



## ASEAN Cooperation Project Proposal

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### 1. PROJECT DETAILS

**Proposal Identification Code:** SCD/EDU/20/009/REG

**Project Title:**

***Monitoring and Developing ASEAN Basic Education: Southeast Asia Primary Learning Metrics (SEA-PLM) Programme***

**Brief Project Description – 300 words max:**

The Southeast Asia Primary Learning Metrics (SEA-PLM) is a regional learning assessment programme designed to monitor students’ learning outcomes contributing to equitable and quality education for all. The programme was initiated in 2012 by the Southeast Asian Ministers of Education Organization (SEAMEO). Recognising the Sustainable Development Goals (SDGs) 4 to ensure inclusive and equitable quality education, the SEA-PLM programme outcomes increase ASEAN performance in global SDGs reporting and achievement.

The new multi-year strategic plan (2021-2025) and pillars were recently endorsed by the 11 Southeast Asian countries and their partners to track policy changes and interests.

- Generate comparative data on students' learning competencies and contexts
- Promote the use of data and findings from the assessment to develop policies and practices from school to system levels
- Strengthen cross-border collaboration and national capacities to improve learning for all children in the region

The SEA-PLM programme supports the new plan through a 3 years project period (2022-2024) in the following 3 main outputs, including the 2nd round of SEA-PLM assessment, SEA-PLM 2024:supports

- Output 1 - Survey development and implementation
- Output 2 - Policy dialogue and exchange around learning and assessment
- Output 3 - Capacity building and mentoring to use data and transform learning

Project activities support SEAMEO and governance bodies to manage the SEA-PLM in a sustainable way and countries to participate in the second round of its flagship comparative study, SEA-PLM 2024. In the current COVID-19 context, the SEA-PLM offers a platform to improve learning recovery strategies and a baseline to track learning losses and growths over time and across all generations of learners and schools.

**Recurring Project:** Yes  No

If Yes, Previous Project Identification Code:

*Indicate if the proposed project is part of a series of projects that involve similar objectives, outputs, and activities.*

<b>Project Classification:</b> <i>Indicate the Scope and Pillar</i>	
<b>Scope:</b>	Single Sector <input checked="" type="checkbox"/> Cross-Sector <input type="checkbox"/>
<b>Pillar:</b>	(Main) Blueprint: ASCC Blueprint 2025 (Main) Characteristic: B. Inclusive and E. Dynamic Action Line(s): B.2 Equitable Access for All; E.2 Towards Action(s): B.2. xi Promote equitable opportunities to quality education and access to information with priority given to the advancement of universal access to education; E.2.iii. Encourage regional cooperation in the areas of education, training and research, and strengthen ASEAN's role in regional and global research network by promoting initiatives and providing incentives and support for research and development, including research publications;
	Connectivity <input checked="" type="checkbox"/> IAI <input type="checkbox"/> Linkage: Strategy: Key Action(s):
Information below to be completed by the ASEAN Secretariat:	
<i>Nature of Cooperation:</i>	Confidence Building <input checked="" type="checkbox"/> Harmonisation <input type="checkbox"/> Special Assistance <input type="checkbox"/> Joint Effort <input checked="" type="checkbox"/> Regional Integration / Expansion <input type="checkbox"/>
<i>Type of Intervention:</i>	Policy Initiative <input type="checkbox"/> Establishment of Institutional Mechanisms <input type="checkbox"/> Human Capacity Building <input checked="" type="checkbox"/>
<b>Project Duration:</b> < 6 months <input type="checkbox"/> 6-12 months <input type="checkbox"/> > 12 months <input checked="" type="checkbox"/>	
<b>Proposed Commencement Date:</b> 01.01.2022	
<b>Proposed Completion Date:</b> 31.12.2024	
<b>Participating ASEAN Member States:</b> All <input checked="" type="checkbox"/> If not all (or not all in the same way), please indicate reason:	
<b>Sponsoring ASEAN Body</b> <b>Sectoral Committee/Main Body:</b> ASEAN Senior Officials Meeting on Education (SOM-	

<b>ED)</b> Meeting Number/Date: ad-referendum on 30 November 2020 <b>Working Group/Sub-Committee:</b> N/A Meeting Number/Date: N/A
<b>Proponent's Name and Address:</b> Southeast Asia Ministers of Education Organization Secretariat (SEAMEO Secretariat) 920 Mom Luang Pin Malakul Centenary Building Sukhumvit Road, Klongtoey, Bangkok 10110  Contact Person and Contact Details: Dr. Ethel Agnes Pascua-Valenzuela
<b>Implementing Agency's Name and Address</b> (if different from above): <ul style="list-style-type: none"><li>• Outputs 1, 2 and 3, Southeast Asia Ministers of Education Organization Secretariat (SEAMEO Secretariat)</li><li>• Output 3, Korean Institute for Curriculum and Evaluation (KICE) and Korean Educational Development Institute (KEDI)</li></ul> Contact Person and Contact Details:
<b>Date of Proposal Submission:</b> 01/05/2020
<b>Proposed Funding Source(s):</b> ASEAN-ROK Cooperation Fund (AKCF)
<b>Proposed Project Budget (total in USD):</b> 2,272,011 USD
<p style="text-align: center;"><i>Information below to be completed by the PCPMD of the ASEAN Secretariat</i></p> <p style="text-align: center;"><b>Recommendation of the ASEAN Secretariat</b></p> Meeting No./Date : Ad-referendum PAC endorsement on 11 September 2020 Action : <input checked="" type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed
<p style="text-align: center;"><b>Approval of Committee of Permanent Representatives to ASEAN (CPR)</b></p> Meeting No./Date : 04/12/2020 Action : <input checked="" type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed
<ul style="list-style-type: none"><li>• <b>PROJECT JUSTIFICATION, REGIONALITY AND BENEFICIARIES – 600 words max</b></li><li>• <b>Current Problem</b></li></ul> Despite the increased primary school age children enrolled in school following the massification of education in Southeast Asia over the past decades, improvements in learning outcomes have not kept pace with a significant expansion of education

opportunities. According to the UNESCO Institute for Statistics,<sup>1</sup> a global snapshot of the learning situation facing children and adolescents shows a critical need to improve the quality of education. In 2017, the total rate of primary school age children not reading proficiently is 29% and it is expected that one-third or 78 million children and adolescents in East and Southeast Asia will not read proficiently if current trends continue.

To systematically improve learning outcomes, each country needs to strengthen results-based education systems informed by evidence-based policy. In addition to existing national assessment systems, a regional assessment mechanism is required to compare factors affecting students' learning across countries. By periodically monitoring progress of ASEAN education systems, such regional assessment mechanism is needed to inform policies and practices in basic education to deliver better learning. Strengthening a regional assessment system is also vital to build a strong foundation for realising the global education agenda and the accelerating the attainment of of SDG 4 to ensure inclusive and equitable quality education.

