



Enhancing Learning Recovery through International Large-Scale Assessment (ILSA):

A Case of the **Southeast Asia** Primary Learning Metrics (SEA-PLM)

Alejandro Ibanez
SEA-PLM Secretariat / SEAMEO Secretariat

AGENDA

- 1 Overview of Learning recovery efforts and policy responses
2. SEA-PLM programme: Regional relevance and key findings
3. Policy pointers to build back better

Learning recovery efforts

Relatively few countries – **only 1 in 5** – had an explicit and comprehensive strategy or plan to recover and accelerate learning after reopening.

Less than a third of countries implemented policy measures known to be cost-effective in improving learning.



LEARNING RECOVERY TO ACCELERATION

A Global Update on Country Efforts to Improve
Learning and Reduce Inequalities



Learning recovery efforts

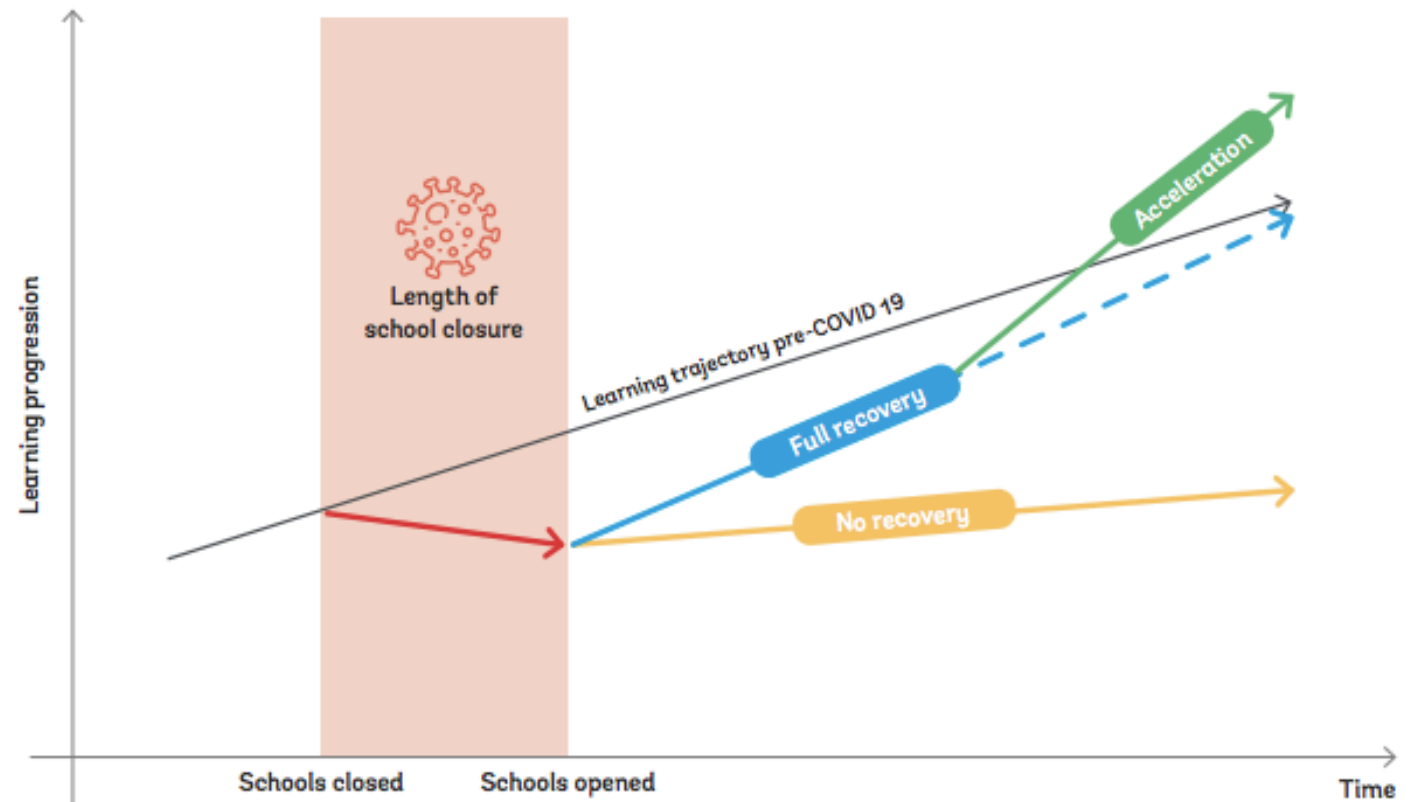
Urgency of the learning crisis is **not yet reflected** in the actions of countries.

Most countries **did not fully comprehend** the necessity for learning recovery and acceleration.



Illustration of learning recovery and acceleration trajectories

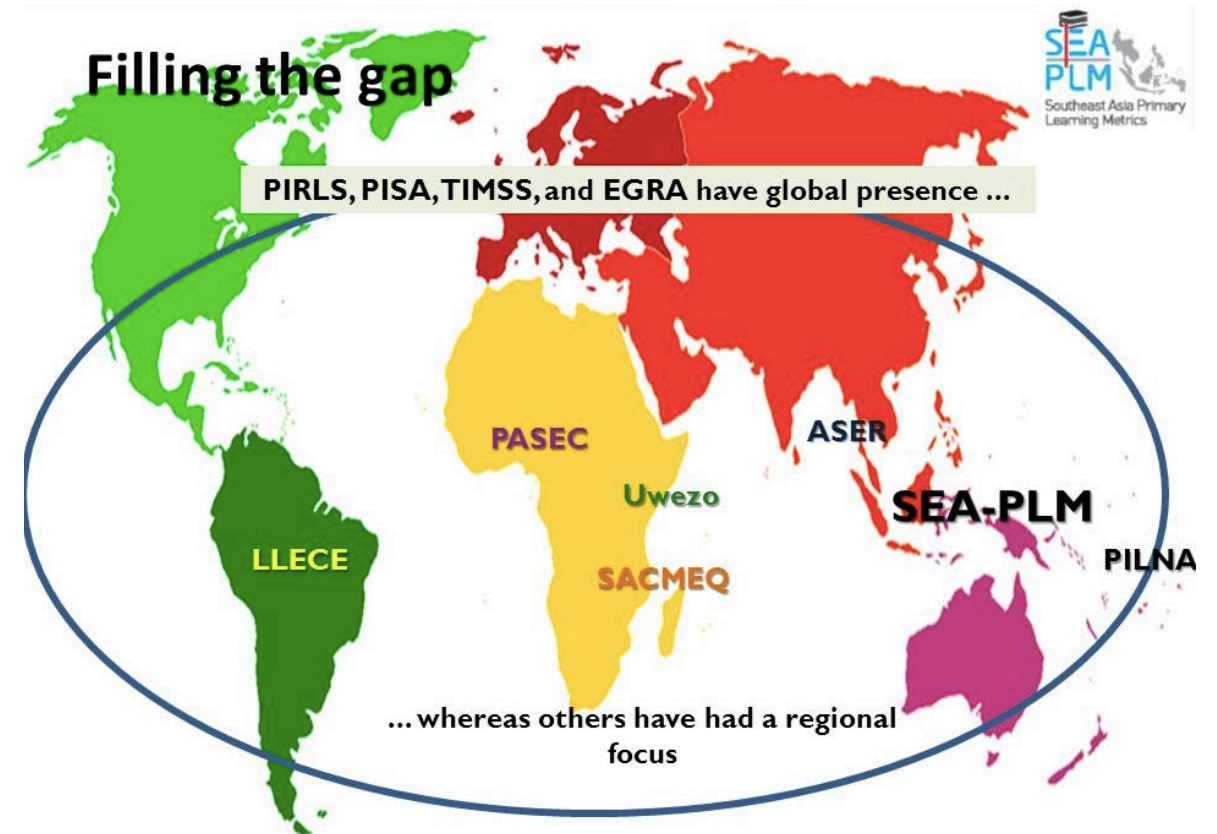
- **Learning recovery** refers to efforts help schools get their students cohorts back on track by recovering essential lost learning
- **Learning acceleration** refers to efforts to ensure that schools can efficiently and effectively support each student to acquire necessary skills



INTERNATIONAL LARGE-SCALE ASSESSMENTS (ILSA)

- Umbrella term for comprehensive, transnational studies in education, regardless of whether they include a cognitive assessment component, with an explicit focus on international, system-level comparisons

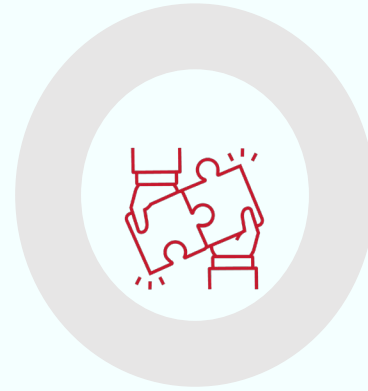
(Agnes Stancel-Piatak, IEA, Nathalie Mertes, IEA, partly based on Rutkowski et al. (2014b), p. 4 and p. 13)



Benefits of ILSA in strengthening learning recovery

1

Provides valid and reliable data in alignment with national, regional, and global goals in education.



2

Highlights equity-focus issues and generates information among marginalized groups and disadvantaged children.

