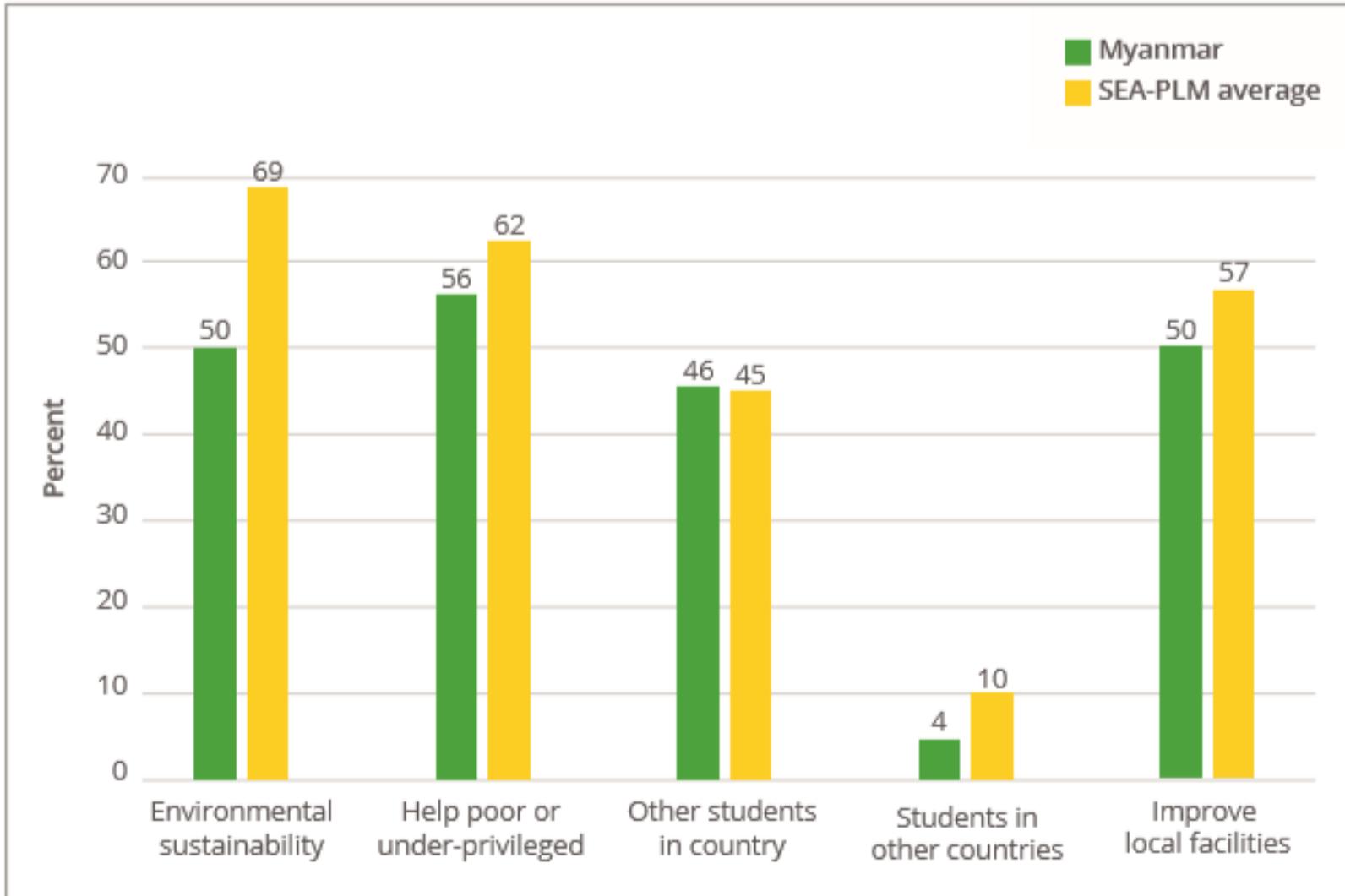
- Students in Myanmar expressed a fair degree of concern (“quite worried” and “very worried”) for most issues
- Students were least worried about pollution outside Myanmar. However, only 24% of children also indicated they did not learn about this topic, so the concern may also reflect the level of knowledge of the topic.