Taking into consideration the regional context and international learning assessments standards, SEA-PLM assessment instruments and regional proficiency scales for reporting students' learning outcomes were developed based on a consensual assessment framework agreed by participating countries and international experts. Although a large scale assessment in Southeast Asia has been developed through the establishment of SEA-PLM, its development has been challenging as there is limited understanding and experience in large scale assessments in this region as only a few ASEAN countries have participated in international assessments. Currently, SEA-PLM has not yet been in place in every ASEAN countries. Another important challenge beyond having a strong large scale assessment mechanism is the urge to strengthen the capacity of related human resources to monitor and report students' learning proficiency at the national, regional, and international levels.

Despite the aforementioned challenges, SEA-PLM has successfully progressed through the finalisation of the first round of assessment and the publication of SEA-PLM 2019 results in December 2020. However, key stakeholders of the SEA-PLM programme are now facing new challenges, which can be divided into challenges associated with the first assessment cycle (SEA-PLM 2019) and the second assessment cycle (SEA-PLM 2023). For SEA-PLM 2019 challenges, 2022 is a critical year for the programme to continue supporting regional and national activities to strengthen related human resources to understand and disseminate results as well as promote the use of data, indicators, existing reports and secondary analysis published by SEA-PLM 2019 regional report, which will be launched in December 2020, to further inform and develop related policies and practices.

SEA-PLM participating countries, particularly CLMV countries, have strong

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<sup>1</sup> UNESCO Institute for Statistics. (2017). *More Than One-Half of Children and Adolescents Are Not Learning Worldwide*. Retrieved from <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

expectations for reporting national results and for gaining potential benefits from regional policy dialogue and peer-learning from other participating countries as well as from mentorship with regional key leaders and international experts in the field. CLMV countries expressed interest in acquiring additional regional supports to develop secondary data analysis at the national level and to build internal capacities to transform learning, equity, and assessment policies as well as practices based on SEA-PLM 2019 results and findings from other large scale learning assessments<sup>2</sup>. SEA-PLM 2019 results will be used as a baseline or a starting point for measuring long-term system development and to exchange lesson learned across the region and other assessment cycles.

For SEA-PLM 2024 challenges, the next three years are crucial for implementing a five-year strategic plan for SEA-PLM Programme (2021-2025).<sup>3</sup> The plan comprises the second round of assessment or SEA-PLM 2024 . To build a consensual model, this new long-term plan serves as a key consultation document with key stakeholders on roles, costing, activities, funding and partnership. The plan seeks to strengthen a regional structure for leading SEA-PLM 2024 and collaborative actions to improve learning policies and practices. After the release of SEA-PLM 2019 results, 2022 will mark an important year for expanding SEA-PLM participating countries and involving new partners to develop the plan for the next five years from the technical development of SEA-PLM 2024 to the dissemination of its results in 2025. Although the draft concept note for developing a five-year strategic plan is available to launch a regional consultation with countries and partners, inadequate budget and regional expertise remain critical challenges. There is an urgent need to engage more countries, partners, and regional experts to successfully lead SEA-PLM 2024.

To maximise the benefits for participating countries in the final stages of SEA-PLM 2019, the programme requires additional partners to support planned activities to disseminate results at the regional and national levels in 2021 in addition to other national activities supported by each government in collaboration with national partners. To efficiently drive SEA-PLM 2024 , the programme seeks new participating countries and partners to support costs and expertise in relation to regular operations, additional activities, programme management, and governance for the entire cycle of a new assessment. New countries and partners can play a crucial role in developing capacity building activities by diversifying programme funding and partnership. Having ASEAN as a partner in the SEA-PLM programme will contribute to strengthening the partnership between ASEAN Secretariat and SEAMEO Secretariat and the shared vision to tackle learning crisis and to improve basic education in the region

- **Regionality**

Since its beginning in 2012, SEA-PLM has garnered the support of ministers of education through endorsement by SEAMEO and ASEAN at the 12<sup>th</sup> SOM-ED

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<sup>2</sup> Specific areas required support and interested products will be discussed with each national team to understand national trends and demands.

<sup>3</sup> This proposal is aligned with the initial main concepts from this concept note to support the first three years of this strategic plan.

Meeting. The programme has been given support from SEAMEO High Officials since the 35<sup>th</sup> SEAMEO High Officials Meeting and 48<sup>th</sup> SEAMEO Council Conference to present. ASEAN countries have been engaging in SEA-PLM development through annual statements of agreement, ASEAN declarations, strategy and workplan and SEAMEO-led meetings of the SEA-PLM Secretariat and Regional Steering Committee (see Project Management Arrangements for more details regarding SEA-PLM bodies and roles). Regionality is placed at the core of SEA-PLM as all instruments have been developed in consideration with the regional context. Meanwhile, SEA-PLM 2019 allows flexibility for participating countries to opt-out if national circumstances do not support the continuity of the programme at the national level.

To strengthen regional cohesion and solidarity, SEA-PLM provides systemic opportunities for participating countries to closely collaborate in several aspects such as defining regional standards for learning, building technical capacities, developing robust regional instruments and procedures, and setting several rounds of assessment. These processes allow participating countries to better understand common challenges in improving assessment, learning, and equity in basic education which need to be tackled by a regional approach. SEA-PLM fosters regional ownership through the increased leadership role of participating countries in driving the programme. For instance, SEA-PLM 2019 participating countries mobilised resources at national level to implement in-country surveys and reporting. Increased leadership role of participating countries is also anticipated in SEA-PLM 2023.

SEA-PLM was created to enhance regional cooperation in education at both policy and implementation levels. At the policy level, the programme promotes policy dialogues, exchanges and research to improve policy concerning learning and equity within and between countries. Participating ASEAN countries are provided with regular platforms to learn best practices from other countries, understand regional priorities, and strengthen partnership among key actors in the field of assessment such as national and regional meetings. These platforms also bring opportunities to learn new trends and issues regarding basic education development such as curriculum design, teaching pedagogies, school system planning, and learning monitoring system.

At the implementation level, SEA-PLM supports technical collaboration in basic education and assessment among participating ASEAN countries. Regular SEA-PLM technical workshops and training from regional and international experts provide opportunities for individual and collective capacity building. In particular, practitioners are trained to generate comparative data from SEA-PLM assessment and to develop national practices in basic education. At the core of regionality at the implementation level, a current key implementer is the SEA-PLM Secretariat which is operated within the SEAMEO Secretariat. It is in charge of coordinating and implementing the regional and national programme missions and technical activities for implementing SEA-PLM assessment in collaboration with regional experts and institutions as proposed and agreed with the SEA-PLM governance bodies.

While promoting students' 21<sup>st</sup> century skills, particularly numeracy, literacy, and global citizenship, regionality is central to the SEA-PLM programme. All ASEAN countries will be invited to participate in SEA-PLM 2023 and regional ownership will be enhanced through the increased leadership role of participating countries.