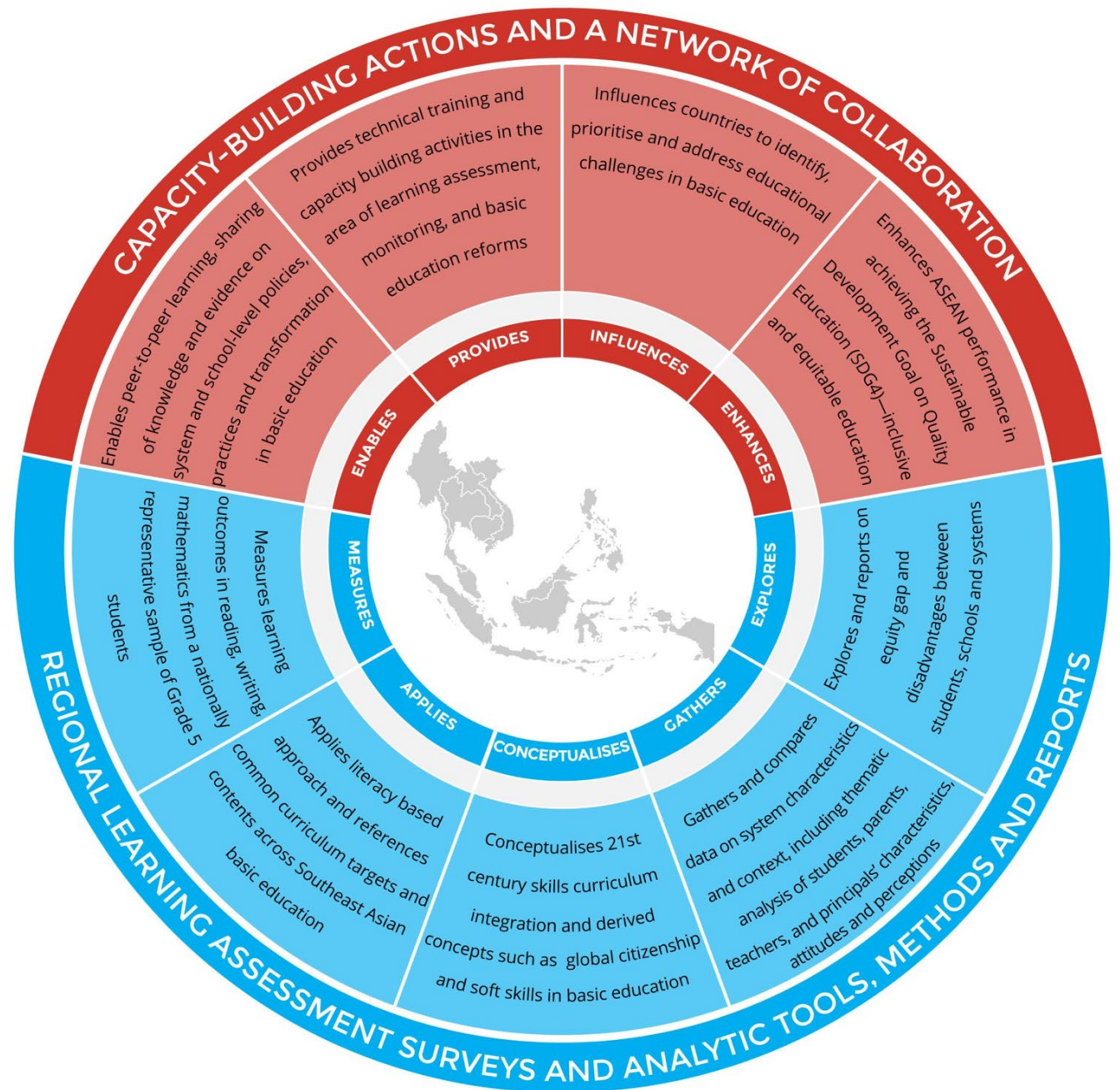
3

Contributes to long-term system-level monitoring of learning outcomes.



South East Asia **Primary** **Learning Metrics** **(SEA-PLM)**

A Regional Learning
Assessment
by and for SEA Asian
Countries

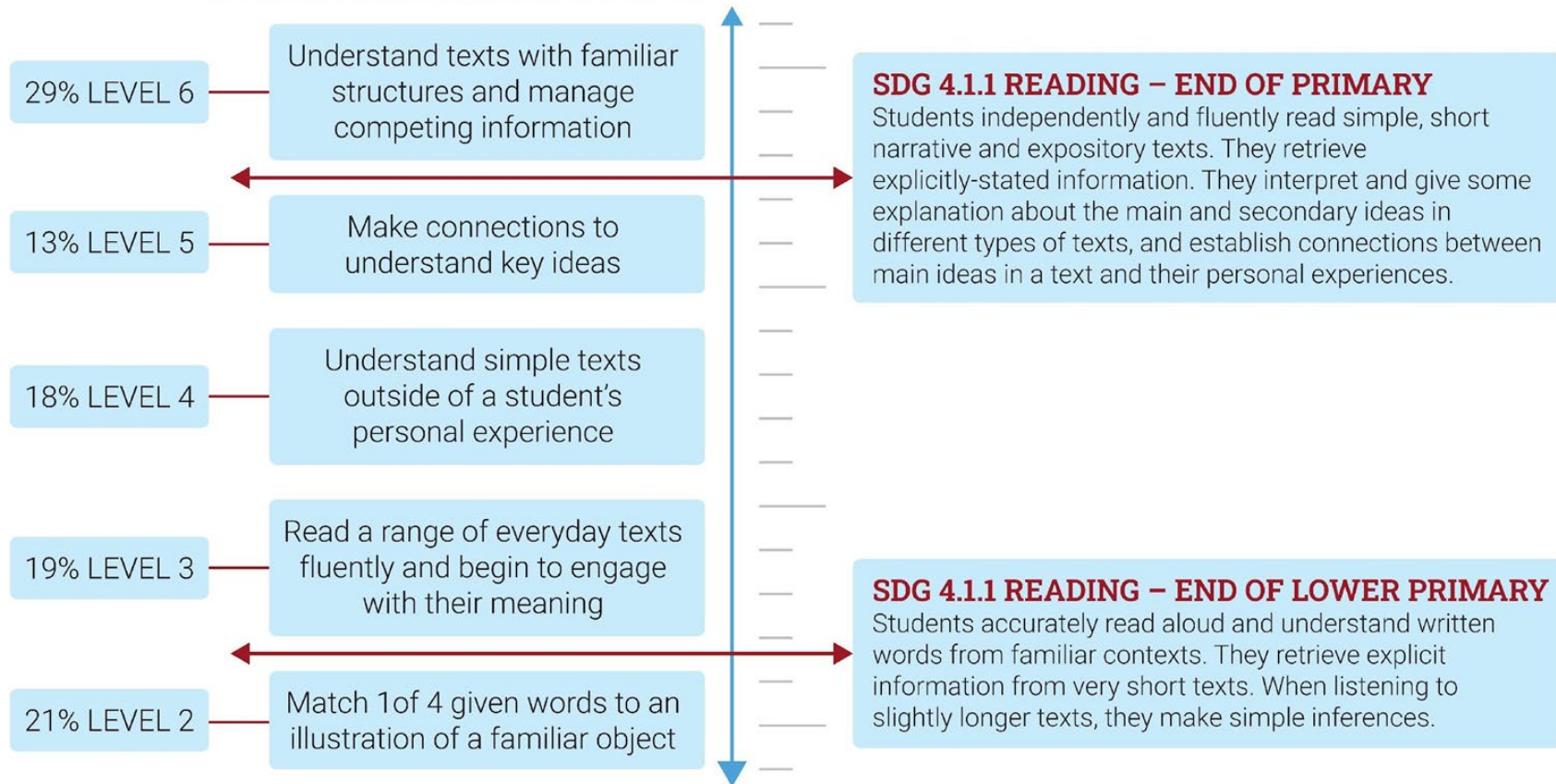




1. SEA-PLM advances reporting of national, cross-country, and regional-level monitoring of learning outcomes.

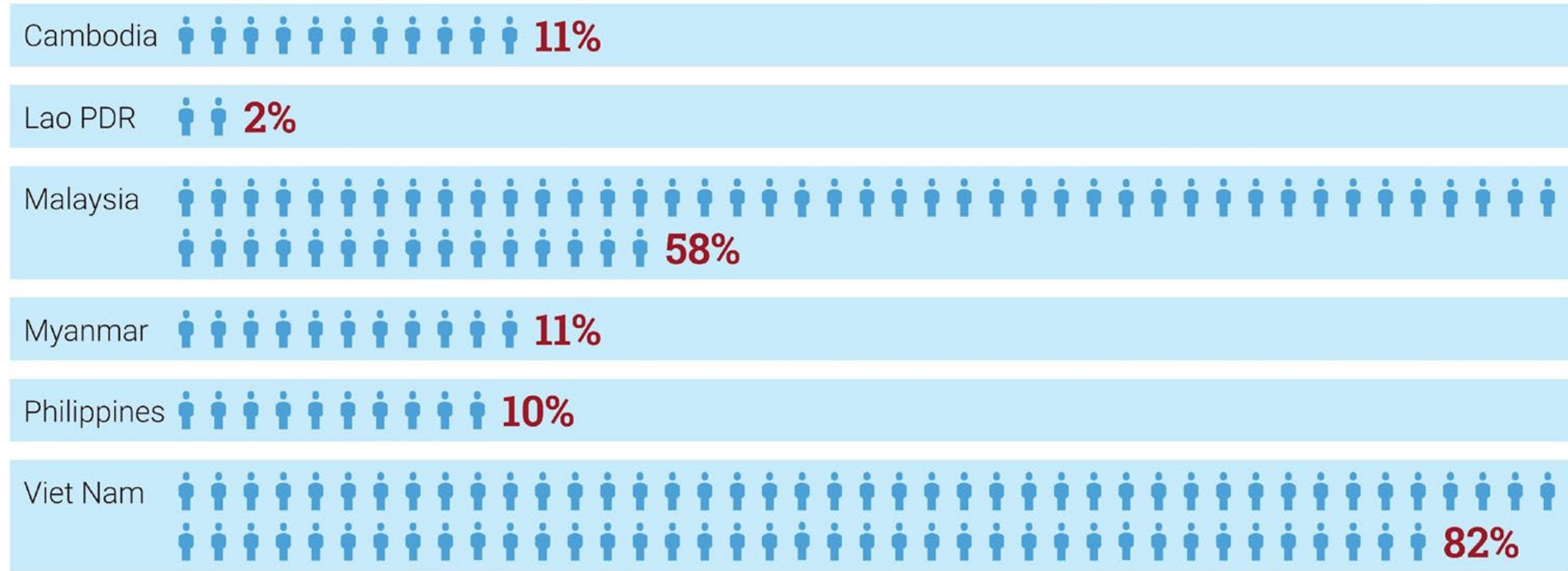
SEA PLM Described Proficiency Scales for reading

READING PROGRESSION SEA PLM



SDG benchmarking of SEA PLM results

Reading end of Primary SDG 4.1.1b level 6 and above



ILSAs are internationally recognized to advance global education goals such as UN SDG 4.1.1.

