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BRIEFING NOTE FOR THE MINISTER

Topic: Pacific Islands Literacy and Numeracy Assessment (PILNA) 2018

Subject: Results of the PILNA 2018 for **Solomon Islands**

Purpose: The purpose of this note is to inform the Honourable Minister of Education of the results of the PILNA 2018 for **Solomon Islands**

Background:

- The overarching purpose of PILNA as a long-term Pacific-wide regional assessment is to generate cognitive and contextual data that can be used to facilitate ongoing collaborative efforts to monitor and improve learning outcomes for children in Pacific Island countries.
- The first administration of PILNA took place in 2012 and was intended to provide a one-time snapshot of literacy and numeracy achievement in the Pacific region.
- Based on the insights that emerged from the findings of PILNA 2012, the Forum Education Ministers Meeting (FEEdMM) requested a 2015 administration of PILNA, and supported the development of a long-term regional assessment, structured to provide valid and reliable results over time.
- This commitment of FEEdMM is directly linked to the Pacific Regional Education Framework (PacREF), the United Nations Sustainable Development Goals (SDGs) and commitments made by the Conference of Commonwealth Education Ministers (CCEM) in the Nadi Declaration.
- By providing a measure of the literacy and numeracy skills of students who have completed four and six years of basic education, PILNA addresses stated priorities for the region under PacREF and targets identified in SDG 4 by providing evidence of education quality for governments, schools, communities and students in the region. Such evidence provides valuable information for stakeholders to develop interventions and policies, as well as to encourage political support and community awareness in order to improve the learning outcomes of young people in the Pacific region.

Considerations

The following are the key messages/findings for **Solomon Islands**:

(i) Overall

	% at or above expected proficiency level	
	Year 4	Year 6
Numeracy	97	96
Literacy	54	70

(ii) Comparing the PILNA 2018, 2015 and 2012 results:

	% at or above expected proficiency level					
	Year 4			Year 6		
	2012	2015	2018	2012	2015	2018
Numeracy	92	97	97	82	93	96
Literacy	50	50	54	67	66	70

(iii) Comparing the performance of Solomon Islands and the performance of the region:

	% at or above expected proficiency level			
	Year 4		Year 6	
	Region	Solomon Islands	Region	Solomon Islands
Numeracy	83	97	83	96
Literacy	53	54	63	70

(iv) Comparing the performance of boys and girls:

	Mean Score			
	Year 4		Year 6	
	Boys	Girls	Boys	Girls
Numeracy	546	544	598	600
Literacy	456	472	506	519

(v) Comparing the performance of government (G) and non-government (N-G) schools:

	Mean Score			
	Year 4		Year 6	
	N-G	G	N-G	G
Numeracy	544	544	602	598
Literacy	490	455	532	507

(vi) Comparing the performance of urban and rural schools:

	Mean Score			
	Year 4		Year 6	
	Urban	Non-urban	Urban	Non-urban
Numeracy	543	545	594	601
Literacy	449	469	505	515

(vii) **Early Childhood Education:**

Percentage of students that attended ECE programme				
Overall	Year 4	Year 6	Girls	Boys
87	86	88	90	84

Mean achievement score of students		
	Attended an ECE programme	Did NOT attend an ECE programme
Numeracy	572	562
Literacy	494	470

Students who attended ECE programme were more likely to have higher level of achievement in literacy and numeracy.

(viii) **Caregiver involvement and support:**

Percentage of students with higher caregiver involvement		
Overall	Year 4	Year 6
28	32	25

Correlation with numeracy achievement				Correlation with literacy achievement			
Year 4		Year 6		Year 4		Year 6	
0.04	(0.06)	0.11	(0.05)	0.17	(0.07)	0.17	(0.05)

() Standard errors appear in parentheses.

Statistically significant correlation coefficients ($p < 0.05$) are displayed in bold

Students whose caregivers were more involved with their schoolwork were more likely to have higher levels of achievement in literacy and numeracy

(ix) **Literacy and Numeracy Text Books:**

Percentage of students with access to literacy and numeracy textbooks

	Each Student has a textbook	Two students share one textbook	More than two students share one textbook	Textbook for teacher only	No textbook
Numeracy	27	30	30	10	3
Literacy	26	34	32	4	3