Meanwhile, recognising the ASEAN development gap, a particular focus will be on supporting CLMV countries to drive SEA-PLM

- **Project History**

Following the inception of the SEA-PLM programme in 2012 by SEAMEO, the programme has progressed through a summary of significant milestones described below:

- **Development of SEA-PLM and institutional commitment in SEA-PLM 2019.** Six ASEAN countries have signed agreements with SEAMEO to implement and disseminate results from SEA-PLM 2019. Other countries from the region have been involved in the project as honorary members.
- **Programme governance and management development.** Forged out of existing SEAMEO political framework, SEA-PLM activities are reviewed and approved during SEAMEO High Level meetings such as HOM and SEAMEC Meeting. Technical expertise at regional and national level are provided. The regional governance of SEA-PLM 2019 structure of the programme was consolidated in 2019, defining roles and responsibilities of governing bodies, lines of reporting and the involvement of new actors to support the management and technical implementation of the programme.
- **Development of methodology framework and survey materials.** From 2014 to 2016, national and international experts conducted a comprehensive review of national curricula from eleven countries to ensure that SEA-PLM tests were suited to the Southeast Asian context. Countries and key experts worked together to develop the SEA-PLM test and contextual questionnaires. Materials were then adapted and translated to ensure cultural appropriateness.
- **Field Trial implementation of SEA-PLM 2019.** In 2017-2018, Field trial activities were successfully conducted in seven countries to experiment and validate test materials and procedures for the main survey. Intensive capacity building activities were delivered to participating countries during the stage.
- **Main Survey implementation of SEA-PLM 2019.** Between January and September 2019, SEA-PLM first round of data collection was implemented in six countries to collect data from 30,000 students. Procedures and tools and applied international standards for conducting the full cycle of the assessment in collaboration with national team from the participating countries.
- **Data analysis and reporting of SEA-PLM 2019.** To develop the main regional report to be released on 1 December 2020, all participating countries are now preparing for analysing and reporting national data. The report launch marks an entry point to disseminate findings and discuss the policy implications at the regional level. More research and capacity building at regional and national levels will be implemented in 2021 as all countries expressed interests in producing and disseminating one national report

- **Development of SEA-PLM 2024** . A draft concept note on developing the SEA-PLM five-year strategic plan (2021-2025) second assessment round is developed to be consulted with key stakeholders. With the end of SEA-PLM 2019 and the transition toward SEA-PLM 2024 the programme needs to update and confirm the mode of governance and management such as national agreement, responsibilities, costing, funding, and partnership to support one complete full cycle of assessment.

Taken into account the decision from 12<sup>th</sup> SOM-ED Meeting in 2017 which tasked the ASEAN Secretariat to support SEAMEO in further developing the full SEA-PLM proposal and to determine funding support from ASEAN Dialogue Partners, this proposal has been developed through a consultative process involving ASEAN, SEAMEO, and Korean institutions including KEDI and KICE. To escalate the impact on improving learning assessment system and basic education policies and practices in Southeast Asia, this proposal presents a new opportunity for the SEA-PLM programme to increase regional ownership and diversify regional funding and expertise to develop existing workplan, long-term activities, and programme capacities.

The design, implementation, quality assurance and technical capacity building component from the inception phase to SEA-PLM 2019 implementation and regional reporting of the results has been contracted with the Australian Council for Educational Research (ACER). Recognising the significance of enhancing regional ownership, developing sustainable regional assessments and satellite activities offered by the programme to support learning and assessment policies in the region by the region is crucial, this proposal provides an opportunity for developing close collaboration among all participating countries and the SEA-PLM Secretariat, which will be driven by SEAMEO and two additional implementers including KICE and KEDI. Such an opportunity will offer a possibility to engage and develop experts in the field of assessment from the Asian region to lead the delivery of SEA-PLM 2019 results and to provide recommendations in collaboration with other non-participating ASEAN countries.

This proposal seeks support for a crucial period of SEA-PLM programme as it will start the technical and strategic transition from SEA-PLM 2019 to SEA-PLM 2024 . For SEA-PLM 2019, it is scheduled to finalise data analysis, reporting and support learning practices and policies transformation in 2020-2021. The support for SEA-PLM 2019 is needed to increase the effectiveness of participating countries, particularly CLMV, in delivering the main regional report and sharing a documented database publicly. Several capacity building activities will be implemented to support participating countries, with a focus on practitioners from CLMV, on the use and transformation of data into relevant learning actions. The support is also required to further promote secondary analysis and utilisation at national and regional levels in policy design, implementation and monitoring to bring a greater impact on improving learning assessment system and basic education development in Southeast Asia.

For SEA-PLM 2024 , it is important to strengthen a regional structure to



effectively drive the new full assessment round. Fundamentally, it is necessary to increase regional ownership by establishing one regional unit to be in charge of managing and replicating technical standards of the next assessment round with countries and experts. This proposal proposes a partnership between ASEAN and SEAMEO to jointly call for the participation of all ASEAN countries. With the involvement of ASEAN Secretariat, the strengthened partnership between ASEAN and SEAMEO will solidify the SEA-PLM programme and increase its visibility at the international level. The strengthened partnership will further legitimise the programme with a new model presented in five-year strategic plan which will be developed through regional consultation with key stakeholders on several aspects such as costing, funding, scope and roles in 2020 and 2021. The transformation of the modality for hiring and coordinating various forms of expertise is crucial through this project in order to maintain high level of credibility, trust and develop regional expertise to conduct SEA-PLM technical operations, capacity building and quality assurance in learning large-scale assessment.

The emphasis on regionality makes SEA-PLM unique for this region and distinguishes it from other existing learning assessments. In addition to the design of instruments in consideration with the regional context, SEA-PLM offers regional and national spaces to set common goals and targets over time in various areas in basic education and impulse peer-learning, mentorship and regular capacity building with other key leaders at international level. The development of SEA-PLM will offer new perspectives to other national and international assessments considering its feature as being the only large scale assessment which measures literacy in global citizenship of primary school students across the region. In addition, SEA-PLM is currently the only assessment which measures writing across languages and scripts. Importantly, it is the only cross-national assessment in the region that has integrated extensive capacity activities in the programme. Given the robust technical standards adopted for SEA-PLM, the results from the assessment will provide vital data for increasing the efficiency of ASEAN in reporting the global SDG indicators, particularly in reporting the proportions of students who meet the international minimum proficiency levels in reading and mathematics after five years of primary education.

The programme invested in this first round for developing a consensual and standardised methodology and procedures along the different phases of the assessment. Such efforts allows further survey replication in subsequent rounds with partial updates of the methodology over time considering regional adaptation to new innovations. Database and indicators generated through this first round will offer opportunities to compare basic education trends regarding inputs, transformation and outcomes generated at the system level, within the national system and at regional level, to monitor equity and learning performance over time through quantitative and qualitative approaches and tools.

This proposal seeks funding and expertise support to ensure consistency of technical standards to provide comparability of results between the cyclic rounds of assessment. The support in this transition period is highly vital to transform the modality for managing various forms of expertise in order to

maintain high level of credibility, trust, and develop regional expertise to conduct SEA-PLM technical operations, capacity building and quality assurance in consideration with international large-scale learning assessment.