Students' attitudes about identity



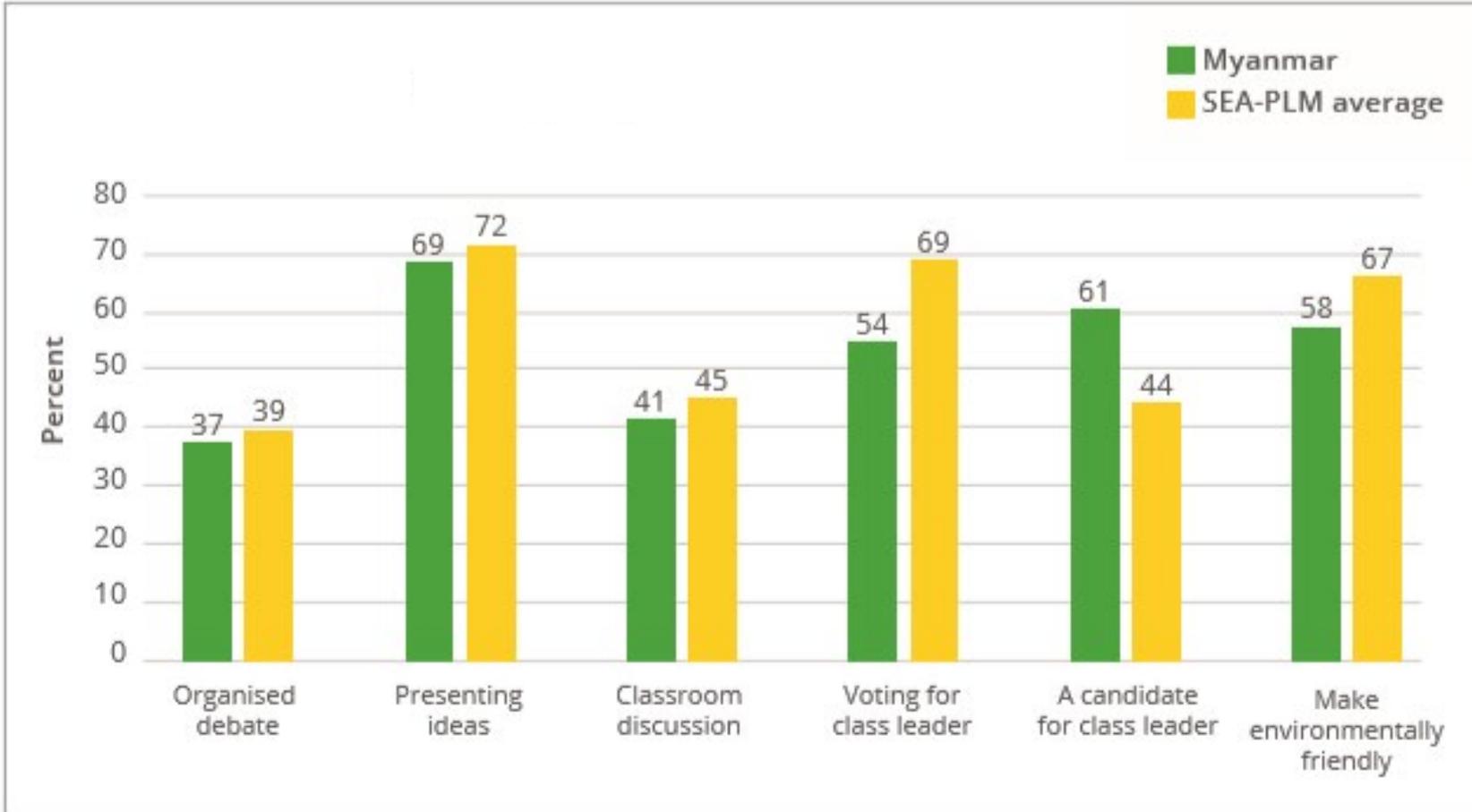
- The majority of students “agreed” or “strongly agreed” that they feel they belong in their country
- A large proportion of students also felt that they have a lot in common with other children in their country

