Educational Quality and Assessment Programme (EQAP)

of the

Pacific Community (SPC)

Virtual – FIFTH (5ᵀᴴ) MEETING OF THE PBEQ CRGA SUBCOMMITTEE

EQAP Progress and Results Report 2019

Contents

List of Tables

List of Figures

# EQAP Progress and Results Report 2019

Introduction

This year marked another exciting milestone for EQAP successfully completing the first year of implementation of the Business Plan 2019-2022. With sights fixed on ensuring that Pacific people reach their potential and live long and healthy lives through access to a wide range of learning opportunities, EQAP opened itself up to new ideas, opportunities for change and embracing innovation to improve services to member countries. EQAP could not have achieved any of this without the support of the various stakeholders within and outside the region. The 2019 Results Report captures the details of EQAP progress throughout the year.

EQAP Structure in 2019

The support services of EQAP align with the education reforms that are currently been implemented in member countries. Priority areas for member countries in which EQAP has provided technical and advisory support for include *assessment and curriculum*, *accreditation and qualifications*, *policy assessment*, *educational research*, *large scale assessment*, *teacher and school leadership competencies*, *administration and implementation of a regional qualification (SPFSC)*, *education data management* and *IT support*.

As EQAP entered into the new business plan in 2019, it was with an expanded mandate over what had been offered under the previous 2016-2018 business plan. The EMIS Regional Support Facility project relocated to EQAP from the Statistics for Development Division in mid-2017, consolidating education-related work within SPC in EQAP rather than spread across two divisions. As well, the endorsement of the Pacific Regional Education Framework (PacREF) in May 2018 resulted in additional input from EQAP towards the monitoring, evaluation, and learning components of the PacREF. This expansion in mandate saw the need for recruitment and consequent changes to the organisational structure, as shown in ***Figure 1*** below.

Figure 1: *EQAP Structure 2019*
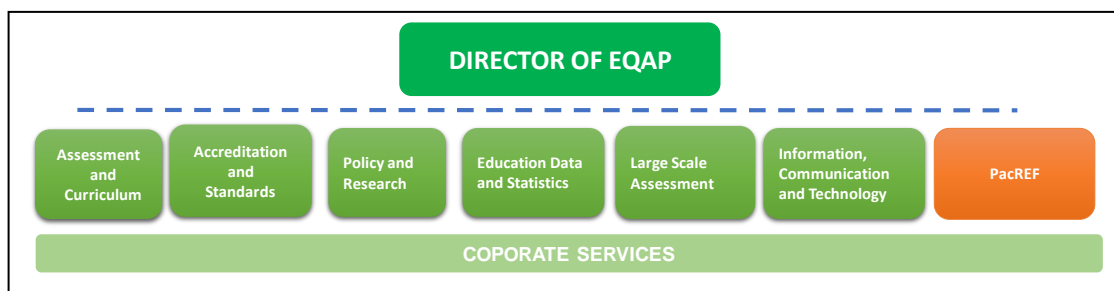
The establishment of the Education Data and Statistics team not only complements the monitoring work that EQAP will now engage in with PacREF, but it also provides a resource for supporting PICTs in fully utilizing their national Education and Information System (EMIS) to monitor and improve efficiency and accountability of their education systems. This new team will work closely with regional and international organisations in improving the quality of education data management in PICTs.

Monitoring and Reporting EQAP Progress in 2019

EQAP has employed various tools and indicators to monitor its progress annually and report results against the results framework that has been developed along with the business plan. In the past, activities were used as an indicator and measure of progress both for EQAP and PICTs. In 2018, the unit of reporting progress and results changed from activities to outcomes. This shift allows us to report progress towards achieving outcomes as well as results achieved. The model of assessment focuses on three key focus areas; *'outcome execution'*, *'outcome budget'*, and *'outcome activities'*.

Recognizing that the outcomes of the business plan are complex, EQAP added two additional features to its reporting to help capture the details around the progress and results achieved. The new features are the packaging of EQAP services and a hierarchy of change.

i. Monitoring EQAP progress by Outcomes

There are three categories for tracking progress achieved at the outcomes level; *outcome execution, outcome budget* and *outcome activities. Outcome activities* is the percentage of completed activities out of the total number of activities planned for that particular outcome. *Outcome budget* is the percentage of budget against actual expenditure.

