



Assessment of Learning in the Pacific

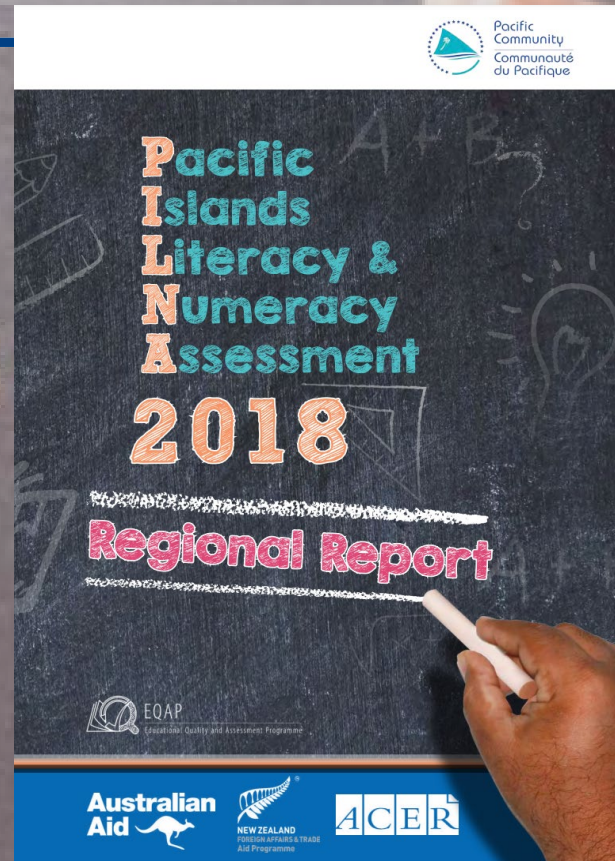
25-26 February 2025



#25YearsOfDataInsights

Pacific Island Literacy and Numeracy Assessment (PILNA) 2012, 2015, 2018, 2021

2015 PACIFIC ISLANDS LITERACY AND NUMERACY ASSESSMENT (PILNA)



PILNA 2025

- 15 countries
- 10 Languages
- Over 60 000 students
- Across 2500 schools



Pacific Assessment for Lower Secondary (PALS)



Purpose of PALS

Curriculum	Achievement & Reporting	Students Performance	Critical Thinking	Policy & Planning	Funding Support
Review curriculum support and support	Snapshot of achievement at a national level	PALS completes assessment at regional level, Year 4,6,9	Critical thinking measures (science specific focus)	Inform planning/policies	Is current donor funding being well targeted?
Curriculum improvement	Help build a holistic approach/ view of education	Early enough to make intervention	Encourage critical thinking and skills needed for 21 st century	Strengthen and inform education policy and investment	To see where investment needs to be placed
Preparedness	Helps with reporting against regional/ international goals in education	Tracking same cohort			Information to donors
Contextualization	Sharing learning across student achievement	To see school and student performance/ progression		Lesson learned from PILNA integrated into PALS planning	Support and intervention
Career pathways		Benchmarking and baseline trends		Decision making	
		Accountability and stakeholders			
		School performance			

Regional Good and collective ownership of PILNA and PALS





Collaborative Development





Coding and Analysis





Reporting

Pacific Islands Literacy & Numeracy Assessment

2021 Regional Report

PILNA 2021 collected valuable insights about student performance as well as the experiences within, and environments of, Pacific education systems.

These regional findings are ordered into four sections and will be added to over time. Read on to understand the findings and what can be done to support literacy and numeracy in the Pacific.

Student performance

Understanding student performance in literacy and numeracy is key to understanding the performance of education systems and improving student performance over time.

This section reports the performance of year four and year six students in literacy and numeracy across the region. Findings are presented by subject (numeracy, reading, and writing) as well as by year level (year four performance and year six performance). Read on to discover whether students are meeting performance expectations in these areas.

[Learn how students performed →](#)



Context behind student performance

Student performance is influenced by a wide range of factors. It is crucial that performance is looked at in its wider context so that it can be more meaningfully understood.





PILNA Reports archive

Results

Pacific Islands Literacy & Numeracy Assessment

- Latest report
- About PILNA
- Who we serve
- Methodology
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2021 Regional Report

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PILNA 2021 Fiji Report

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PILNA 2021 Solomon Islands Report












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PILNA 2021 Tokelau Report

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COUNTRY		ACRONYMS	LITERACY & NUMERACY INSTRUMENTS
Fiji		LANA	Literacy and Numeracy Assessment
RMI		MISAT	Marshall Islands Standards Assessment Test
PNG		NESMA	National Education Standards Monitoring Assessment
FSM		NMCT	National Minimum Competency Test
Solomon Islands		SISTA	Solomon Islands Standardised Test of Achievement
Samoa		SPELL	Samoa Primary Education Literacy Levels
Kiribati		STAKI	Standardised Tests in Achievement in Kiribati
Tonga		STAT	Standardised Test of Achievement for Tonga
Tokelau		TAPA	Tokelau Achievement and Progress Assessment
Tuvalu		TUSTA	Tuvalu Standardized Test of Achievement
Vanuatu		VANSTA	Vanuatu Standardised Test of Achievement



THANK YOU

Learn more:

<https://pilna.eqap.spc.int/>

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