GC activities in the school



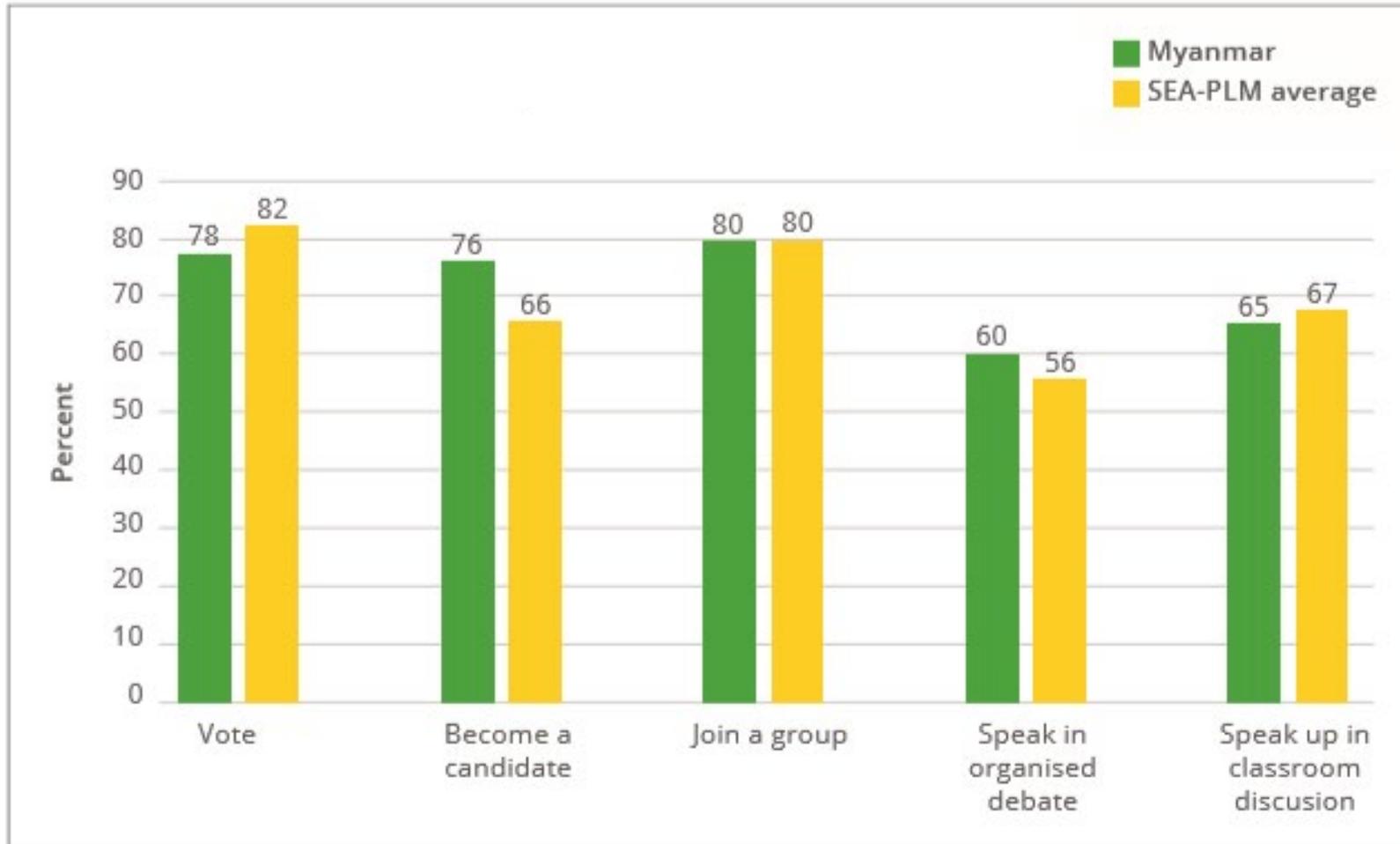
- Teachers were asked if children participate in GC activities
- The most common activity was related to environmental sustainability
- The least common activity related to learning about students in other countries

School activities related to GC

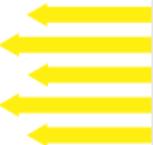


- The majority of children (60%) reported that they participated in some school activities related to GC
- Classroom discussion and organised debates ranked the lowest though