Outcome execution is the relevancy and applicability of the outcome to the needs of the countries, education regional architecture (FEdMM and PacREF) and SPC. Both quantitative and qualitative data such as duty travel reports, high-level conversations with ministries, regional education reforms, and SPC strategic directions in achieving its education goals in the region were used to track the status of *outcome execution*.

The *total health status* of an outcome is the combined total of percentages for *outcome activities, outcome budget* and *outcome execution*. The status of an outcome can be described as ***Good** (76% - 100%)***, Warning/Alerts** (51%-75%)* and ***Critical** (below 50%)* as explained in ***Table 1*** below.

***Table 1:** Assessing health of EQAP by Outcomes*

Total Health Status for Outcome	Outcome Execution (Relevance and applicability)	Outcome Budget (Budget vs Actual)	Outcome Activities (2019 Work Plan)
Good (76% - 100%)	Outcome **Highly Relevant** and **Applicable**	Outcome expenditure **meets budget estimates**	Activities under Outcome are **on track or completed**
Warning/Alerts (51% - 75%)	Outcome **Moderately Relevant** and **Applicable**	Outcome expenditure **exceeds or underspent** by 25%	Activities have been in **progress for 75%**; or **have not commenced** for **25%** activities in WP
Critical (Below 50%)	Outcome **Not Relevant** and **Applicable**	Expenditure **exceeds or underspent by 50%**	Activities **have not commenced for 50% of WP**

For example, if *outcome execution* is 99% -Good, *outcome budget* is 67%-Warning and *outcome activities* is 62%-Warning for Outcome A, then the *total health status* is the average which is 76%. Using the rating in the table above, the *total health status* of Outcome A is 'Good'.

Both *outcome budget* and *outcome activities* are 'Warning' and is represented by 24%. The *total health status* can also be illustrated in ***Figure 2*** below.

Figure 2: *Total health status of Outcome*

Total health status
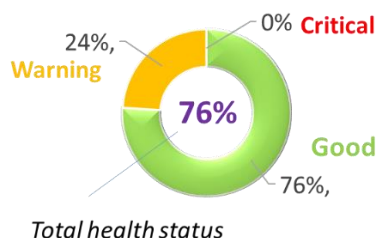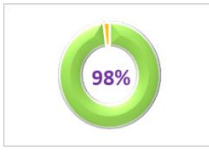
EQAP Progress by Outcomes

EQAP 2019 progress reported by outcomes is shown in ***Table 2*** below**.**

Table 2: EQAP progress by outcomes in 2019

EQAP Outcomes	Outcome Execution	Outcome Budget	Outcome Activities	Total Health Status
Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.	100%	103%	99%	100%
Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula	100%	96%	98%	98%
Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications	100%	96%	98%	98%

Outcome 4: EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific	100%	103%	98%	100%

Programming budgeting has allowed EQAP to maximize utilization of its resources, both financially and staff time, to meet the needs of each country. For instance, a PILNA regional training on item development that was planned for 2020 was brought forward to 2019. This exceeded the budget for *outcome 1* by 103%. This is also the case with *outcome 4* when a new and additional activity was prioritised. The additional budgetary implications was buffered by budgetary allocations from *outcome 2* and *outcome 3* particularly for activities that could not be implemented in 2019 and were moved to 2020. A major activity that was moved to 2020 includes the Samoa phonics due to the outbreak of measles in the region but more widely in Samoa.

ii. Packaging of EQAP services

Packaging of EQAP services is simply grouping activities into phases. A phase is a discreet activity or set of activities that produce a measurable, observable, and tangible output. The output produced is unique only to this particular phase. A core service is the anticipated outcome that is achieved when all phases have been implemented and delivered. Packaging core services for each team in EQAP is explained in *Appendix 1.*

Example 1. For the Policy and Research Team, policy assessment is a core service that involves the assessment of educational policies using Systems Approach for Better Results (SABER) tools, which EQAP has used with the support and approval from the World Bank. There are five phases for policy assessment which can be completed over several months and possibly across more than one calendar year. The number of phases completed is an essential indicator of EQAP's work on policy assessment. For reporting purposes, EQAP combines the phases into four key areas; *Identification/Design, Planning/Set Up, Implementation,* and *Transition/Evaluation,* as in *Table 3* below.