- **Beneficiaries**

**Education systems from the region will greatly benefit from the SEA-PLM Programme as it will provide relevant policy directions, technical activities, and capacity building which will enhance systems and overall improvements of curriculum, instructions, and assessment systems. In particular, the SEA-PLM aims to involve primary level students who will benefit from the findings to provide feedback on academic performance and learning growth; Ministry of Education officials from participating countries who will benefit from improved capacity, data, regional contextualised tools and technical exchanges; Education policymakers who will benefit from regional policy platforms for knowledge exchange and collaboration; and Development partners, regional researchers in education, universities and technical institutions that will benefit from improved quality data and standards across the region. Below are the target stakeholders and corresponding number of individuals that will be involved in various project activities.**

<b>Target stakeholders</b>	<b>Estimated Number*</b>
Subject Matter Experts and Assessment Specialists	13
Technical Experts from the Technical Advisory Group	6
Regional Experts involved in assessment development and technical activities	21
Education Officials, Technical Representatives, and Education Specialists from participating countries (Cambodia, Lao PDR, Malaysia, Myanmar, The Philippines, and Vietnam) involved in test development and regional consultations	14
Education Officials, Technical Representatives, and Education Specialists from participating countries (Cambodia, Lao PDR, Malaysia, Myanmar, The Philippines, and Vietnam) involved in policy dialogue and capacity building	144
Estimated target sample of Grade 5 students (benchmarked from the 2019 1 <sup>st</sup> round of SEA-PLM)	32,000

*\*Note: Estimated figures may change depending on the conduct of activities*

## **2. PROJECT RESULTS**

### **Overall Objective (impact)**

The Southeast Asia Primary Learning Metrics (SEA-PLM) is a regional learning assessment and capacity building programme to measure and improve relevant

<p>and equitable learning outcomes for students in basic education<sup>4</sup>. The programme's key objective is to support participating countries to develop robust learning assessment systems, enabling them to monitor students' learning outcomes, thereby contributing to a more equitable and quality education for all. Envisioning improved quality learning in the region as the overall anticipated outcome, the programme is driven by adhering to three pillars:</p> <ul style="list-style-type: none"> <li>• Generate comparative data on students' learning competencies and contexts</li> <li>• Promote the use of data and findings from the assessment to develop policies and practices from school to system levels</li> <li>• Strengthen cross-border collaboration and national capacities to improve learning for all children in the region</li> </ul> <p>The activities in this project proposal are proposed to cover the entire SEA-PLM Programme for the next three years. In response to the aforementioned programme objective, the activities are categorised into three programme outputs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Output 1 - Survey development and implementation</li> <li><input type="checkbox"/> Output 2 - Policy dialogue and exchange around learning and assessment</li> <li><input type="checkbox"/> Output 3 - Capacity building and mentoring to use data and transform learning</li> </ul> <p>All project proposal sub-activities and indicators contribute to:</p> <ul style="list-style-type: none"> <li>• The achievement of the current workplan for SEA-PLM 2019 as the 1<sup>st</sup> learning assessment round (2015-2021) which aims to report and disseminate results from 2021 to transform learning policies and practices in the region.</li> <li>• The development and implementation of workplan for the SEA-PLM 2024 as the 2<sup>nd</sup> learning assessment round (2021-2025) which will prepare the methodology and strategy for implementing initial stages of SEA-PLM 2024 from 2022 to 2024</li> </ul> <p>The activities, indicators and means of verification proposed below aim to support SEA-PLM activities starting from Quarter one 2022 to Quarter four 2024. All activities will provide direct support to ASEAN countries with a focus on CLMV countries and will be implemented by key implementers including SEA-PLM Secretariat, KEDI and KICE in collaboration with participating countries, non-participating countries and regional experts.</p>			
<b>Outputs (direct project results)</b>	<b>Indicators (to measure project achievements)</b>	<b>Sources/Mean of Verification</b>	<b>Risk/ Assumption</b>
	<ul style="list-style-type: none"> <li>• SEA-PLM</li> </ul>	<ul style="list-style-type: none"> <li>• Annual in-person</li> </ul>	<ul style="list-style-type: none"> <li>• Travel restrictions</li> </ul>

<sup>4</sup> The target group for SEA-PLM 2019 is students in Grade 5. In some ASEAN countries, this level marks the completion of primary education, providing a meaningful point of measurement across the region. Assessment data is collected from a representative sample of the students enrolled in grade 5 in each participating country.

<p><b>Output 1: Survey development and implementation</b></p> <p><i>Fully implemented by SEAMEO through SEA-PLM Secretariat</i></p>	<p>2024 methodology is updated and documented</p> <ul style="list-style-type: none"> <li>• SEA-PLM 2024 revised assessment tools and items</li> <li>• Countries participate actively and on time in SEA-PLM 2024</li> </ul>	<p>Technical Advisory Group (TAG) meeting reports and individual consultation minutes</p> <ul style="list-style-type: none"> <li>• Annual National Team Regional Workshop Advisory Group meeting report</li> <li>• SEA-PLM 2024 framework, procedures and instruments</li> <li>• SEA-PLM 2024 national survey options and tools</li> </ul>	<p>which would hinder a more productive discussion using face-to-face modality</p> <ul style="list-style-type: none"> <li>• Technical expertise that would align with the requirements of technical activities</li> <li>• Regional consensus in achieving agreements on areas to be considered and included in the assessments</li> </ul>
<p><u>Main activities of output 1: three Technical Advisory Group (TAG) Meetings and three workshops with all countries in total</u></p> <p>○ <i>Activity 1.1 Annual SEA-PLM Technical Advisory Group (TAG) meeting and expert honorarium - for SEA-PLM 2024</i></p> <p><b>One meeting in 2022 , 2023 and 2024 in one ASEAN country with six experts (and annual honorarium) and three members of the SEA-PLM Secretariat</b></p> <p>The SEA-PLM Secretariat manages the annual consultation of experts from the Technical Advisory Group (TAG) online and in-person (see Appendix 1 and 2). The six members attend one annual in-person two-day meeting. The purpose of the meetings is for TAG members to advise on, monitor, and validate the methodology, technical activities, research and results. The role of the TAG is critical for preparing and monitoring the survey implementation, recruiting expertise, providing quality assurance of SEA-PLM products and ensuring the credibility of SEA-PLM based on their expertise.</p> <p>In addition to the annual meeting, TAG members are consulted virtually by the SEA-PLM Secretariat throughout the year, with a maximum of 10 days per year as agreed in the TOR (see Appendix 1). Consultation topics take into</p>			

consideration each expert's domain of expertise and other requests from key stakeholders such as the national teams and the SEA-PLM Secretariat. TAG members' advice and tasks will support the decision of the Regional Steering Committee and day to day management of the SEA-PLM Secretariat regarding assessment methodology and procedures in the areas of expertise highlighted in Activity 1.2.