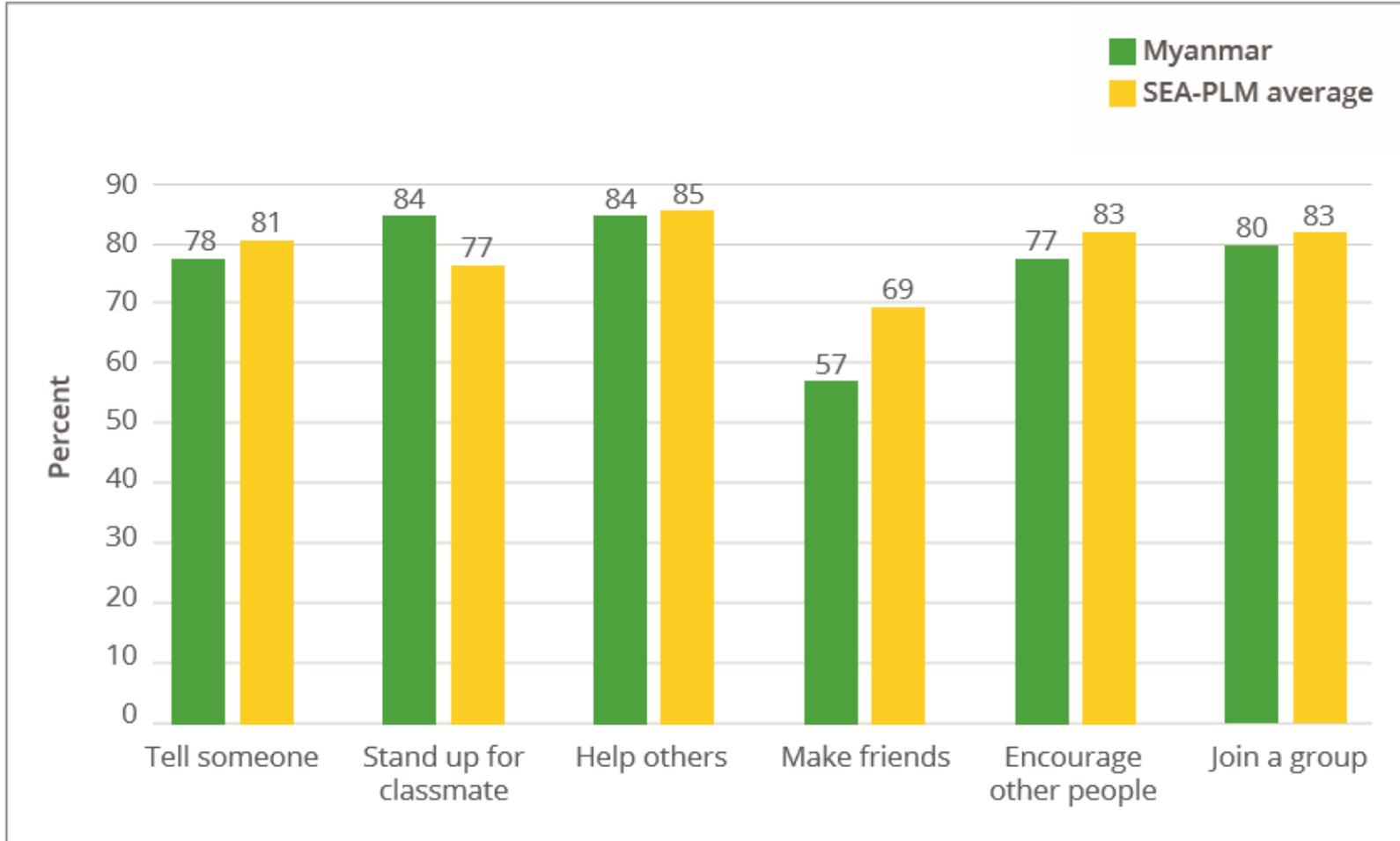
Future school activities related to GC



- 78% of students indicated they were “very likely” and “quite likely” to vote for a class leader
- Fewer children indicated they would speak up in a classroom discussion or speak in an organised debate