A menu of assessment options to measure learning outcomes

ILSA plays a key role in ensuring comprehensive monitoring of learning outcomes.

A menu of options exists for this assessment roadmap

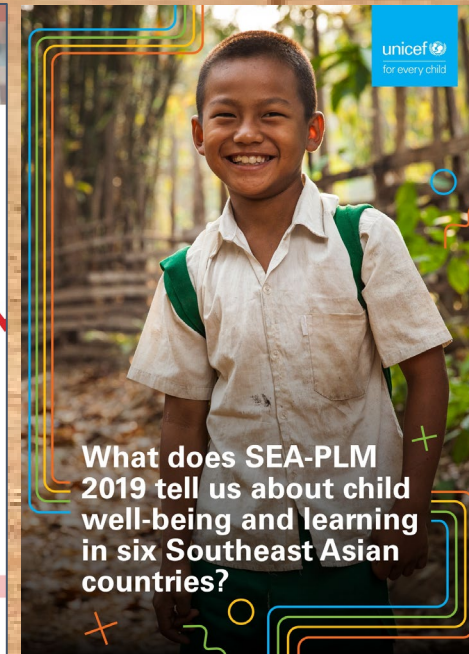
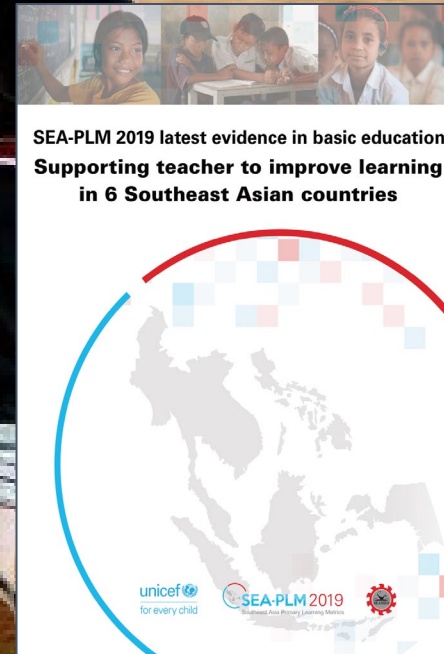
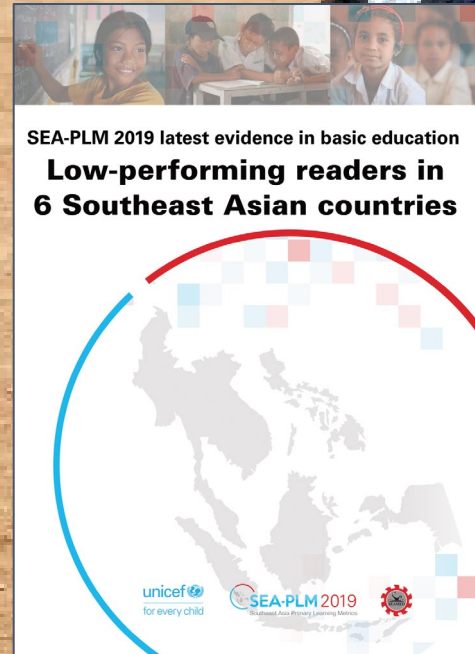
| Strengthen National Assessments with statistical linking | | 4.1.1 | | |
|--|--|-------|-----|---|
| | | a | b | c |
| AMPL | | ✔ | ✔ | ✔ |
| PISA module | | N/A | N/A | ✔ |
| Rosetta Stone | | ✔ | ✔ | ✔ |

| Strengthen National Assessments with non-statistical linking | | 4.1.1 | | |
|---|--|-------|---|---|
| | | a | b | c |
| EGRA/EGMA if they meet assessment criteria | | ✔ | | |
| Other Foundational Assessments (incl. UNICEF MICS) if they meet assessment criteria | | ✔ | ✔ | |
| National Assessments if they meet assessment criteria | | ✔ | ✔ | ✔ |

| Participate in a Cross-National Assessments | | 4.1.1 | | |
|---|--------------------|-------|---|---|
| | | a | b | c |
| PIUNA 2024 | Pacific Islands | | ✔ | |
| PASEC 2024 | Sub-Saharan Africa | ✔ | ✔ | ✔ |
| SACMEQ 202X | Sub-Saharan Africa | | ✔ | |
| SEA-PLM 2024 | Southeast Asia | | ✔ | |
| LEECE 2024 | South America | ✔ | ✔ | |
| TIMSS 2023 | Global | ✔ | ✔ | ✔ |
| PIRLS 2026 | Global | ✔ | ✔ | |
| PISA 2025 | Global | | | ✔ |

Note: SDG indicator 4.1.1: Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

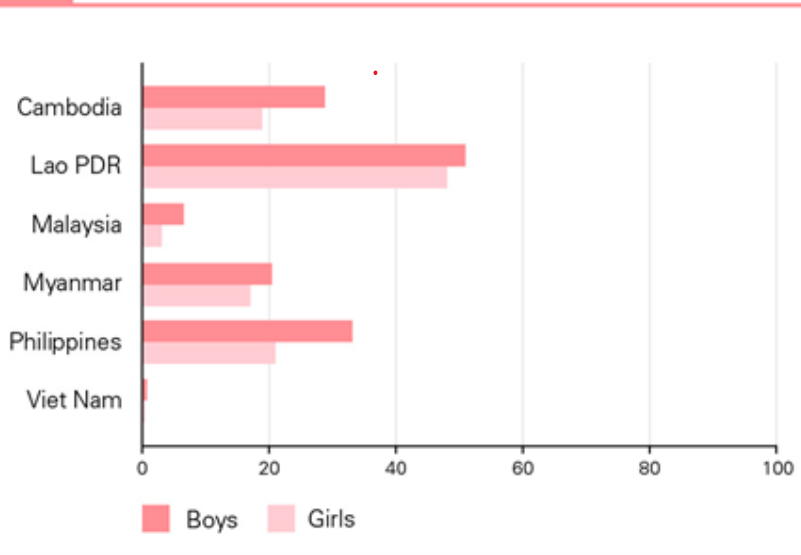
2. SEA-PLM highlights equity-focus issues revealing contextual disparities in learning



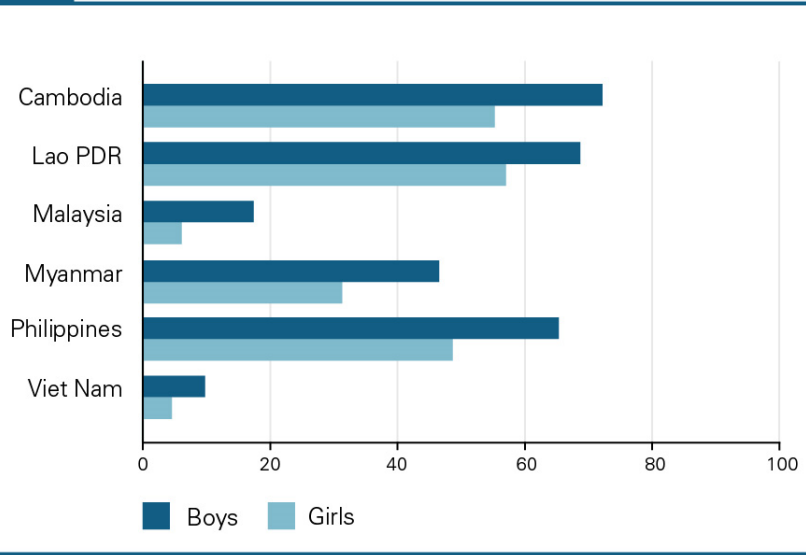
Gaps percentage between low performing boys and girls



