Overview of the 2019 SEA-PLM Competency in Myanmar

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

Student performance in Reading, Writing and Math in Myanmar

Reading: 90% of Myanmar students obtained a scale score of 318 or less, compared to the SEA-PLM average of 328 or less

Writing: Myanmar performing close to the regional average of SEA-PLM participating countries, although slightly higher in the lower percentiles

Math: 90% of Myanmar students obtained a scale score of 310 or less, compared with the regional average of 327 or less.

Reading, writing, and mathematics outcomes

SEA-PLM 2019 alignment with the SDGs

Reading: Only 11% of students were at or above SDG 4.1.1b

Math: About 12% of students were at or above SDG 4.1.1b compared with the regional average of 35%

SEA-PLM 2019 competency across gender, SES, and school location

In Myanmar, there is a large discrepancy between performance of students in urban schools and rural schools

Urban schools performed higher than rural schools in reading, writing and math

Girls outperform boys in reading and writing but there was no difference in math

Students with higher socio-economic status (SES) performed better than those with lower SES
Contextual factors influencing teaching and learning outcomes in Myanmar

**Parental/guardian involvement**
Students who had parents who were highly involved scored higher in all three domains.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mean scale score</th>
<th>Difference in scale scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bottom quarter of parental engagement</td>
<td>Top quarter of parental engagement</td>
</tr>
<tr>
<td>Reading</td>
<td>286</td>
<td>301</td>
</tr>
<tr>
<td>Writing</td>
<td>296</td>
<td>306</td>
</tr>
<tr>
<td>Mathematics</td>
<td>283</td>
<td>296</td>
</tr>
</tbody>
</table>

**Attendance at pre-school**
Students who attended pre-school had higher levels of achievement than those who did not.

**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.

**School readiness**
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.

*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).

Resources for learning
88% of students in Myanmar reported attending a school with a library.

Global citizenship: Attitudes and behaviours of students and teachers in Myanmar

**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.

**Children and teacher attitudes about GC education**
Environmental protection was at the top of both lists.

**Students’ attitudes 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.

**Student’s attitudes about environmental sustainability**
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.

**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%).

GC activities in the school
The most common activity was related to activities to help poor or underprivileged people or groups and the least common - 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.

Future school activities related to GC
78% of students indicated they were “very likely” and “quite likely” to vote for a class leader.

Pre-service preparation for GC teaching
Teachers felt most prepared to teach about children’s rights, environmental protection, and sustainable development.

Confidence in teaching GC topics
Confidence was lowest to teach about global current events and globalisation.

For more information
Please see the SEA-PLM report (https://www.seaplm.org)