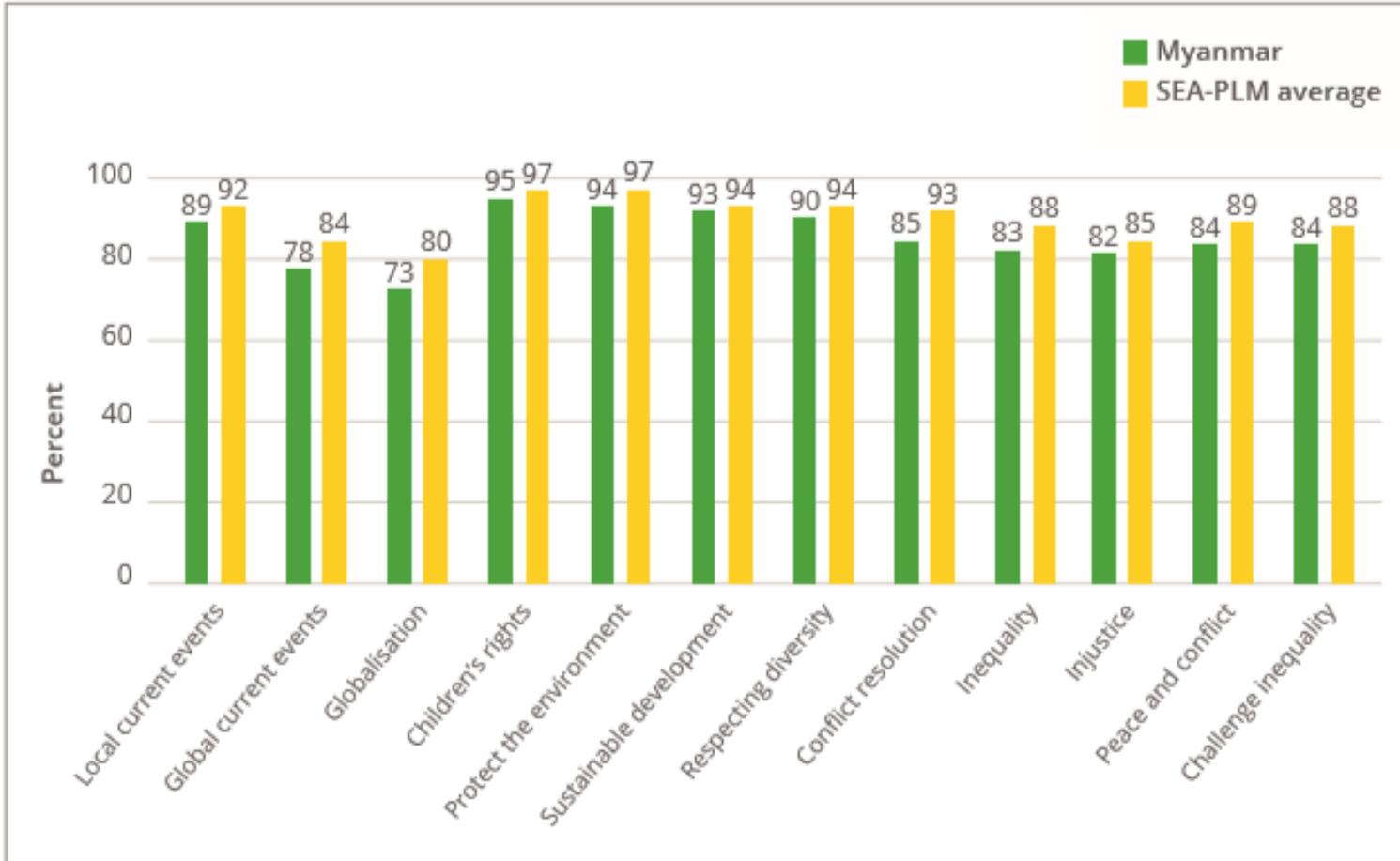


Student participation in civic-related behaviour



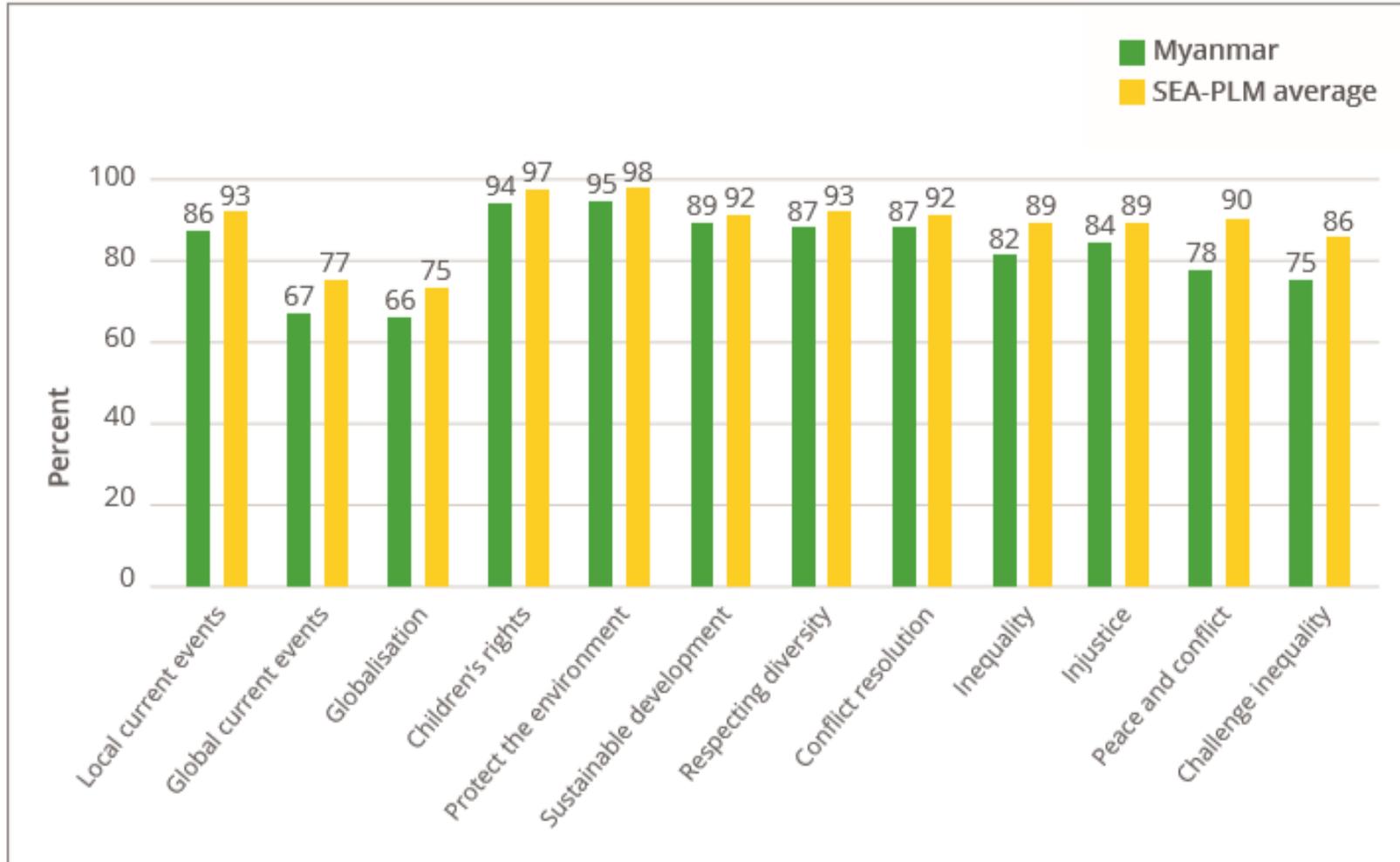
- More than 75% of children indicated they would engage with most behaviours.
- However fewer children indicated they would make friends with someone from another country (57%)
- This suggests that there is a more localised focus on GC topics in school