Table 3: *Monitoring and Reporting of Phases*

Core Service	Monitoring (Phases)	Reporting Progress
Policy Assessment	**Phase 1 (Consultation)** Discussion with PICTs on policy domain to be assessed; teacher quality, assessment systems, curriculum and materials, school governance and management, EMIS. Desktop work.	**1. Identification/Design**
	Phase 2 (Data Collection) Data collection includes the administration of surveys, interviews, and focus group discussions. This phase also includes country visits.	**2. Planning/Set up**
	Phase 3 (Data Analysis) Data analysis is done at EQAP. Mostly desktop work.	**3. Implementation**
	Phase 4 (Reporting/Dissemination) A country report is compiled by EQAP, verified by country, and peer-reviewed by World Bank.	
	Phase 5 (Revision of Policies) EQAP supports country action and implementation of the recommendations in the report.	**4. Transition/Evaluation**

iii. Hierarchy of Change

What changes are evident in PICTs after interacting with EQAP? How do we measure these changes?

EQAP interacts with PICTs through its capacity enhancement and engagement model. It is a model that describes four modes of interaction that are cost-effective and tailored to meet country needs. The four modes of engagement are; *capacity building, capacity support, capacity supplementation,* and *capacity substitution*. Refer to ***Appendix 2*** for detailed descriptions of the capacity enhancement and engagement model.

Delivering EQAP services through the four modes mentioned above assumes that there will be change or outcomes occurring in four levels; *change in knowledge*, *change in attitude*, *change in practice*, and *impact*. These are areas defined by the Strategic Policy and Learning division of SPC and are part of the way in which EQAP results are reported against the SPC results framework. ***Table 4*** summarizes the four levels of change and the way they will be reported in the results framework.

Table 4: *Levels of Change*

Levels of Change	Description	Reporting Progress
Change in Knowledge	The individual skills and capacities acquired or reinforced as a result of EQAP's interventions. The awareness or understanding raised an issue following EQAP's work. Changes in knowledge are often short-term outcomes as they typically occur immediately or soon after an activity is delivered.	Impact / Attitude / Practice / **Knowledge**
Change in Practice	The application of acquired information, skills, capacities, or new behaviour leads to 1) changes in action and 2) new or improved practice for individual or institutional performance. Variations in practice are usually mid-term to longer-term outcomes as the changes from action to practice take more time to emerge.	Impact / Attitude / **Practice** / Knowledge
Change in Attitude	Evolutions in people's beliefs, opinions, motivations, intentions, which have emerged as a result of EQAP's work. Changes in attitude are changes in intention, not action. They are often short-term outcomes as they typically occur immediately or soon after an activity is delivered.	Impact / **Attitude** / Practice / Knowledge
Impact	The long-term outcomes, at the individual, institutional or population level that EQAP aims to inspire.	**Impact** / Attitude / Practice / Knowledge

Reporting on these changes and outcomes using the hierarchy helps to provide more clarity about the impact of EQAPs work in the countries. It is important to note that identification of the type of change is often a difficult task as relevant evidence may not always be available and accessible and there is still a level of subjectivity where personal opinion and interpretation may not always be consistent across evaluators. Definitions for the different types of change and method of measurement are appended as *Appendix 3.*

Key Result Area	Key Performance Indicator	Target	Results Achieved	Status of Progress
Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.				
KRA 1.1 More MoEs implement and maintain education management information systems	EQAP conducts data quality assessments (using the Data Quality Assessment Framework and other assessment frameworks)	1 PICT to 11 PICTs	EQAP/UIS completed data quality assessments and country reports for PNG, Samoa, Solomon Is, Tonga, and Tuvalu. Further work is pending subject to countries endorsing the reports and developing an action plan to implement the recommendations. EQAP further conducted the EMIS Situational Analysis and Development and produced reports on the status of EMIS in Cook Is, FSM, Marshall Islands, Nauru, and Palau.	**Data Quality Assessment** *(6 Phases)* **Current Phase** PNG, Samoa, Solomon Is, Tonga, Tuvalu, Cook Is, FSM, Marshall Is, Nauru, Niue, Palau **Level of Change** Knowledge
		1 PICT to 9 PICTs	EQAP provided technical and advisory support to countries on data analysis and produced verified data tables from their respective national EMIS. Capacity for data quality assurance enhanced.	**EMIS Development and Improvement** *(6 Phases)* **Current Phase** Kiribati, FSM, Fiji, PNG, Tonga, Tuvalu, Samoa, Solomon Is, Vanuatu **Level of Change** Knowledge
	EQAP provides advice and technical support on the enhancement of national education databases	1 PICT to 15 PICTs	Provided technical and advisory support alongside UIS and UNESCO. EQAP co-facilitated a regional workshop to strengthen national capacity for analysing educational data to inform decision-making. EQAP also provided technical and advisory support on the integration of regional and international education indicators into the national EMIS systems.	**Education Statistics and Indicators** *(6 Phases)* **Current Phase** Cook Is, FSM, Fiji, Kiribati, Marshall Is, Nauru, Niue, Palau, PNG, Samoa, Solomon Is, Tokelau, Tonga, Tuvalu, Vanuatu **Level of Change** Knowledge

Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 1.2 More MoEs conduct good quality education research using existing and new data	EQAP provides advice and trains MoE research units and other staff to design and implement research	1 PICT to 1 PICT	EQAP trained national research officers in conducting educational research using existing data within the MoEs.	**Research Training** *(7 Phases)* **Current Phase** **Level of Change** Kiribati
		1 PICT to 1 PICT	EQAP provided support in the development of the national research framework for Tonga.	**Research Framework Development** *(3 Phases)* **Current Phase** **Level of Change** Tonga
	EQAP coordinates the Regional Education Research Network	8 PICTs to 8 PICTs	EQAP convened the 2nd Regional Research Network to allow members to share best practices in research around the region witrh the collaboration of USP (IOE/SOE/Research Office), FNU (Fiji), National Research Institute (PNG), Solomon Islands National University (SINU-Sols). Representatives from the Commonwealth Secretariat and DFAT also participated.	**Pacific Research Network** *(3 Phases)* **Current Phase** **Level of Change** *Attendees* Cook Is, Fiji, Kiribati, PNG, Samoa, Tonga, Solomon Is, Vanuatu

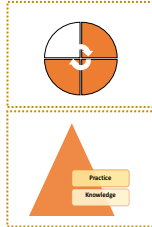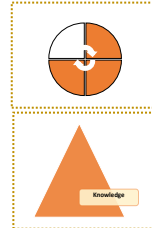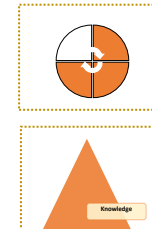| Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 1.3 More MoEs revise policies and interventions to address gaps	EQAP assesses and reports policy intent, policy implementation, and policy development	1 PICT to 1 PICT	One PICT national report produced after EQAP completed the assessment of education policies and provided recommendations to improve policy status using the World Bank SABER tools.	**Policy Assessment** *(5 Phases)* **Current Phase** **Level of Change** Kiribati
	EQAP assesses and reports policy intent, policy implementation, and policy development	1 PICT to 2 PICTs	EQAP conducted training on policy review and policy development. This training has again been requested for 2020.	**Policy Development Training** *(3 Phases)* **Current Phase** **Level of Change** PNG, Tuvalu
KRA 1.4 More MoEs use regional literacy and numeracy comparative assessment data	EQAP develops valid and reliable instruments and metrics to assess Year 4 and Year 6 literacy and numeracy levels	1 PICT to 6 PICTs	EQAP conducted in-country training on item development and deployment of basic analytical skills to analyse student learning outcomes.	**National Literacy/Numeracy Assessment** *(6 Phases)* **Current Phase** **Level of Change** Fiji, Nauru, Tokelau, Tonga, Tuvalu, Solomon Is

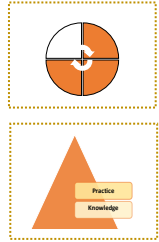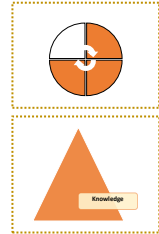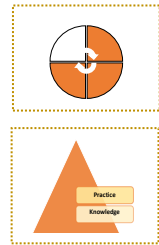| Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
	EQAP conducts analysis and disseminates assessment findings to MoE Curriculum and Assessment Sections and schools	15 PICTs to 15 PICTs	EQAP published 15 individual country PILNA 2018 Reports, a Small Island States (SIS) report and the PILNA 2018 Regional Report. Literacy and numeracy experts from 15 participating countries reviewed and developed items for PILNA 2021.	**PILNA Dissemination** *(5 Phases)* **Current Phase** **Level of Change** Cook Islands, FSM, Fiji, Kiribati, Marshall Is, Niue, Nauru, Palau, PNG, Samoa, Solomon Is, Tokelau, Tonga, Tuvalu, Vanuatu
	EQAP conducts analysis and disseminates assessment findings to MoE Curriculum and Assessment Sections and schools	1 PICT to 9 PICTs	PILNA data workshop for nine countries to make use of PILNA results in 2018 to inform policy and classroom interventions. The training strengthened national capacity in the use of large scale assessment results to inform decision making.	**Data Exploration** *(6 Phases)* **Current Phase** **Level of Change** Fiji, FSM, Kiribati, Marshall Is, PNG, Samoa, Solomon Is, Tonga, Vanuatu
		1 PICT to 1 PICT	EQAP continued to support MESC in the generation and interpretation of student results using KIDMAP.	**Psychometrics** *(7 Phases)* **Current Phase** **Level of Change** Samoa