○ *Activity 1.2 Regional expertise to support the methodological development, capacity building and quality control of SEA-PLM 2024*

**From 2022 to 2024 – 21 experts<sup>5</sup> conduct tasks as stated in the final ToR. Each SEA-PLM 2024 participating country will benefit from two capacity building missions and/or quality assurance by one expert. New participating country will benefit from one extra mission.**

In collaboration with ASEAN experts the SEA-PLM Secretariat will prepare the second round of SEA-PLM assessment – SEA-PLM 2024 . Preparation include leading the technical summary of SEA-PLM 2024 ; developing and updating the methodologic components of SEA-PLM 2024 based on existing frameworks, procedures, tools, guidelines and contents; implementing the SEA-PLM 2024 capacity building plan; and applying quality control mechanisms in the following areas of expertise in developing large scale assessment methodology:

- Design of large-scale assessments, framework, test and questionnaire
- Linguistic Quality Control
- Sampling
- Large-scale learning assessment survey operations and implementation
- Scaling
- Data processing, analysis and reporting
- Communication, policy guidance, advocacy and use of findings
- Management and project coordination

Specific ToRs (see Appendix 3) will be confirmed in 2021 /2022 by the Regional Steering Committee and the Project Monitoring and Evaluation Group under the advice of the TAG. The Project Monitoring and Evaluation Group is further described in Section 4 (c) on Monitoring and Evaluation Arrangements.

The final agreed process of preparation and assessment development will need to assure sufficient standardisation between SEA-PLM 2019 and SEA-PLM 2024 surveys for supporting trends measurement and results comparison over time, participation of new countries, new survey modules, long-term methodology for monitoring and documentation, and country capacity to implement the survey at national and regional levels. One new domain could be developed and tested if requested by countries, for example a new domain to better measure 21<sup>st</sup> century skills.

<sup>5</sup> Individuals and/or institution(s) experts and modality of cooperation are to be determined within the project by the SEA-PLM Secretariat and bodies of governance in collaboration with the Project Monitoring and Evaluation Group.

<p>Regional experts will work remotely with the SEA-PLM Secretariat and participate in selected regional meetings to undertake targeted tasks and produce expected deliverables on the agreed timeline and quality standards. Tasks under this activity represent a significant shift in programming approach considering the configuration of SEA-PLM 2019 which is almost exclusively implemented by one and unique non-ASEAN firm. This activity can actively contribute to strengthening regional ownership and capacity through developing regional expertise in large-scale assessment based on other regional models and gaps identified in required areas of expertise.</p> <p>○ <i>Activity 1.3 Annual Regional workshops for National Teams</i></p> <p><b>One workshop in 2022 , 2023 and 2024 in one ASEAN country. Three members of each national team of SEA-PLM 2024 participating countries will join a five-day workshop in one ASEAN country. Six other participants will join the meeting from the SEA-PLM Secretariat and other governance bodies or non-participating countries regarding interest and opportunities.</b></p> <p>To promote the training and exchange of knowledge and expertise within and among the national teams in areas of assessment methodology, the SEA-PLM Secretariat organises one regional capacity building workshop per year. To further promote the national ownership of SEA-PLM 2019, each participating country is encouraged to host and support annual workshops on a rotation basis from 2020 onwards. Annual workshops are organised with a focus on generating knowledge and building technical capacities in the following domains:</p> <ul style="list-style-type: none"> <li>• SEA-PLM methodology, procedures, data and results;</li> <li>• SEA-PLM programme development at the national and regional level;</li> <li>• Applying SEA-PLM data to learning and assessment policies, research and practices.</li> </ul> <p>The number of each national team member will be set up annually considering the agenda and the country’s participation in SEA-PLM 2024 . The workshops will gather members of national teams and contracted experts in charge of developing the methodology as described in Activity 1.2. Depending on the opportunities and workshop topics, other institutions, experts and researchers from ASEAN and other regions can be invited to participate and share a session on learning assessment policies, research and practices.</p> <p>National team will be in charge of implementing the SEA-PLM methods and procedures at the national level under the supervision of contracted experts and the SEA-PLM Secretariat. Workshops will support the collaborative preparation of the main survey. Workshop concept notes will be prepared by the SEA-PLM Secretariat in collaboration with experts (see Appendix 4).</p>			
<p><b>Output 2: Policy dialogue and exchange around learning and assessment</b></p>	<p><b>Indicators (to measure project achievements)</b></p> <ul style="list-style-type: none"> <li>• Two learning</li> </ul>	<p><b>Sources/Mean of Verification</b></p> <ul style="list-style-type: none"> <li>• Regional Steering</li> </ul>	<p><b>Risk/ Assumption</b></p> <ul style="list-style-type: none"> <li>• Travel restrictions which would</li> </ul>

<p><i>Fully implemented by SEAMEO through SEA-PLM Secretariat</i></p>	<p>policy conference meeting and report</p> <ul style="list-style-type: none"> <li>• One annual Regional Steering Committee meeting and report with all members</li> <li>Four SEA-PLM research articles are produced and disseminated</li> </ul>	<p>Committee meeting reports</p> <ul style="list-style-type: none"> <li>• ASEAN countries signed agreements to participate in SEA-PLM 2024</li> </ul>	<p>hinder a more productive discussion using face-to-face modality</p> <ul style="list-style-type: none"> <li>• Good grasp of learning assessment data and results</li> <li>• Policy analysis of learning quality in member countries</li> </ul>
<p><u>Main activities of output 2: five meetings/workshops with countries in total</u></p> <p>○ <i>Activity 2.1 Annual SEA-PLM Regional Steering Committee meeting</i></p> <p><b>One meeting in 2022 , 2023 and 2024 . Two representatives of SEA-PLM 2024 participating countries will join the meeting in one ASEAN country. Ten other participants will join the meeting from the SEA-PLM Secretariat and other governance bodies as TAG, honorary members, KICE, KEDI, ASEAN Secretariat, AKCF Secretariat.</b></p> <p>As part of the governing structure, the SEA-PLM Secretariat will organise the annual in-person three-day consultation with the Regional Steering Committee. The Regional Steering Committee Meeting will bring together core members, honorary members and technical honorary members (see Appendix 5). The meeting will be chaired by SEAMEO and will be hosted in one ASEAN country.</p> <p>The Regional Steering Committee is the decision-making authority of SEA-PLM for the duration of one SEA-PLM cycle which has its key role to:</p> <ul style="list-style-type: none"> <li>• Ensure strategic management and oversight of the SEA-PLM programme;</li> <li>• Ensure the global operational management of the SEA-PLM regional assessment by approving all operational reports;</li> <li>• Approve the orientation and content of the SEA-PLM regional assessment, based on recommendations by the Technical Advisory Group;</li> <li>• Approve the technical and operational processes that guide the SEA-PLM secretariat;</li> <li>• Approve the multi-annual work plan of SEA-PLM programme and Secretariat;</li> <li>• Approve all SEA-PLM related documents and reports with technical advice of Technical Advisory Group;</li> <li>• Initiate collaborative discussions around the results, particularly planning and supporting the dissemination of the results;</li> <li>• Initiate strategic policy exchanges on applying the results of SEAPLM to policy reforms and initiatives to improve learning.</li> </ul> <p>Meeting concept notes will be prepared by the SEA-PLM Secretariat (see</p>			

Appendix 7).