Pre-service preparation for GC teaching

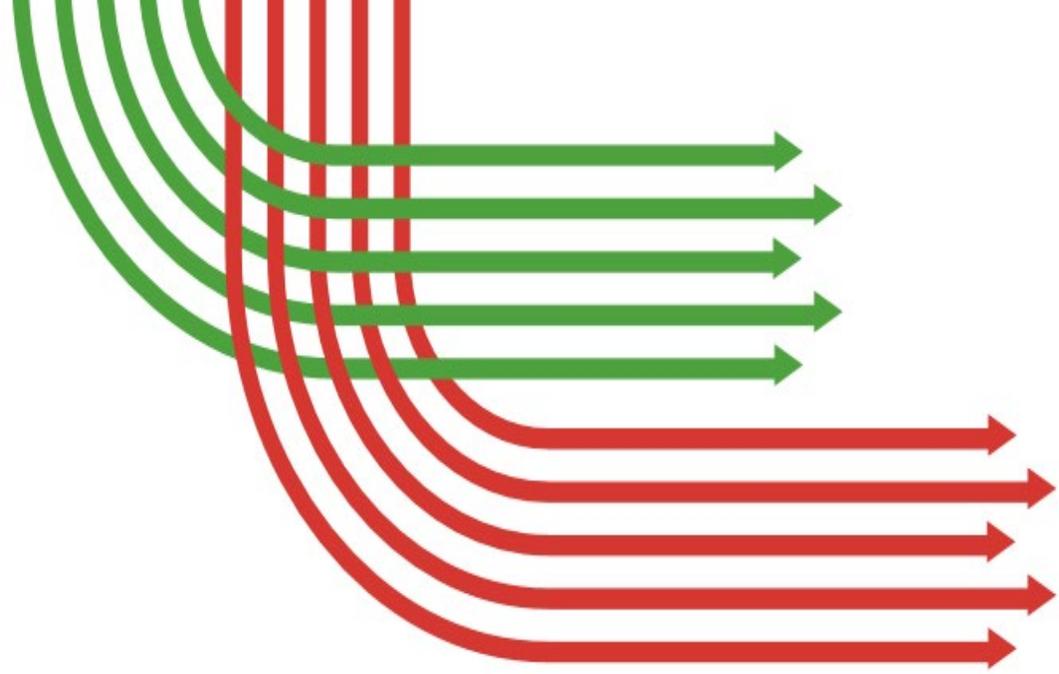


- Teachers were asked how well their pre-service education training had prepared them to teach GC topics
- Teachers felt most prepared to teach about children's rights, environmental protection, and sustainable development
- Teachers felt least prepared to teach about globalisation and global current events

Confidence in teaching GC topics



- Teachers' 'preparedness' to teach GC topics was heavily related to their confidence in teaching GC topics – confidence was lowest to teach about global current events and globalisation



Summary of findings



Summary of findings - reading



- The SEA-PLM 2019 results show that there is significant variations in student outcomes in Myanmar which has highlighted an important equity issue
- Understanding what students know and can do and how this changes over time and across contexts, is central in understanding questions of equity in learning outcomes
- The reading proficiency of primary school students in Myanmar is a concern in relation to the SEA-PLM average and minimum proficiency levels – approximately 11% of Myanmar’s G5 students currently meet this minimum level
- While some students have demonstrated high levels of ability, some have only demonstrated the ability to read single, familiar words only

Summary of findings - writing

- Myanmar's students performed closer to the SEA-PLM average for writing proficiency
- Of greater concern are the 25% of students who have a writing level consistent with Grades 1 and 2 expectations – these students are likely to find it very difficult to complete their primary education
- Boys from low SES backgrounds, in rural locations, perform significantly worse than girls from high SES backgrounds in urban areas
- Students should have consistent opportunities to practice writing and be provided with feedback on how to improve their writing skills to build on essential 21st century life skills

Summary of findings - mathematics

- Approximately 88% of G5 students in Myanmar do not yet meet international expectations for mathematics proficiency for the end of primary
- Of those 88%, 38% are still performing at the level expected of a Grade 1 or 2 student and are struggling to understand place value, basic arithmetic, simple graphs and scales of measurement
- Myanmar's mathematics mean was 288 compared to the SEA-PLM mean of 300