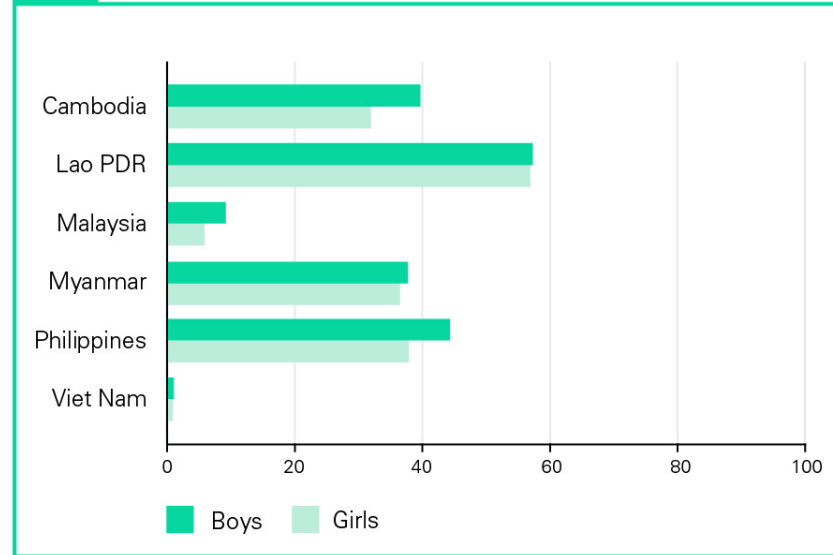
Reading



Writing



Mathematics

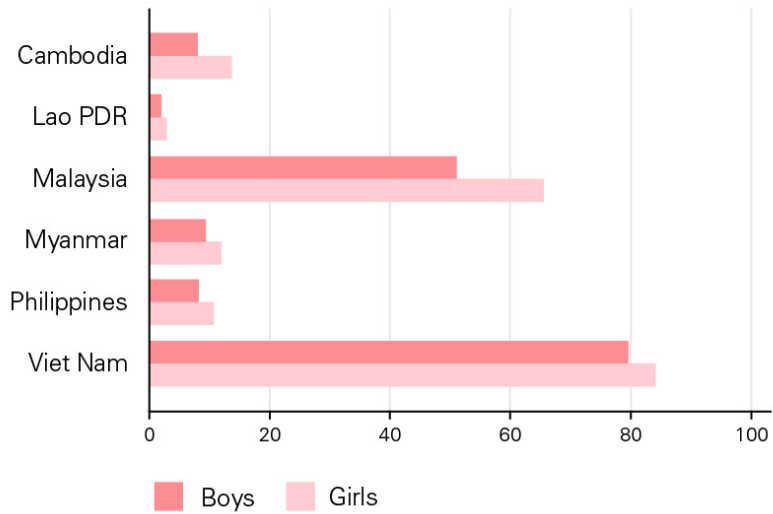


Countries face the challenge of reducing the learning disparities between low-performing boys and girls in all domains, while at the same time reducing the overall national percentage of low-performing children.

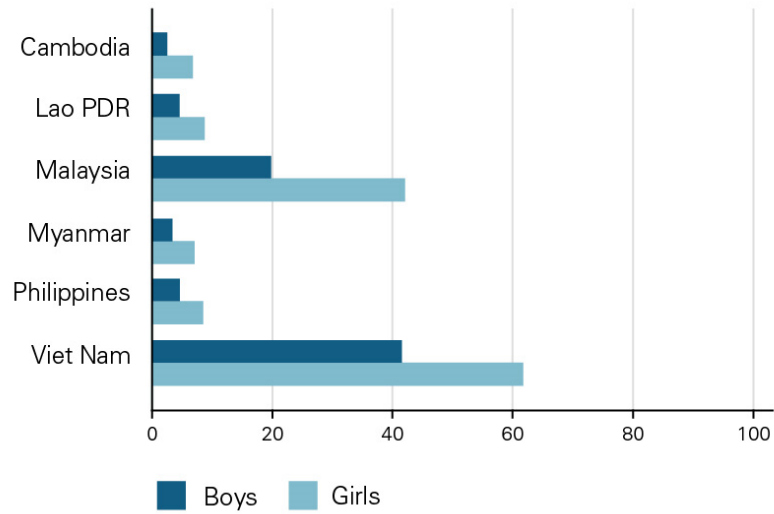
Gaps percentage between high performing boys and girls