- *Activity 2.2 Building new capacities on curriculum policies and practices and assessment mechanisms*

**One conference in 2023 and 2024 in one CLMV country. From 60 participants, ten participants from three countries on mission and twenty participants from the host country. Ten other participants will join the meeting from the SEA-PLM Secretariat, other governance bodies as honorary members, KICE, KEDI, ASEAN Secretariat, AKCF Secretariat.**

The SEA-PLM Secretariat will organise two regional learning conferences for CLMV countries with a limit of sixty participants per conference. The conferences will promote the use of results from the first round of SEA-PLM to produce research articles, as described in activity 2.3. Other findings from various national assessments on building capacities for designing, training, teaching and monitoring curriculum among national audiences and education actors (from system to the school) can also be discussed according to policy priorities and initial findings from the main regional report.

Mentors from other countries and lead institutions from the region will contribute to SEA-PLM by sharing resources and experience. Areas of discussion and level of audience from the CLMV countries will be decided within the SEA-PLM governance bodies according to SEA-PLM Second Round's initial results, regional challenges, national expectations and research articles. The concept notes for these two conferences will be prepared by the SEA-PLM Secretariat with the support of the Regional Steering Committee and Project Monitoring and Evaluation Group.

- *Activity 2.3 Secondary Analysis of the Second Round of SEA-PLM*

**Four research policy notes (two in 2022 and two in 2023 ) will be developed by individual or institution.**

The SEA-PLM Secretariat will mobilise regional researchers for producing four research articles (two in 2022 and two in 2023 ) using SEA-PLM database on agreed topics and format to support additional learning discussions aside from the main regional report on various specific topics such as reading and writing, citizenship, schools and students disparities, and teachers' practices as well as perceptions. Promoting collaboration between regional and international experts for developing regional capacities and research among international network in comparative education is anticipated.

The concept note for the thematic areas and review committee will be developed by the SEA-PLM Secretariat with the support of the TAG and agreed by the SEA-PLM governance bodies. Research articles will be edited and printed by the SEA-PLM Secretariat and discussed in regional policy conferences under activity 2.2



<p><b>Output 3: Capacity building and mentoring to use data and transform learning</b></p> <p><i>Jointly implemented by KEDI, KICE (ROK institutions) and SEAMEO</i></p>	<p><b>Indicators (to measure project achievements)</b></p> <ul style="list-style-type: none"> <li>• Two missions in four CMLV countries are conducted in 2022 to train practitioners on developing national report and policy recommendations</li> <li>• One mission in four CMLV countries are conducted in 2022</li> <li>• Number of education officials trained by ROK experts</li> <li>• New teaching and monitoring tools are generated and disseminated for regional use</li> </ul>	<p><b>Sources/Means of Verification</b></p> <ul style="list-style-type: none"> <li>• Mission report</li> <li>• Countries reports</li> <li>• Training reports and other output documents</li> </ul>	<p><b>Risk/ Assumption</b></p> <ul style="list-style-type: none"> <li>• Travel restrictions which would hinder a more productive discussion using face-to-face modality</li> <li>• Availability of national and regional learning assessment data</li> <li>• Alignment of training program's objectives and design with the training needs of member countries</li> </ul>
<p><u>Main activities of output 3: regional expertise to support two meetings/workshops in each CLMV country and two study trips for all six SEA-PLM 2024 countries.</u></p> <p>○ <i>Activity 3.1 KICE supports two SEA-PLM 2024 participating countries to report and communicate results</i></p> <p><b>Two meetings in 2023 in two CLMV countries. Five experts from KICE for two five-day missions in two CLMV countries.</b></p> <p>This activity will be fully organised and implemented by KICE. KICE will support countries in the two areas of expertise which are 1) reporting and 2) communication, policy guidance, advocacy and use of findings. Below is a list of provisional activities to undertake under these areas within the two countries:</p> <ul style="list-style-type: none"> <li>• Guide the country teams to identify and formulate specific policy recommendations based on the data and to translate findings;</li> </ul>			

- Contribute to sharing findings and recommendations from SEA-PLM data and other assessments to the intended target audience, including policymakers, education officials, service providers, teachers, parents and students;
- Support technical education officials to identify analytical questions and undertake secondary analyses of existing data sets on inequalities, teaching, learning (reading, mathematic, writing and citizenship);
- Facilitate in-country meeting(s) policy round table discussions about the findings at the different levels of the system.

Two agreed countries from CLMV will benefit from KICE experts for preparing and communicating their SEA-PLM 2024 national report. KICE will support each national team in developing a national report and recommendations and by advising countries for integrating and prioritising results regarding learning gaps, disparities, opportunities and experience into their national policies and practices. For each country, KICE will send a team of KICE experts for two missions to each country to attend and support national meetings for reporting and communicating results.

○ *Activity 3.2 SEAMEO supports two SEA-PLM 2024 participating countries to report and communicate results*

**Two meetings in 2022 in two CLMV countries. Five experts from SEAMEO and regional experts for two seven-day missions in two CLMV countries.**

This activity will be fully organised and implemented by SEAMEO through the SEA-PLM Secretariat. Experts will support countries in the two areas of expertise which are 1) reporting and 2) communication, policy guidance, advocacy and use of findings. Below is a list of provisional activities to undertake under these areas within the two countries:

- Guide the country teams to identify and formulate specific policy recommendations based on the data and to translate findings;

Contribute to sharing findings and recommendations from SEA-PLM 2019 and other assessments to the intended target audience, including policymakers, education officials, service providers, teachers, parents and students;

- Support technical education officials to identify analytical questions and undertake secondary analyses of existing data sets on inequalities, teaching, learning (reading, mathematic, writing and citizenship);
- Facilitate in-country meeting(s) policy round table discussions about the findings at the different levels of the system.

Two CLMV agreed countries will benefit from regional experts for preparing and communicating their SEA-PLM 2024 technical report. Experts will support the national team in developing a national report and recommendations and by advising countries for integrating and prioritising results regarding learning gaps, disparities, opportunities and experience into their national policies and practices. For each country, the SEA-PLM Secretariat will send experts and representatives for two missions to each country to attend and support national meetings for reporting and communicating results.

○ *Activity 3.3 KICE supports two SEA-PLM 2024 participating countries to build learning policies and practices*

**One meeting in 2022 in two CLMV countries. Five experts from KICE for one**

**seven-day mission in two CLMV countries.**

Five KICE domain experts, such as reading comprehension or global citizenship, will be assigned for one week in each country agreed in Activity 3.1 to deliver training, tools and actions to support countries to better understand the findings of own national reports and apply the findings to inform national policy. A concept note for organising each training will be developed by KICE and reviewed by the Project Monitoring and Evaluation Group.

Each country will be invited to mobilise national resources for organising a capacity building activity for targeted actors such as system or district and decision-makers or practitioners. National activities will be reported to other countries through the existing regional meetings and workshops to share best practices and materials.

- *Activity 3.4 SEAMEO supports two SEA-PLM 2024 participating countries to build learning policies and practices*

**One meeting in 2022 per country. Five experts from SEAMEO and regional experts and regional experts for two seven-day missions in two CLMV countries.**

Five domain experts, such as reading comprehension or global citizenship, and representatives from SEAMEO will be assigned for one week in each country agreed in Activity 3.1 to deliver training, tools and actions to support countries to better understand the findings of own national reports and apply the findings to inform national policy. A concept note will be developed by SEAMEO and reviewed by the Project Monitoring and Evaluation Group.