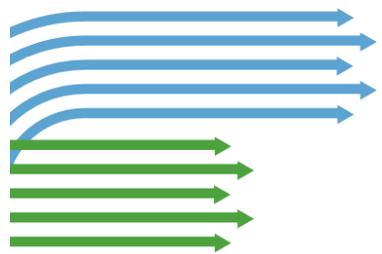
Summary – contextual factors

- Background factors of students, their parents, teachers, and schools, all play an important part in determining students' outcomes
- Some of these factors can be more 'controlled' than others, but support and intervention can help with all factors when it is understood what role they play
- For example, it is not possible to 'control' gender or school location, but it is possible to provide extra support for reading and writing to boys located rural areas

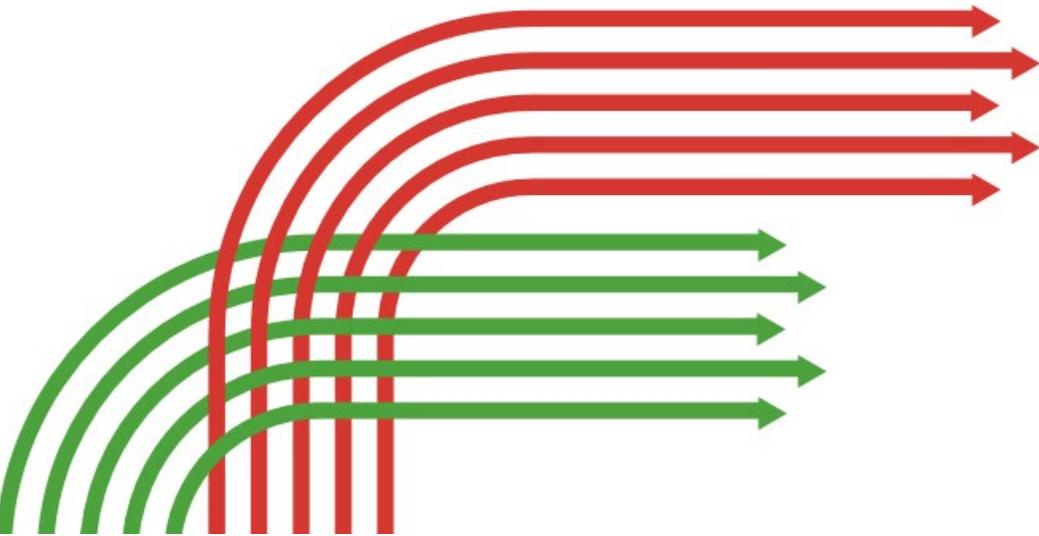


Summary – global citizenship

- Global citizenship is a relatively new concept and expands the notion of citizenship and civics internationally
- The GC questionnaires give an insight into the attitudes and values of students and teachers toward different topics including the appreciation of diversity, equality and human rights, and environmental sustainability
- Results suggest that children's attitudes to factors are influenced by topics they are exposed to at school, and also suggest that students are keen to learn more, if provided with the opportunity to do so



Policy recommendations





Policy recommendations

- The SEA-PLM 2019 results in reading, writing, and mathematics highlight the need for programs and interventions to provide intensive support for low-performing students in Myanmar
- It is very important that these programs and interventions are planned for as early in a student's education as possible
- Similarly, students who are performing well above Grade 5 standards will need appropriately developed extension programs to ensure they continue to grow
- Students in Myanmar show significant variations in the equity of student backgrounds which has a considerable influence on student outcomes
- If background factors are understood and recognised, can be addressed at a system and policy level, as well as through changed practices at the school and home level

Recommendations (pt. 1 of 5)



Recommendation 1: Prioritise early learning in disadvantaged contexts

- Trial new approaches to early learning for children who do not speak the language of instruction at home which incorporate a strong level of community and parental involvement.

Recommendation 2: Guarantee a solid start in primary education through on-time enrolment and progression for all children, especially the disadvantaged

- Trial new programs of support for students in ethnic minority areas.
- Integrate student assessment into the School Quality Assurance Framework for Myanmar.

Recommendations (pt. 2 of 5)

Recommendation 3: Ensure explicit and progressive learning standards in the curriculum of basic education, including in digital and blended learning options.

- Map national curriculum expectations for primary school against the Global Proficiency Framework to identify potential curriculum gaps and strengths, so that expectations of student performance for end of primary can be clearly identified and measured
- Map national curriculum expectations against the SEA-PLM scales for reading, writing and mathematics to identify connections and divergences in the Myanmar curriculum compared with other SEA-PLM participating countries.



