NEQMAP’s 4th Steering Group & Annual Meeting

The Pacific Islands Literacy and Numeracy Assessment: Collaboration and innovation in reporting and dissemination

Michelle Belisle
PILNA 2015 Conditions

• countries are committed to sharing the results with other countries for lessons that one can learn

• each country is committed to using the findings to carry out policy interventions as well as technical interventions
Governance Structure

Pacific Island Nations

The Pacific Community

PILNA Steering Committee

EQAP

Project Management

Operations Development

MFAT
Consensus Workshop
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<tr>
<td>Develop interventions to improve literacy and numeracy at system and school level</td>
<td>Inform curriculum review, pedagogy, teacher-training institutions and education providers</td>
<td>Drive political commitment to improve results</td>
<td>Present, share and use results with school communities and education stakeholders</td>
<td>Encourage country ownership of data through capacity building, collection and interrogation of results</td>
<td>Validate national results/data</td>
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<td>Identify and design interventions to improve learning and teaching</td>
<td>Develop policies</td>
<td>Develop awareness at ministry level to drive support</td>
<td>Develop community awareness to take ownership of results</td>
<td>Provide a measure for tracking results</td>
<td>Use PILNA results to support, validate and improve national assessments</td>
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<td>Establish and implement intervention strategies</td>
<td>Provide evidence-based information for policymaking and interventions</td>
<td>Support long-term vision for PILNA and EQAP at donor level</td>
<td>Provide information for parents and communities</td>
<td>Use PILNA results to set literacy and numeracy benchmarks at district, provincial and national levels</td>
<td>Confirm literacy and numeracy outcomes against other national sources (e.g., NGO surveys/research, national census)</td>
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<td>Review programs and support offered to schools</td>
<td>Plan and conduct program evaluations</td>
<td>Inform donors about value for money for investment</td>
<td>Provide information for schools</td>
<td>Observe any shifts in results since 2012</td>
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<td>Use assessment data to inform classroom interventions</td>
<td>Create a profile of learning outcomes based on PILNA results for countries</td>
<td>Provide information for government (Cabinet)</td>
<td>Create a sense of ownership and responsibility for results</td>
<td>Observe where participating countries sit in relation to the regional literacy and numeracy benchmarks</td>
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<td>Guide discussions between countries and development partners on priority interventions at country level</td>
<td>Focus resources to improve learning outcomes</td>
<td>Encourage cross-sectoral collaboration and partnership to achieve results</td>
<td>Share results with countries of similar backgrounds</td>
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<td>Show gender disaggregation of results to inform interventions</td>
<td>Provide information for accountability</td>
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<td>Engage in cross-country comparison</td>
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<td>Inform professional development on literacy interventions</td>
<td>Build more accountability for data and results at all levels of the education system</td>
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<td>Decide areas for targeted interventions</td>
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Data Sharing Commitment

• Data, under the context of this commitment, refers to the raw data collected through the use of the PILNA 2015 instruments, the aggregate data produced through analysis of the raw data and the results reporting media generated from the raw and/or aggregate data.
Regional Commitment

- EQAP will only publish, release and share results at a regionally aggregated level. Requests for country-specific data received at EQAP will be referred to the ministry/department responsible for education in that specific country. EQAP will provide the data files used in analysis to the countries at the time of the release of results.
National Commitment

• PILNA 2015 participating countries agree to share the results with stakeholders in keeping with direction of the steering committee.

• In situations where two or more countries meet under circumstances that involve the discussion and/or use of the 2015 PILNA data, the countries agree to share their national results with one another to further those activities.

• When results are shared among countries in any format, countries commit not to share another country’s data without express written permission to do so from the ministry/department of that country.
Communications Plan

• Positive
• National governments fully informed at all stages
• Regional release of Regional report and Small Island States report
• Ministerial brief to assist in getting political support
• Workshops in each country
• Ongoing support
Year 6 boys performed at the same level as Year 4 girls in literacy.

Substantial improvement in numeracy achievement across the region as students’ progress from year 4 to 6.

Girls demonstrated higher levels of performance in numeracy and literacy across the region.
National Workshop Agenda

Introductions and Workshop Purpose
A Common Understanding
   National assessments
      PILNA 2015
Digging Deeper
   Item Analysis (IRT)
   Coding
   Raw Data
   Cross Tabulations
Where to Now – Focused Conversation
An Update

- Steering committee September 2016
- Sharing of stories
- How do we maintain focus and energy?
- PILNA, common scales and SDG 4
- National use of results in Education planning
- Country work requests – alignment and EMIS
- Renewed Regional Benchmarks
Thank You