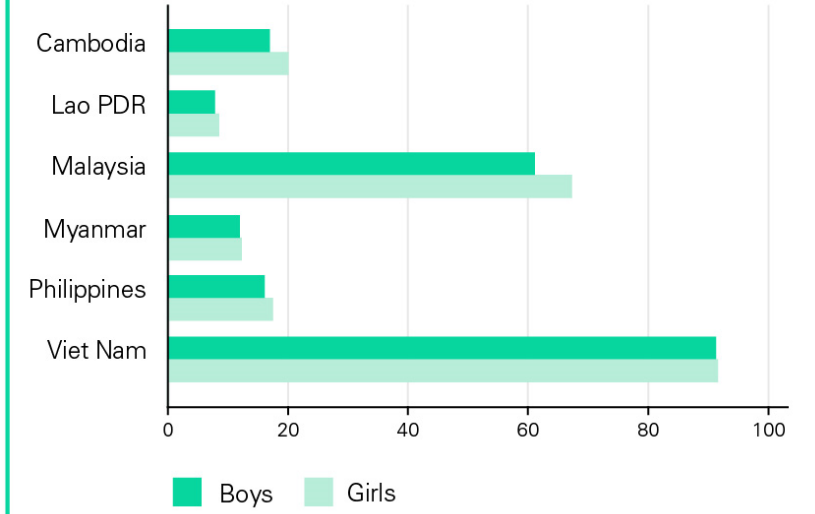
Reading



Writing

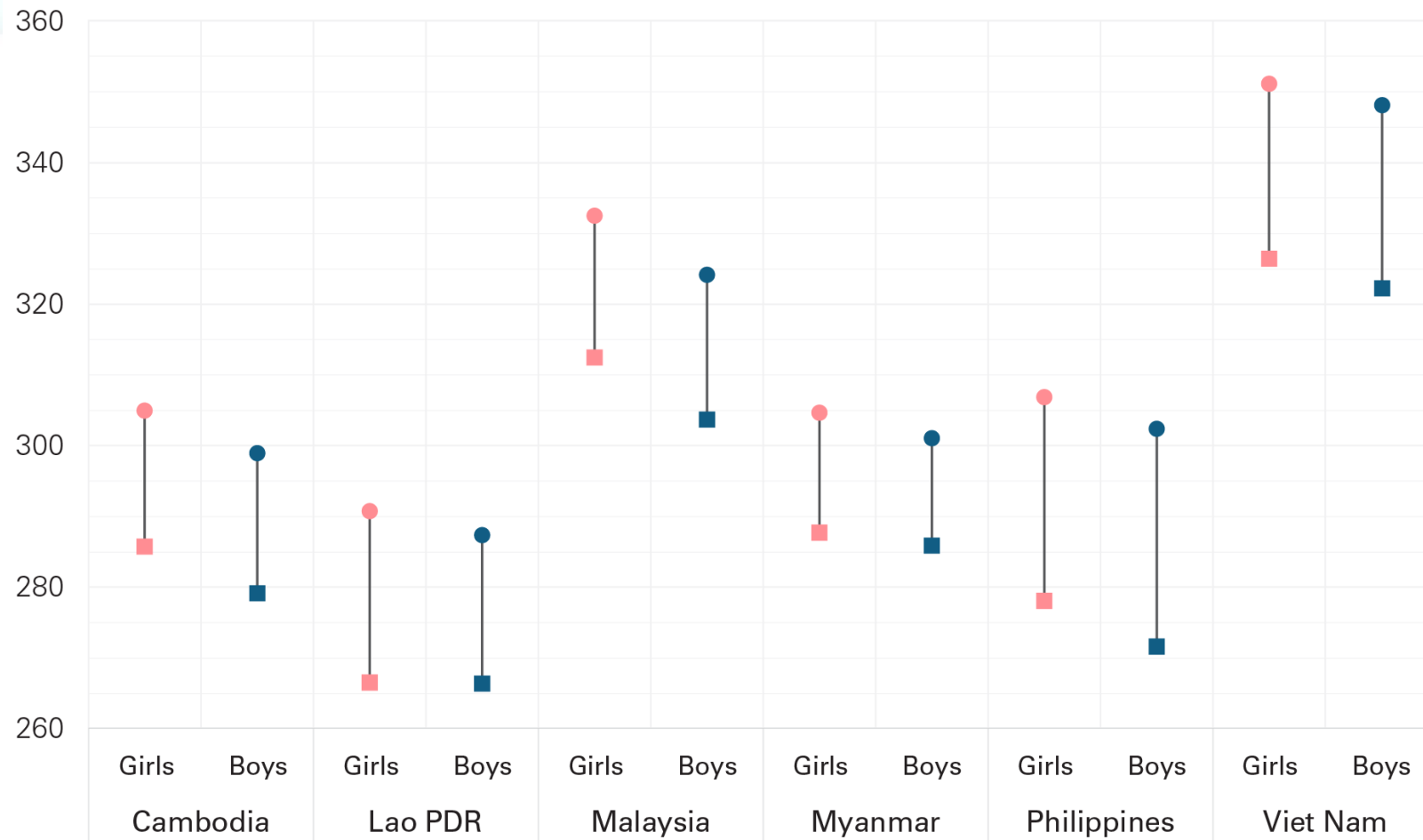


Mathematics



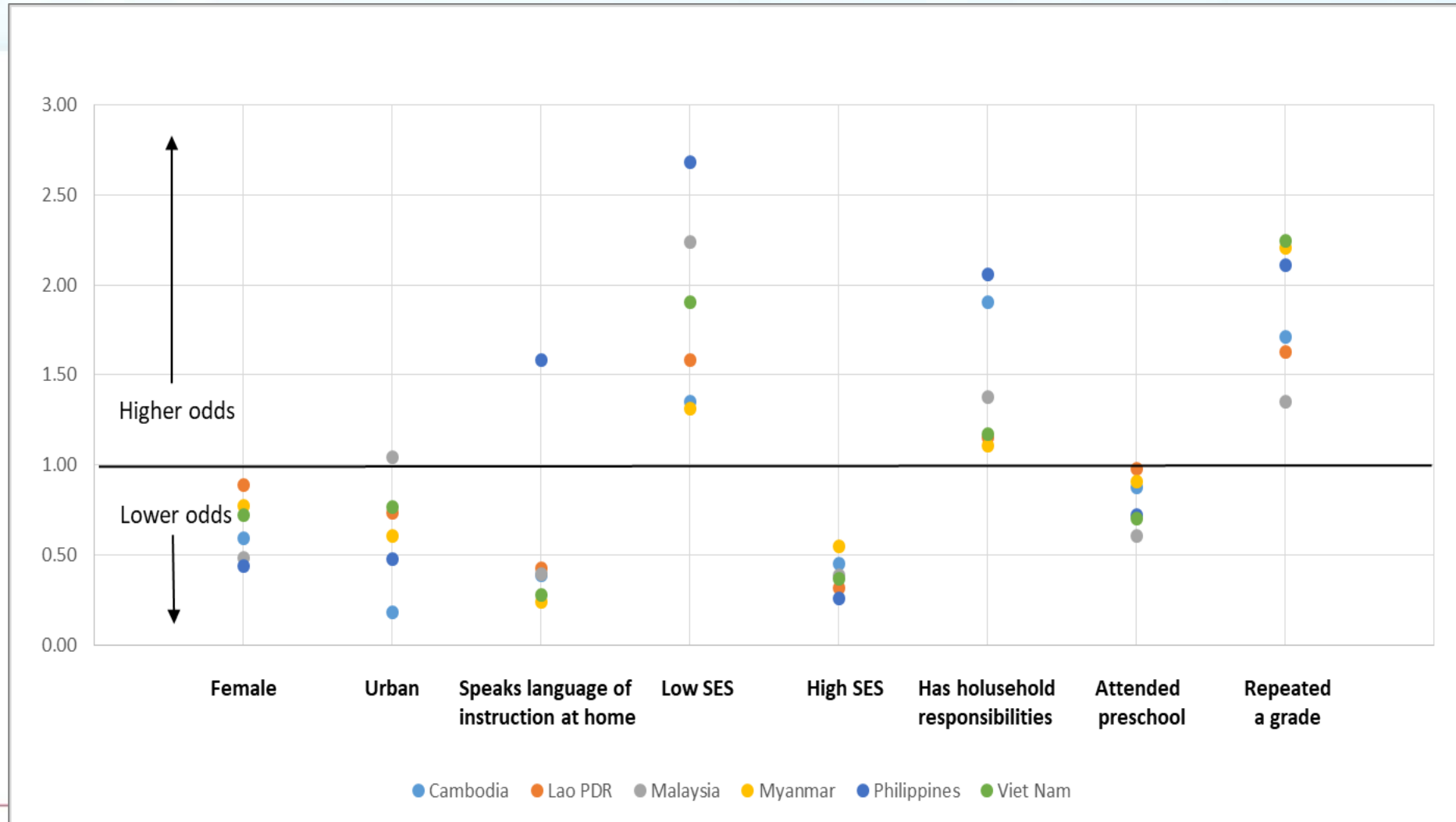
Boys might have more difficulty producing an original response than girls

Boys' and girls' learning performance and differences by socioeconomic background (high vs low SES quartile)



■ Girls
 ■ Boys
 ■ Low SES
 ● High SES

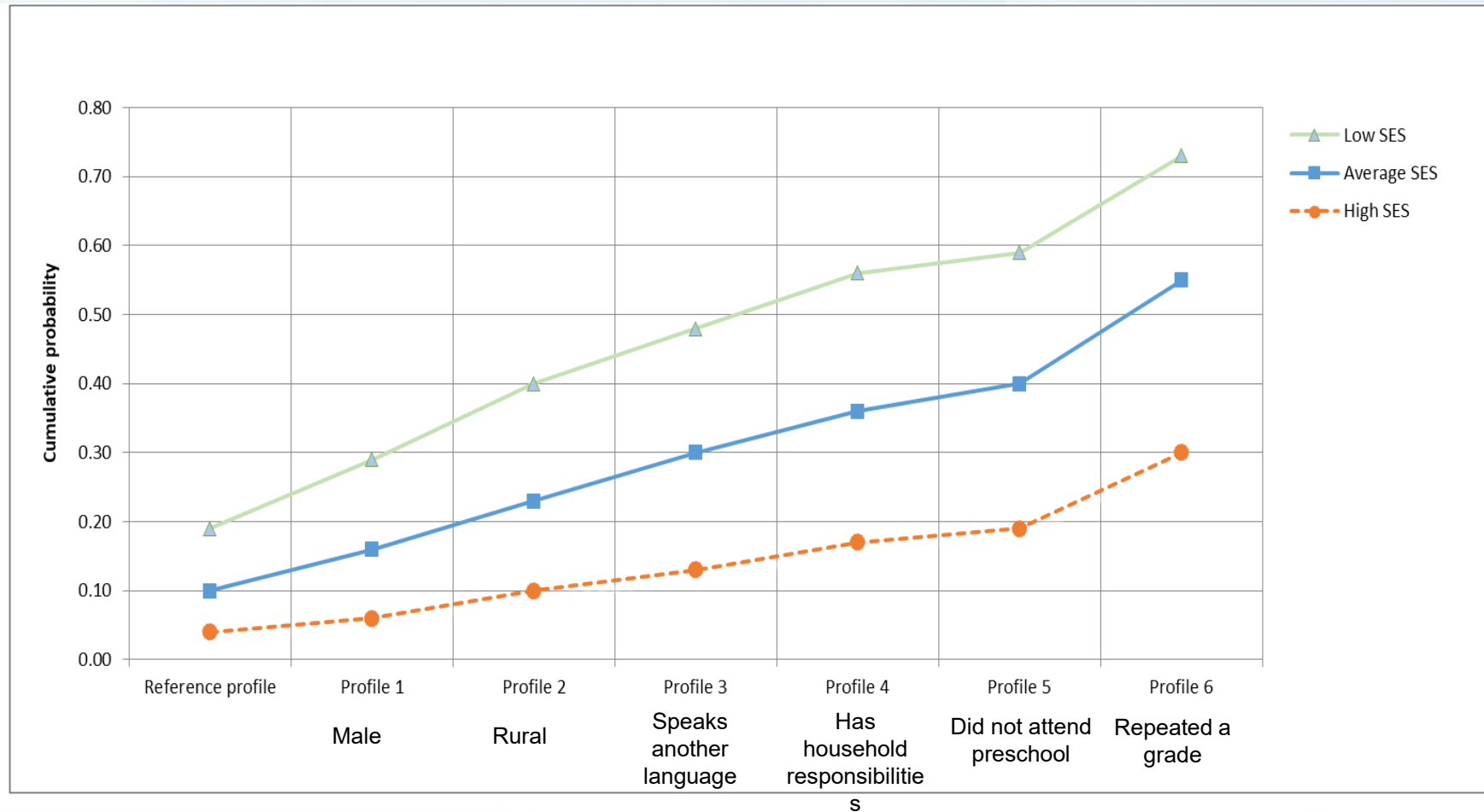
Characteristics of low-performing readers



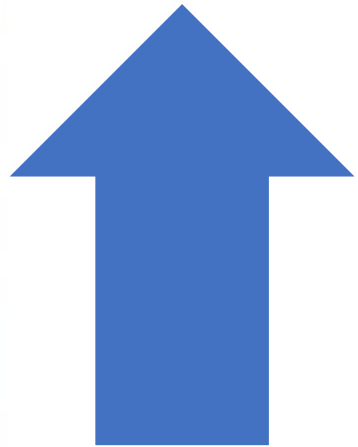
Students have higher risk of being low performer