Recommendations (pt. 3 of 5)

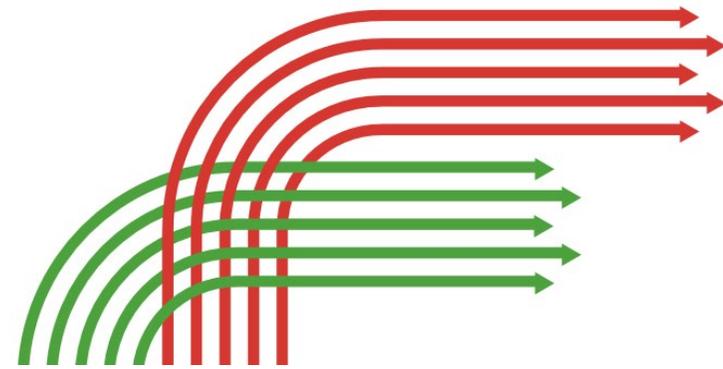
Recommendation 4: Support motivated and experienced teachers with conducive teaching and positive school environments

- Develop an experimental blended learning model approach to online learning that places teaching over technology that could work at home or in the school setting
- Review the Myanmar Teacher Competency Standards Framework in light of the findings of SEA-PLM
- Incorporate subject content related to global sustainability in pre-service teacher education programs
- Review national teaching and learning policy to include digital teaching and learning, and student recruitment and placement policy

Recommendations (pt. 4 of 5)

Recommendation 5: Use data, monitoring and research to achieve better learning environment

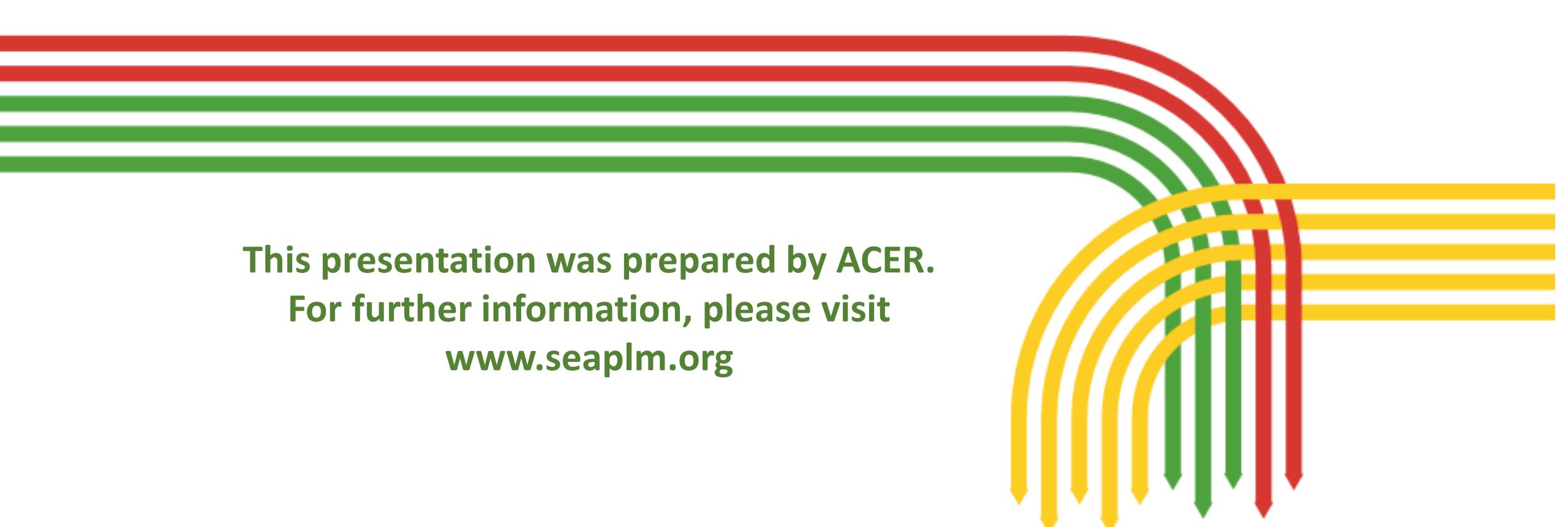
- Support professional programs for teachers to better assess student performance against agreed standards and benchmarks
- Strengthen school-based assessment including developing systems and programs to assess students with learning disabilities for their performance and abilities
- Support a system of the digitalisation of assessment



Recommendations (pt. 5 of 5)

Recommendation 6: Support strategies to build a more resilient education system in face of crisis and student remoteness, including the opportunities and challenges arising from the COVID-19 pandemic

- Due to the impact of COVID, support better access to teacher education and schooling activities which be delivered on line and develop a sustainable educational system that encourages the innovative use of digital technology in teaching and learning practices, especially in the primary school sector
- Support a strengthened student and teacher mental health well-being strategy



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