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 2.1 More MoEs improve the clarity of national curricula	EQAP facilitates PICT curriculum review and development processes	1 PICT to 4 PICTs	EQAP contributed to building the capacity of national curriculum officers on the outcomes-based curriculum.	**National Curriculum** *(6 Phases)* **Current Phase** **Level of Change** Fiji, Kiribati, Solomon Is, Vanuatu
KRA 2.2 More PICT teachers improve the teaching of the curriculum (incl. literacy and numeracy)	EQAP provides advice and training to MOEs on classroom-based assessments (incl. SPFSC)	1 PICT to 5 PICTs	EQAP has assisted PICTs in increasing the knowledge and capacity of national education officers to be able to use assessment data to provide quality remediation programmes for teachers and students.	**Classroom-based Assessment** *(4 Phases)* **Current Phase** **Level of Change** Kiribati, Nauru, Fiji, Samoa, Tonga
KRA 2.3 More MoEs improve the quality of student assessments at primary and secondary levels	EQAP provides advice and training to MoEs to develop and maintain national examination databases	1 PICT to 5 PICTs	EQAP trained national assessment and examination officers to operationalize national high stake examination processes that are compliant with regional and international best practices.	**National Assessment** *(6 Phases)* **Current Phase** **Level of Change** Nauru, Tonga, Tuvalu, Vanuatu, Solomon Is

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 2.4 More PICTs education systems increase the frequency and quality of teacher and school head performance assessments	EQAP provides advice on and develops and revises regional and national school leadership and teacher competency frameworks and performance assessments tools, software and instruments	1 PICT to 5 PICTs	EQAP assisted countries in developing appraisal instruments for monitoring school leaders' performance against their national leadership standards. A sub-regional workshop was convened to share knowledge and best practices on managing school leadership programmes.	**School Leadership** *(4 Phases)* **Current Phase** **Level of Change** Fiji, Kiribati, Samoa,Tonga, Tuvalu
		1 PICT to 6 PICTs	EQAP trained countries in a sub-regional workshop on aligning national teacher standards with the regional teacher standards and adapting them to meet national contexts.	**Teacher Competency** *(4 Phases)* **Current Phase** **Level of Change** Fiji, Kiribati, Palau, Samoa, Tonga, Vanuatu

Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 3.1 More accredited institutions deliver quality and relevant qualifications and micro-qualifications	EQAP conducts accreditation assessments of higher education and training providers, qualifications and micro-qualifications	1 PICT to 6 PICTs	EQAP supported countries on accreditation of higher education and training providers. EQAP also trained providers in the development of micro-qualifications.	**Qualification Accreditation** *(5 Phases)* **Current Phase** Kiribati, Solomon Islands, Tonga, Tuvalu, Vanuatu, Fiji **Level of Change**
KRA 3.2 More NQAAs improve the systems and protocols on the development of qualifications and accreditation of providers	EQAP facilitates quality audits on request of national qualifications agencies	1 PICT to 12 PICTs	EQAP collaborated with APTC and COMPASS to deliver two separate training events: 1. Training completed by APTC on International Skills (TVET Trainer and Assessor); - 21 participants completed the full qualification. 2. Training completed by COMPASS on Quality Audit;- 15 participants completed five competencies, two progressed to completing the full qualification.	**Accredited QA Training** *(5 Phases)* **Current Phase** Cook Islands, FSM, Fiji, Kiribati, Nauru, Niue, PNG, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu **Level of Change**
KRA 3.3 Employers and institutions use the PRQS information on accredited qualifications and qualified persons	EQAP maintains and enhances the PRQS database	1 PICT to 5 PICTs	Sixty-four new qualifications from around the region were registered in PRQS in 2019.	**Pacific Qualification Register** *(4 Phases)* **Current Phase** Fiji, PNG, Samoa, Tonga, Vanuatu **Level of Change**

Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
KRA 3.6 More PICT teachers improve the teaching of the curriculum (incl. literacy and numeracy)	EQAP provides SPFSC curriculum, internal assessment documents, and learning outcomes	1 PICT to 3 PICTs	EQAP continues to offer the South Pacific Form Seven Certificate Examination to three countries. Support to countries offering SPFSC is ongoing to ensure that currency of qualification meets regional and international standards.	**SPFSC** *(3 Phases)* **Current Phase** **Level of Change** Kiribati, Tuvalu, Vanuatu

Outcome 4: EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific				
Key Result Area	**Key Performance Indicator**	**Target**	**Results Achieved**	**Status of Progress**
EQAP strengthens its engagement and collaboration with PICT education stakeholders	EQAP rolls out and refines its approach to receiving and assessing country requests	1 PICT to 1 PICT	EQAP reaffirmed relationships with country focal points and ministries. Country programme missions and consultations were conducted with MoEs to discuss the 2020 workplan and future work with PICTs.	**Country Request Methodology** *Country mission completed in 2019.* PNG *Country missions remaining;* FSM , Tuvalu, Samoa, Nauru
EQAP improves its planning, prioritisation, evaluation, learning, and innovation	EQAP prepares and presents high quality regionally significant research on education quality in the Pacific.	2 PICTs to 2 PICTs	EQAP is increasingly using case studies to learn and improve future decisions on the implementation of its activities in the countries.	**Assessing EQAP Impact** *Count: Two case studies completed :* Kiribati, Vanuatu

EQAP-Country engagement in 2019

EQAP was able to successfully implement its 2019 Workplan with the continued support from the member countries and education sector partners. There are two types of EQAP events; there is in-country as well as regional events. An in-country event is where EQAP visited the country to work with the ministry of education and schools. A regional event is where representatives from different countries are invited to discuss important regional initiatives in a meeting or conference or be part of an upskilling training workshop.

i. Participation in EQAP events by Outcomes

The participation of countries in in-country and regional/sub-regional events in 2019 was relatively well distributed in *Outcome 1* (32%)*, Outcome 2* (30%) and *Outcome* 3 (29%). The high percentages of participation in these outcomes is due to the nature of the work involved and the high rate of engagement and interactions between EQAP and country. The primary focus of *Outcome 4* (9%) is to improve the internal operations of EQAP to enhance the delivery of its services in *Outcome 1, Outcome 2* and *Outcome 3* hence the low percentage of participation, as seen in **Table 5** below.

Table 5: *Percentage of Country participation in EQAP events by Outcomes*

EQAP Outcomes	%
Outcome 1: More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning, and management.	32%
Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula	30%
Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications	29%
Outcome 4: EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific	9%

EQAP worked with female (60%) and male (40%) participants in 2019 as shown in **Figure 3** below.

***Figure 3 :** Participation in EQAP Events by Gender*

15
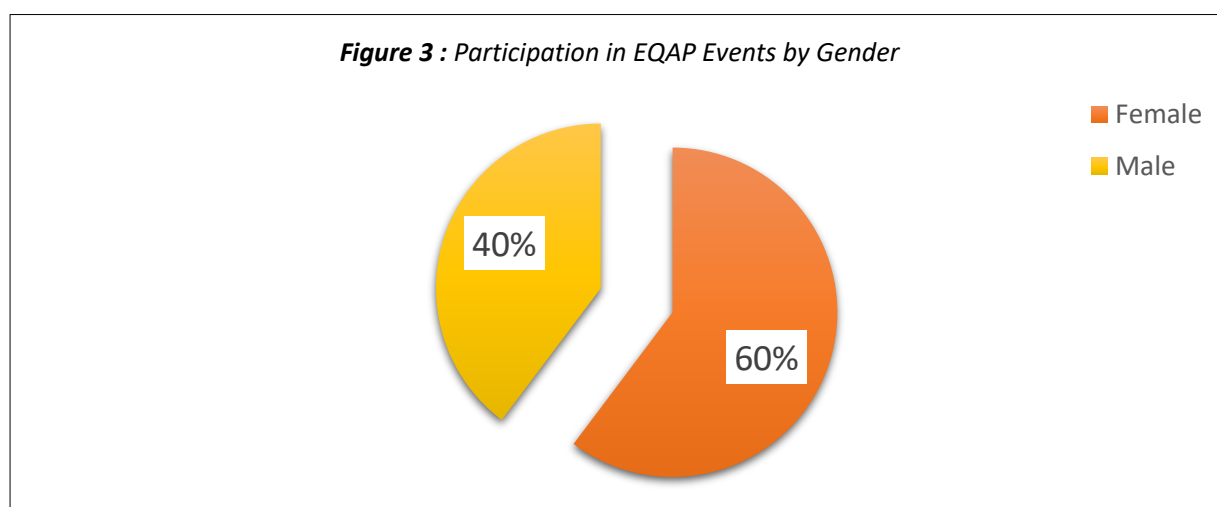
ii. Participation in EQAP events by Country and by Gender