Students have lower risk of being low performer

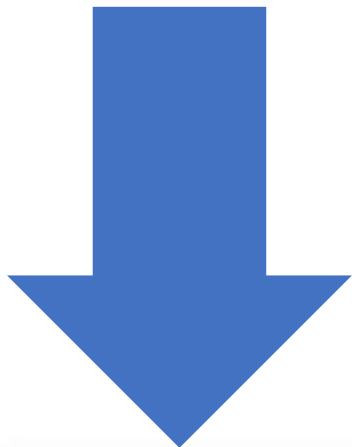
Cumulative risk factors



Impact of SES in widening achievement gap



High SES:
24~26 points
greater

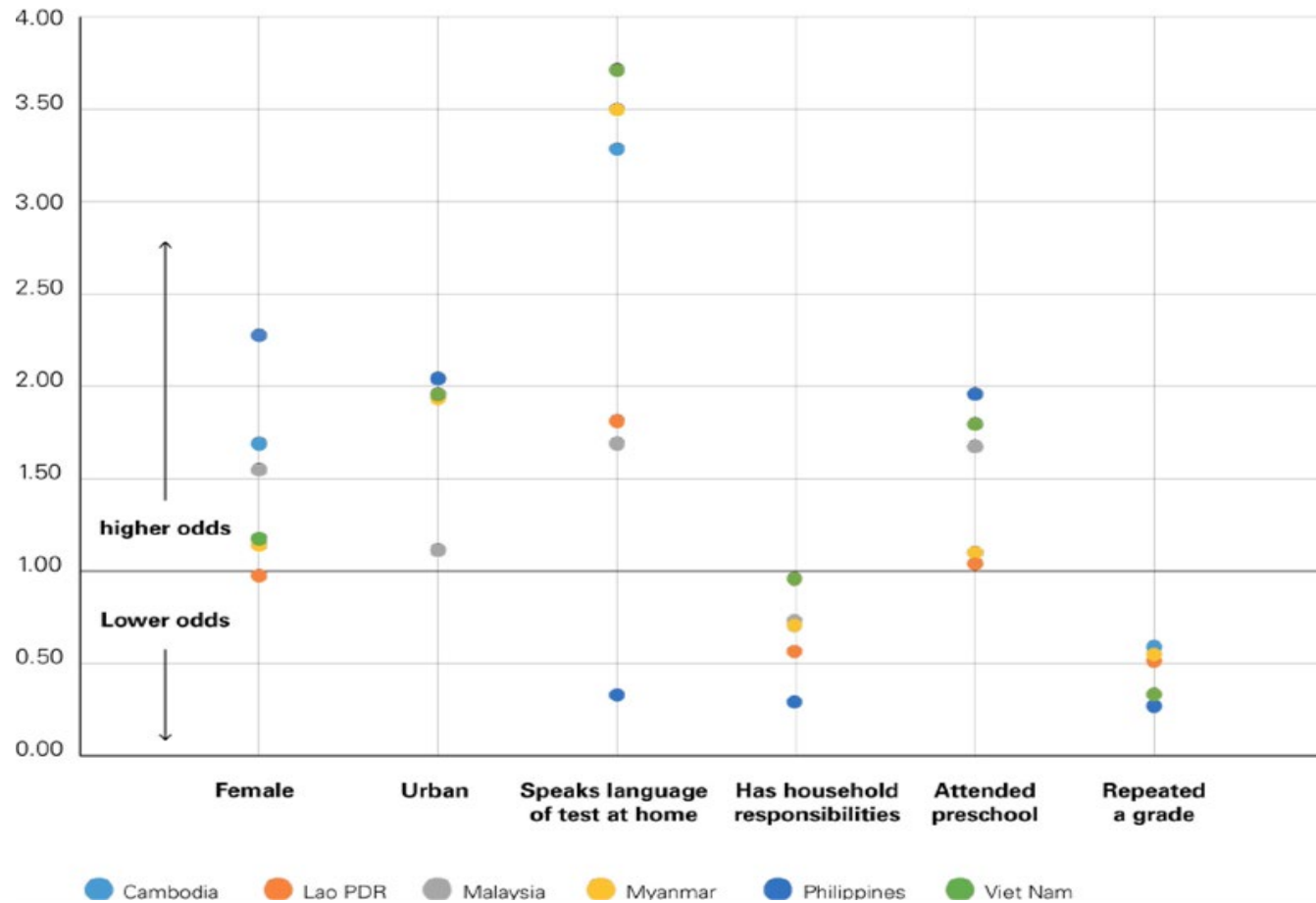


Low-SES

- A 24 to 26-point gap separates students from the highest and lowest SES quartiles, regardless of subject or country.
- Given this wide achievement gap, the next step in conducting research will be to calculate how school closures influenced this gap.



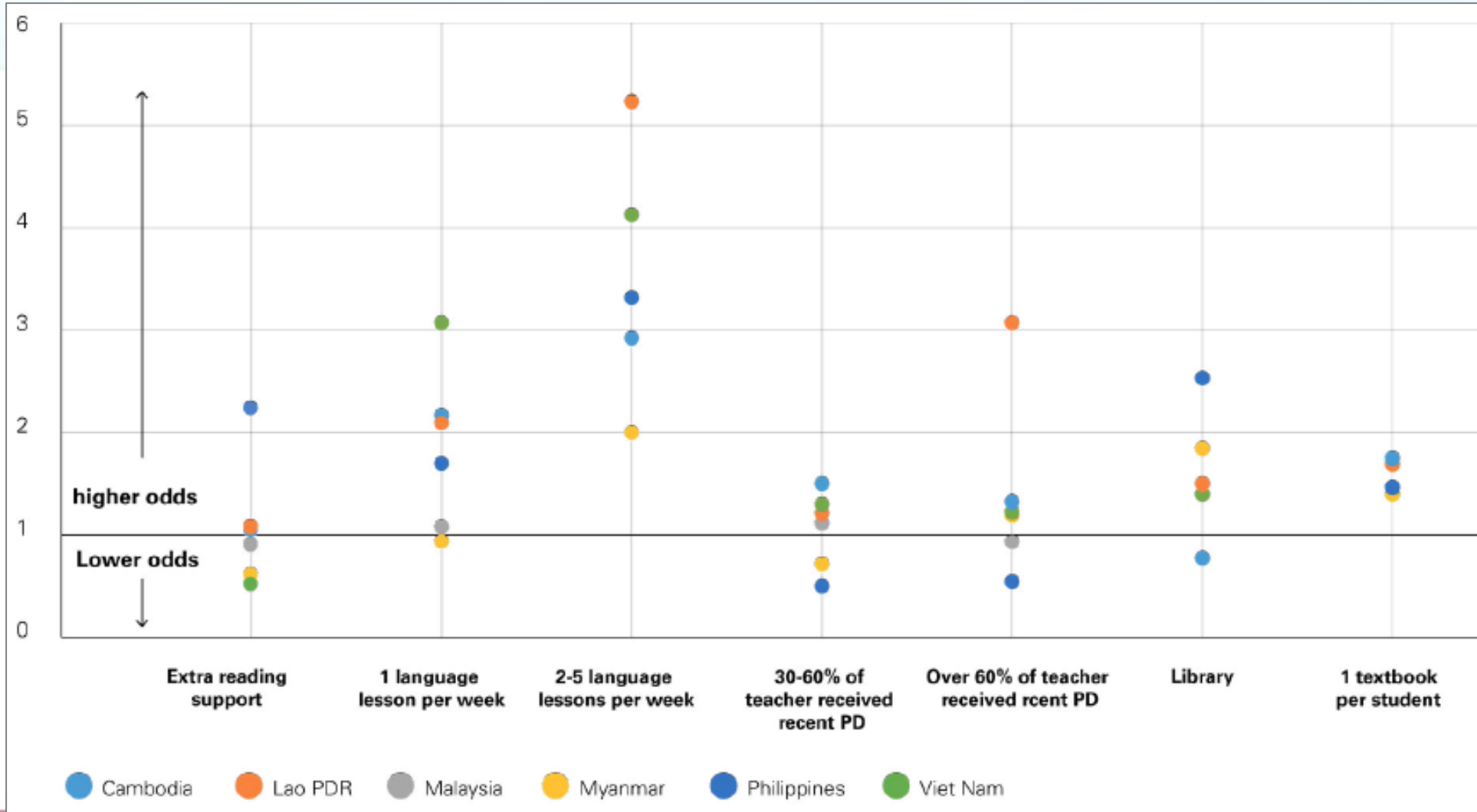
Characteristics of academically resilient students



Students more likely to be academically resilient

Students less likely to be academically resilient

School-level factors for academic resilience



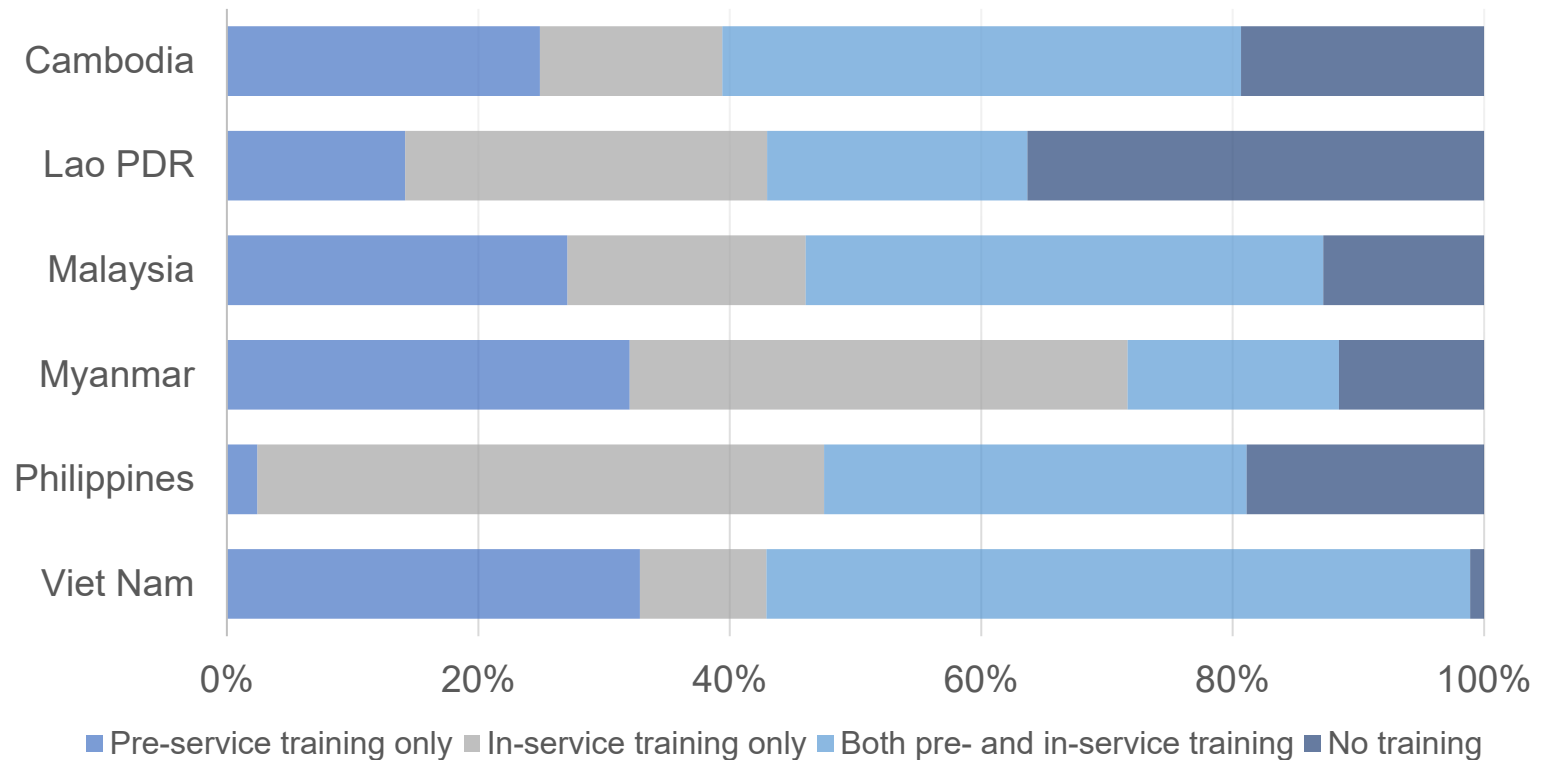
Students more likely to be academically resilient