Each country will be invited to mobilise national resources for organising a capacity building activity for targeted actors such as system or district and decision-makers or practitioners. National activities will be reported to other countries through the existing regional meetings and workshops to share best practices and materials. SEAMEO will share online knowledge and materials.

- *Activity 3.5 KEDI organises two study trips for three SEA-PLM countries for promoting regional dialogue around the use of results*

**One study trip in 2022 per three countries, one study trip in 2023 per three countries. For each study trip of seven days, twenty experts from three countries will be invited. Five other participants will join the meeting from the SEA-PLM Secretariat and other governance bodies such as ASEAN Secretariat and AKCF Secretariat.**

KEDI will organise two study trips to Korea to attend a capacity building workshop for 40 ASEAN practitioners to improve students' performance in ASEAN countries. The workshop aims to:

- Build capacity of participating countries to monitor and assess students' learning, to report learning outcomes based on comparable scales, values and agreed standards and regional priorities
- Share ROK's national experience and knowledge in large-scale assessments of learning leading to effective education policies and practices for better

	<p>learning system and environment</p> <ul style="list-style-type: none"> <li>• Build partnership and networking for future cooperation in the sectors of education research and policies</li> </ul> <p>Through this workshop, participants will gain relevant skills and experience to design and implement learning policies and practices through a variety of sessions, peer learning and knowledge sharing and exchange during the programme. They will also learn about Korean experience in accelerating students' performance. A concept note of each workshop will be developed by KEDI and reviewed by the Project Monitoring and Evaluation Group.</p>
<p><b>3. PROJECT MANAGEMENT ARRANGEMENTS – 600 words max</b></p> <p><b>(a) Management Arrangements</b></p> <p>SEAMEO, as the main implementer, will implement and manage all activities under Outputs 1 and 2 through the SEA-PLM Secretariat. Since 2014, the SEA-PLM Secretariat housed within SEAMES has been leading the day-to-day technical and operational activities with external contractor(s) as approved annually and validated by the Regional Steering Committee.</p> <p>The proposed programme will be co-implemented by SEAMEO, KEDI and KICE. KEDI and KICE are invited to implement and manage all activities under Output 3, according to respected domains of interest and availability. KEDI and KICE are also invited to contribute to Outputs 1 and 2 and support and advise the overall programme and governance.</p> <p>The three implementers, which include SEAMEO, KEDI and KICE, AKCF team and ASEC will work in close collaboration with the established SEA-PLM regional governance structure through the new Project Monitoring and Evaluation Group as described in the section concerning monitoring and evaluation arrangements below. This configuration will facilitate the achievement of the three outputs, update project workplan and products and build institution ownership to the SEA-PLM Programme regarding domains of interest and leadership.</p> <p><b>(b) Human Resource Inputs</b></p> <p><u>SEA-PLM Secretariat staff</u> The project management and direct oversight of Outputs 1 and 2 will be executed through the SEA-PLM Secretariat, which is operated under existing management and structures of SEAMEO Secretariat, with support from additional staff to be recruited for this project. Technical experts from the region will be contracted individually based on established duties and expected deliverables. . The total number of personnel covered by the project to manage the SEA-PLM Secretariat is four.</p> <p><u>Regional technical expertise</u> SEA-PLM Secretariat will seek <i>external regional experts(s)</i> specialising in large scale assessment methodology with international experience to share expertise and build the capacity of targeted countries as specified in the provisional general ToR (see folder Annex). Collaboration with mentors from outside the region may be required for ensuring quality assurance and technology transfer. This approach will contribute to continued development of regional capacities for leading technical activities of SEA-PLM 2024 , particularly by strengthening the capacities for CLMV countries to lessen ASEAN development gap.</p>	

### Korean expertise

KEDI and KICE are invited to develop the SEA-PLM Programme as experts and implementers. Both organisations may mobilise internal and external experts specialised in learning and assessment policies and practices for fulfilling required expertise based on their interest, expertise and availability for contributing to Output 2 and leading Output 3.

In particular, KICE will support two CLMV countries for producing national results and building national policies and learning practices. KEDI will support all SEA-PLM 2024 participating countries by organising two study trips in Korea. As stated in Section 3 on Project Results, experts from KEDI and KICE will also be invited to participate in the regional report launch to attend the event, comment on results and share their experience in parallel sessions.

Both organisations will contribute to the governance of SEA-PLM Programme in that experts from KEDI and KICE will be officially invited to join the Regional Steering Committee as technical honorary members. The invited experts are anticipated to contribute to the SEA-PLM programme by sharing national experience in participating in comparative assessments and expertise in transforming learning and policies using assessment results. Specific roles will be defined prior to each meeting.

### **(c) Monitoring and Evaluation Arrangements**

Following ASEAN regulations for monitoring and evaluating a high level budget project, an evaluation plan of SEA-PLM will be updated from existing structure. In particular, one new Project Steering Committee will be established as an extension to existing bodies under the current governance structure of SEA-PLM (Appendix 5). This new group will be comprised of selected members of the Regional Steering Committee, relevant ASEAN Secretariat staff, and members of ASEAN Dialogue Partner (e.g. EYSD and AKPMT). This group will meet on a yearly basis back-to-back with the SEA-PLM Regional Steering Committee meeting. Terms of reference will be discussed with key stakeholders for defining specific roles. Audit fees are stated in the proposal to cover annual expenses of the project. Project audit will be conducted by an independent cabinet following ASEAN and AKCF rules.

In parallel, the three implementers will continue to report under own internal regulations. For instance, the SEA-PLM Secretariat will report to the Regional Steering Committee on agreed annual workplan, consult annually with the Technical Advisory Group, and report progress to high level education meetings of SEAMEO and ASEAN.

- The SEA-PLM Regional Steering Committee (see Appendix 5) is a group composed of education officials from the Ministries of Education of ASEAN and SEAMEO member countries (core members) and institutional and technical partners (honorary members). Korean institutions will be officially represented through KICE and KEDI as key institutional leaders at the international level. Key stakeholders will provide overall management, approvals and strategic guidance for SEA-PLM Secretariat.
- The Project Steering Committee is comprised of technical representatives from SEAMEO, selected members of RSC, relevant ASEAN Secretariat staff, and members of ASEAN Dialogue Partner to discuss monitoring and evaluation (M&E) aspects of SEA-PLM and assess the progress of the project in terms of management and key milestones. M&E advice will focus on project deliverables and overall conduct of project activities.

- The SEA-PLM Technical Advisory Group (TAG) (see Appendices 5 and 1), comprises technical specialists in the field of education assessment and particularly large scale learning assessment. The group provides advice for the Regional Steering Committee and SEA-PLM Secretariat with technical guidance and validation of products. Contracted experts report technical activities according to relative deliverables specified with the implementers as agreed in the ToR and national and regional workplan.

The High Level education Meetings of SEAMEO and ASEAN such as HOM and SEAMEC of SEAMEO and ASED Meeting of ASEAN.