Students less likely to be academically resilient

Teachers' subject-specific training

- In all countries, there are teachers who teach subject areas in which they have no pre-service training (grey bar) or no formal training at all (dark blue)
- In most countries, more than 10% of children were with in classroom with a G5 teacher in charge of reading who self-reported not receiving any training related to reading instruction

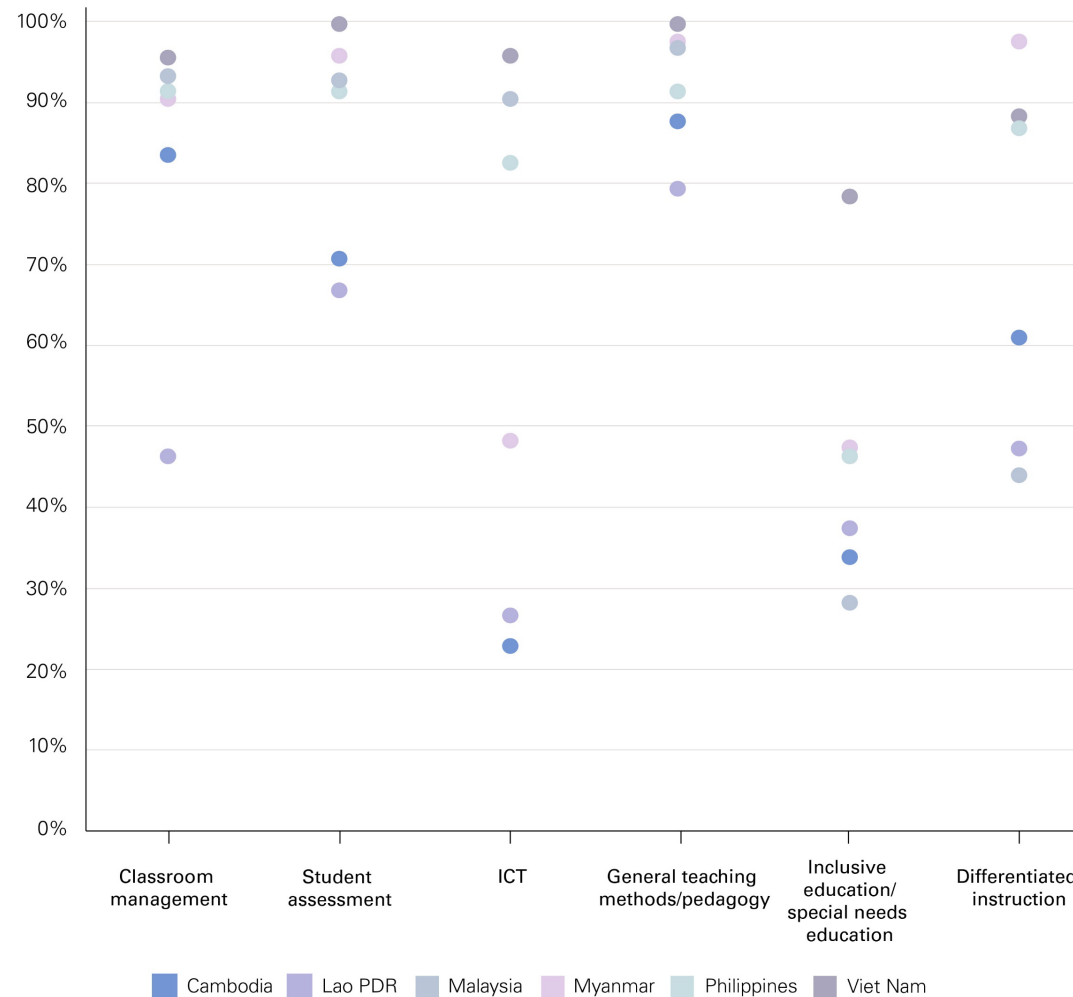
Figure: Percentage of Grade 5 children in language lessons by the level of training the teacher had received to teach reading



Teachers' pedagogical training

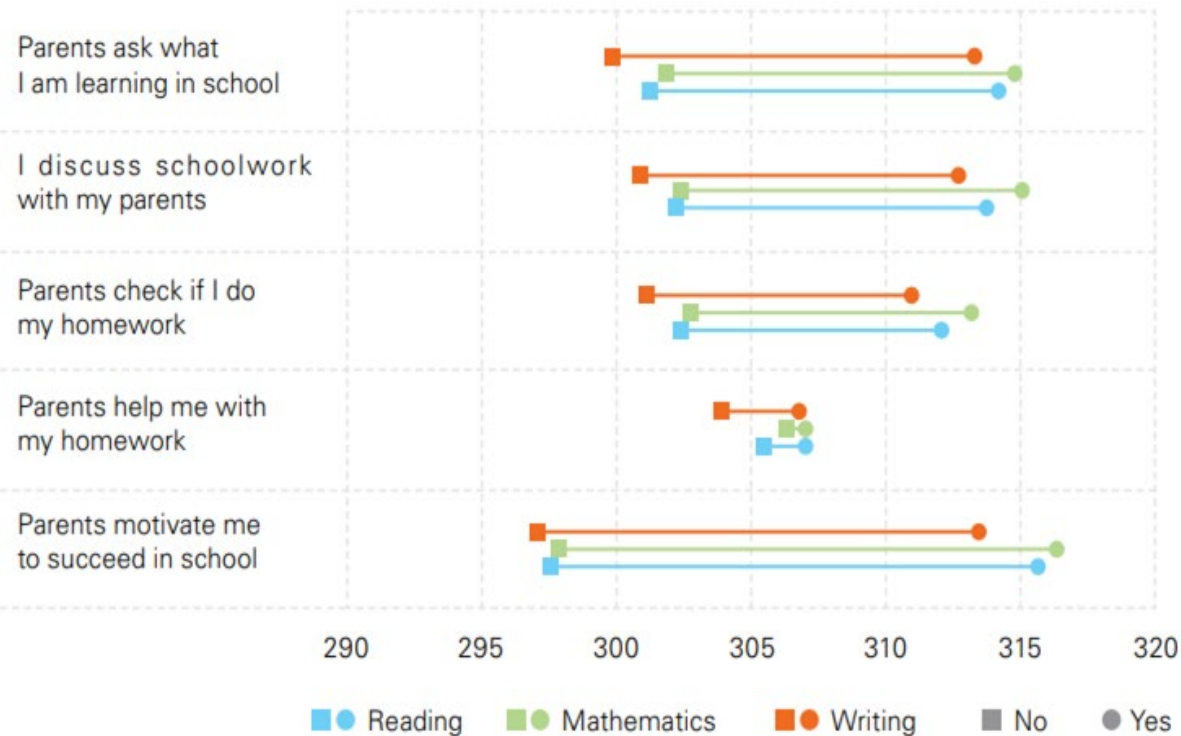
- While a majority of teachers reported receiving general pedagogical training, many lacked subject-specific training and training in specific pedagogical approaches critical to support all learners
- For example, in most countries, teachers' responses revealed gaps in training on inclusive education, the use of ICT, and differentiated instruction could be in the use of ICT

Figure: Percentage of Grade 5 children by teachers' pedagogical training content



Mental well-being: Household environment

Figure: Learning scores by parental engagement in children's learning on a daily basis



Key Findings

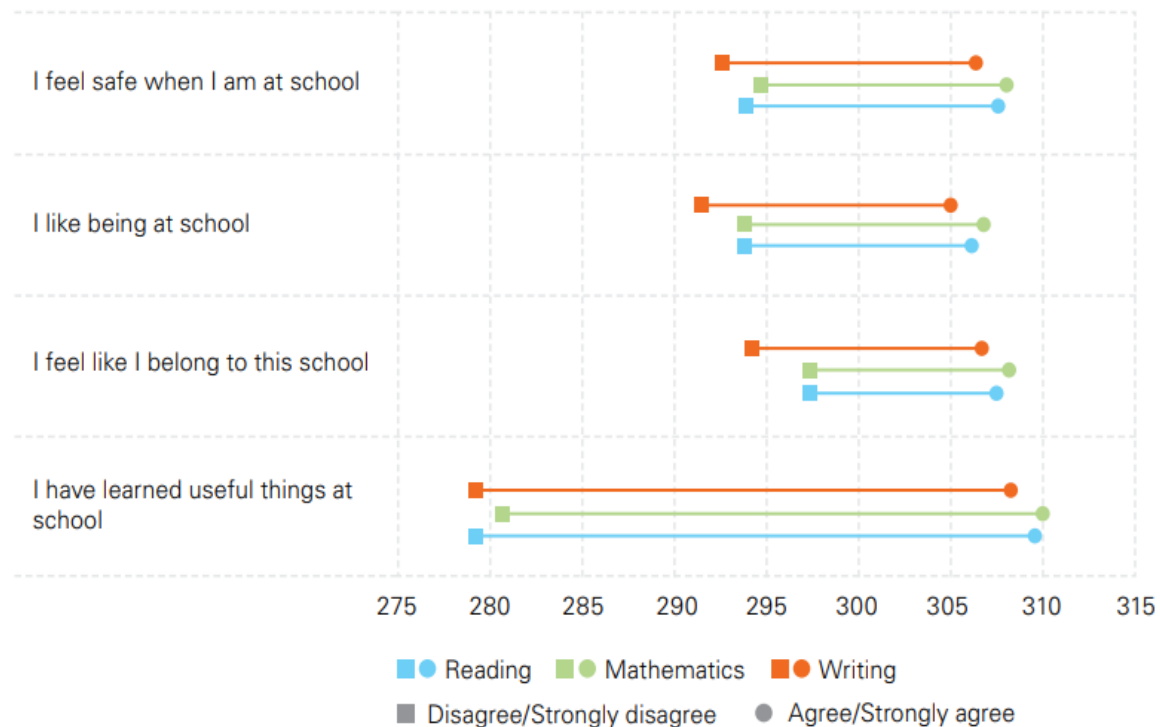
- Higher reading, writing & mathematics scores were associated with:
 - a **home environment that fosters learning** through higher levels of parental engagement and access to books at home

Promising Practices

‘Parenting for Lifelong Health (PLH)’: Multi-country initiative that aims to strengthen caregivers’ ability to ensure the health and well-being of their child through positive parenting techniques

Mental well-being: Social environment at school

Figure: Learning scores by children's positive feelings and attitudes towards



Key Findings

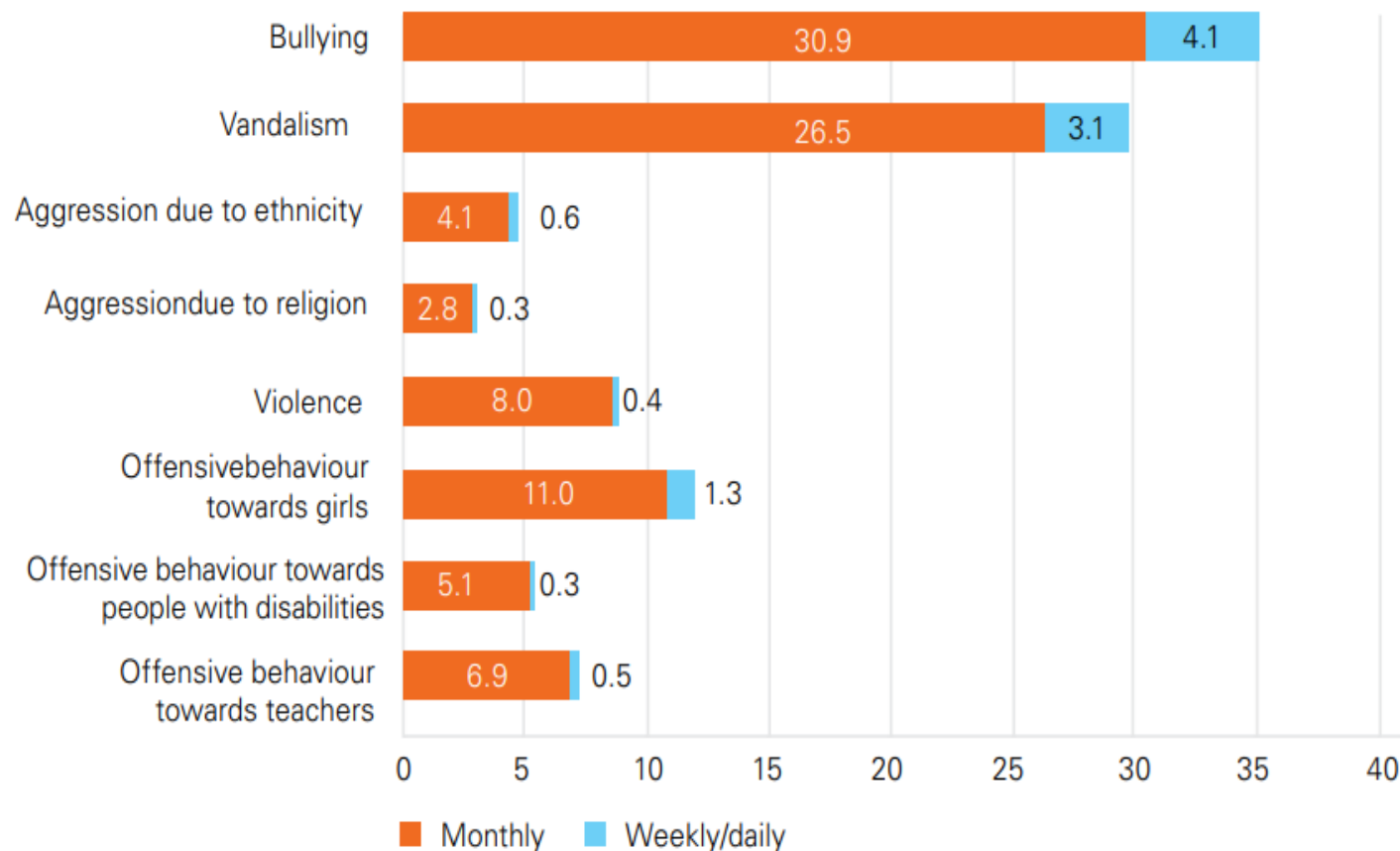
- Higher reading, writing & mathematics scores were associated with:
 - **positive feelings and attitudes towards school** – having a sense of belonging, making friends with ease, feeling safe and learning useful things at school

Promising Practices

‘School Safety Toolkit for Myanmar’:
Safer spaces for girls & students with disabilities

Mental well-being: Social environment at school

Figure: Proportion of children exposed to different forms of violence at school



Key Findings

- Lower reading, writing & mathematics scores were associated with:
 - **Exposure to violence** at school

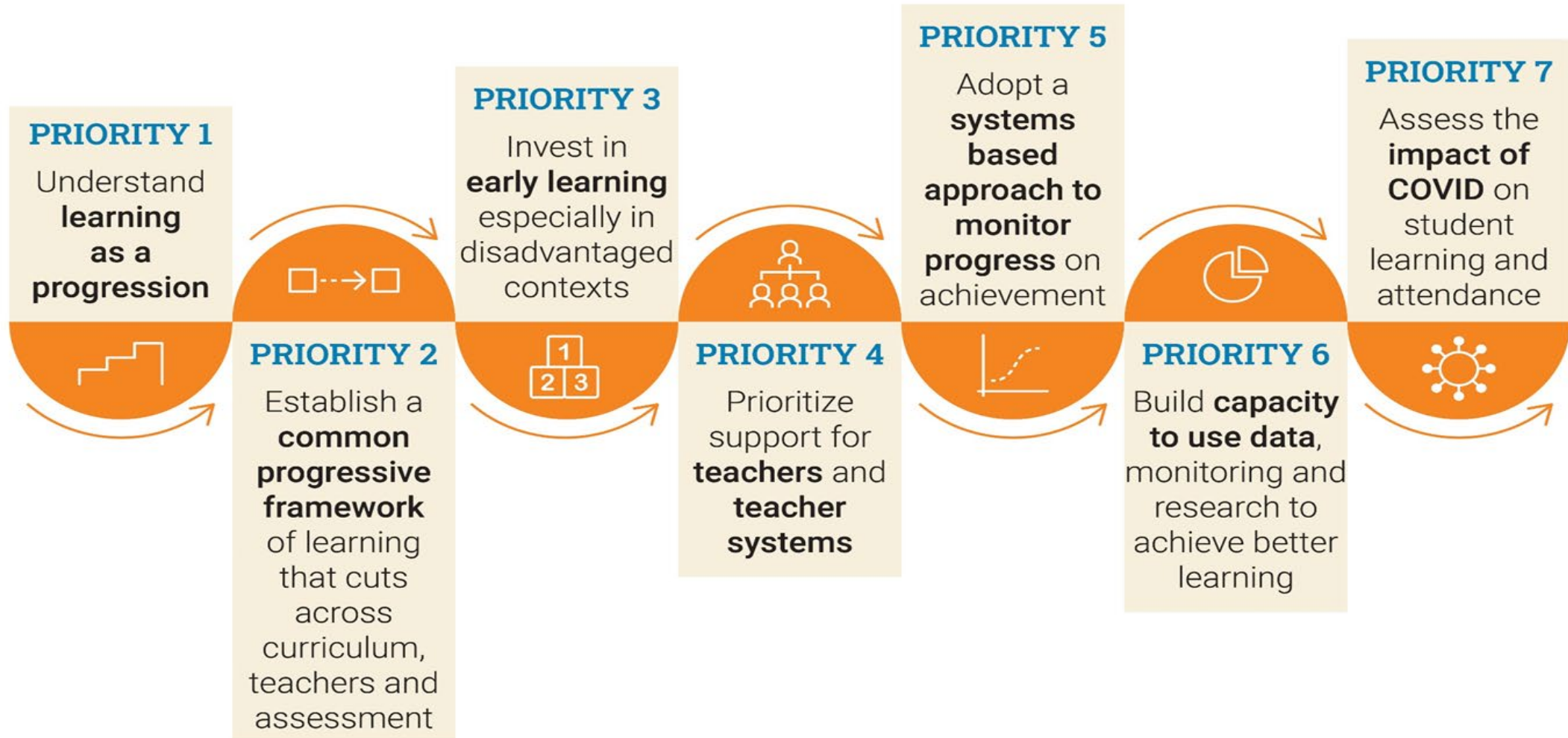
Promising Practices

'Bully No More' programme in the Philippines: Reduce violence and foster a positive learning climate through annual antibullying campaigns

3. SEA-PLM cyclical survey principles allow for sustained and long-term monitoring of learning outcomes.



SEA-PLM regional policy pointers to build back better



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secretariat@seaplum.org