#### **4. PROJECT SUSTAINABILITY – 300 words max**

SEA-PLM has by far achieved its sustainability in terms of successfully transitioning from a conceptual phase to a field trial testing phase to, currently, a full regional programme for learning assessment covering six ASEAN countries. With the acceleration towards SDGs, global partners are calling for better assessment of learning outcomes integrating relevant national and regional learning mechanisms. The sustainability of SEA-PLM is promising by extending geographic coverage to all ASEAN countries and by generating regularly comparable data and reports to track growth over time and regional coverage at system level and by sub-population. At the moment, SEA-PLM has already been included as an activity in the ASEAN Education workplan and strategy and is considered as one priority action or integrating CLMV countries in the region (Initiative for ASEAN integration).

This proposed three-year project cooperation (2022 -2024 ) will support SEA-PLM to finalise its first round of the assessment (SEA-PLM 2019) by generating secondary analysis, national reports and methodology summary in addition to the Main Regional report covered out of this project. It will maximise its impact and transition to its second cycle 2024 , which will ensure the technical and strategic long-term sustainability and policy and practice impact of the programme. By both supporting participating countries to utilise the results of SEA-PLM 2019 and expanding ASEAN country technical and strategic participation in SEA-PLM 2024 , SEA-PLM will strengthen the capacity of ASEAN countries to monitor learning and equity agendas at the national level by producing public data, pertinent analysis and tools for transforming curriculum framework and practices for various audience. The assessment framework, technical standards and some test contents will be updated and reported as main material outputs from this project to support the preparation of a regional report to report reliable and valid trends over time.

In addition, SEAMEO and partners will promote the ASEAN harmonisation of assessment mechanism and basic education targets by developing common standards as regional learning scales and promoting the sharing of online materials and tools for learning practitioners at the national and regional levels. Along this project SEA-PLM possesses with it a full potential to progressively build the capacity of ASEAN countries and regional expertise by implementing a minimum of three rounds of assessment before 2030 when trends over time and by country might be revealed.

In order to cover the in-country implementation and regional costs of future rounds of the assessment, the vision for SEA-PLM funding is diversified to both national education budgets and partners. Meanwhile, the transition between the finalisation of the first assessment round to the second offers many opportunities for the SEA-PLM Secretariat and the region to develop more regional leadership and technical capabilities based on ROK's experience and by transferring international technology, thereby increasing expertise from East and Southeast Asia.

The expertise of the Republic of Korea will contribute to peer-learning and mentoring and will

strengthen the transformation of SEA-PLM data into relevant findings, recommendations and develop actors' capacity to change practices. Furthermore, both institutions may contribute to the technical and strategic preparation and development of SEA-PLM 2024 . These experiences will strongly increase the value of regional ownership of the programme and policy interest.

**5. GENDER AND OTHER CROSS CUTTING ISSUES – 300 words max**

**(a) Gender**

Measures of SEA-PLM provide detailed accounts on the gender patterns of learning within grade 5 students across ASEAN countries. With all tested students randomly selected from schools and classrooms there is no gender bias within the data collection, reflecting national gender rates. Furthermore, SEA-PLM tools and analysis can capture competency levels by gender and gender-interaction effects with teachers and schools environment. It is possible to further breakdown data and test results and background data by gender through the contextual questionnaires collected from pupils, parents, teachers and principals. SEA-PLM can therefore be used for baselines and indirect impact appraisal of other projects and programmes to appreciate outcomes of gender-responsive education sector plans and classroom programmes.

**(b) Other Cross Cutting Issues**

SEA-PLM incorporates some Information, Communication and Technology (ICT) activities. Primarily, ICT is applied in the SEA-PLM communication plan through the use of website, information exchange, media dissemination, edition and publication of reports and documentation. In addition, ICT is extensively used in data management activities such as statistical software, data visualisation software, and database management for national team usage and public sharing. As such, key stakeholders are familiarised with practical ICT skills related to those areas, particularly the national teams who participate in capacity building activities annually.

Other cross cutting issues under SEA-PLM can be reflected from the domain of global citizenship which emphasises the importance of social cohesion and transversal skills. The survey links with other initiatives designed to promote respectful relationships and gender equality, peace-building. Improved strategies including previously excluded groups of children in SEA-PLM 2019, such as ethno-linguistic minority groups and physically-challenged children, will be explored in SEA-PLM 2024 .

**6. POTENTIAL RISKS**

<b>Risk / threat</b>	<b>Mitigation strategy</b>
Travel restrictions due to COVID-19	Adopt a hybrid modality in conducting activities combining face-to-face and online interactions
Heavy work burden on national teams makes competing commitments for SEA-PLM regional and national activities	Anticipate country preparation for institutional and technical planning

	Irregular financial contribution of participating countries to support national operations	Develop a strategy to increase national contribution, generate revenue for self-funding SEA-PLM programme, and continue to mobilise external resources	
	High turnover of regional secretariat human resources and staff rotation	Develop long term strategy and provide incentives to increase commitment	
	Travel restrictions due to emergency or crisis	New format for meetings, workshops and remote consultation	
	Limited national and regional ownership which may result inadequate interest at national or at regional level for attracting the participation of all ASEAN countries and full support for the entire new model of SEA-PLM 2024	Consult countries and partners for updating and preparing a consensual and sustainable model for the next round. Diversifying partners and funding at regional and national level	
<p><b>Annex 1 – Budget Proposal</b> See excel file attached.</p>			
<p><b>Annex 2 – Indicative Work Plan</b> See excel file attached.</p>			
<p><b>Annex 3 – Notation on Additional Supporting Documents</b></p> <p><u>Appendix referencing in the proposal</u></p> <ul style="list-style-type: none"> <li>○ <i>Appendix 1 - Technical Advisory Group Call for nomination - 2024</i></li> <li>○ <i>Appendix 2 - Concept note - TAG meeting – 2020</i></li> <li>○ <i>Appendix 3 - Sample TOR SEA-PLM 2024 Assessment development and implementation – Output 1 – SEA-PLM Secretariat</i></li> <li>○ <i>Appendix 4 - Concept note - SEA-PLM 2019 National Team Regional Workshop - 2020</i></li> <li>○ <i>Appendix 5 - Regional Governance Structure for SEA-PLM 2019</i></li> <li>○ <i>Appendix 6 - 10th Regional Steering Committee report - 2019</i></li> <li>○ <i>Appendix 7 - Concept note – 11<sup>th</sup> TAG Regional Steering Committee – 2020</i></li> </ul> <p><u>Other documents</u></p> <ul style="list-style-type: none"> <li>○ <i>TOR SEAMEO Programme Assistant (Administration and Communication) - SEA-PLM Secretariat</i></li> <li>○ <i>TOR SEAMEO Programme Assistant (Finance) - SEA-PLM Secretariat</i></li> <li>○ <i>SEA-PLM Theory of change</i></li> <li>○ <i>Regional and national activity plan for supporting analysis, reporting, dissemination and use of results of SEA-PLM 2019</i></li> <li>○ <i>Assessment framework, trial testing report, audit of curricula, technical standards, code of practice</i></li> </ul>			