Table 6 below shows the number of country representatives that EQAP worked with during in-country events as well as the number of country representatives who attended a regional or sub-regional event in 2019 disaggregated by gender.

Table 6: *Number of country participants by gender*

Country	In-country			Regional			Grand Total
	Female	Male	Total	Female	Male	Total	
Cook Islands	7	2	9	3	3	6	15
FSM	20	20	40	2	3	5	22
Fiji	4	8	12	8	8	16	28
Kiribati	105	57	162	5	4	9	171
Marshall Islands	27	30	57	1	1	2	82
Nauru	88	20	108	2	1	3	111
Niue	12	1	13	2	0	2	15
Palau	25	13	38	4	1	5	43
PNG	35	25	60	1	4	5	65
Samoa	195	121	316	6	3	9	325
Solomon Islands	30	43	73	4	2	6	79
Tokelau	1	1	2	2	1	3	5
Tonga	86	24	113	5	5	10	123
Tuvalu	20	9	29	2	2	4	33
Vanuatu	97	112	210	4	4	8	218
Grand Total	**735**	**480**	**1219**	**51**	**42**	**93**	**1335**

Highlights of 2019

Retelling EQAP successes through stories is as invigorating as interpreting trends and numbers to quantify success. This section presents some selected highlights of EQAP's work in 2019.

Highlight 1:

For several years, EQAP has delivered training to a significant number of teaching experts from the tertiary and school education sectors on the specialised skills and knowledge required for setting national and regional assessments. However, the trainings were neither accredited nor recognised as there was no predefined system for the development and packaging of such training. In 2019, EQAP developed a micro-qualification (MQ) so that this important training program is given the recognition that it deserves. The first two countries to undertake this micro-qualification in 2019 were Fiji and Tonga.

> *"This is a rare and valuable opportunity to enhance my knowledge and skills in assessment. While every single aspect of the training was beneficial to me, I would consider the practical use and application of the SOLO (Structure of the Observed Learning Outcome) taxonomy in assessment instrument development as the most beneficial. The knowledge and skills from this training have direct relevance to my role as the administrator of assessments at the Ministry of Education, Heritage, and Arts."*
>
> *Director of Curriculum Advisory Services, Vimlesh Chand*

Highlight 2:

In a deviation from the usual practice of conducting training through stand-alone workshops, EQAP organised and facilitated two separate training events for technical experts from PICTs on Technical and Vocational Education and Training (TVET) delivered by the Australia Pacific Training Centre (APTC) and training on Quality Audit conducted by Compass Assurance. This training resulted in the Pacific region having 15 more qualified quality auditors.

Qualified auditors from around the Pacific.

Highlight 3:

The 2018 implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) was ground breaking for the region, in that it was the very first time that there was data generated not just on literacy and numeracy achievement, but also on the students' lives, their homes, their schools, and classrooms. Participating Ministries of Education are seeking to know more than just the achievement levels in literacy and numeracy, as they want to understand why students are achieving/underachieving, and possible policy interventions that will have an impact on student achievement.

Highlight 4:

There is increasing interest in and recognition of the applicability of micro-qualifications within SPC and tertiary institutions in the region. This is the case with the Fiji National University, which recently signed an agreement with SPC to have the short courses delivered by its National Training and Productivity Centre (NTPC) accredited as micro-qualifications. NTPC delivers training in several key industry sectors in Fiji.

Professor Nigel Healey, FNU VC and Dr Audrey Aumua, SPC DDG at the signing of the agrreement

EQAP Partnerships

EQAP is one of several agencies and institutions all working towards improving the quality of education in the region. In a more concerted effort towards realizing this important agenda of the Ministers of Education in the Pacific, EQAP has dedicated tremendous efforts to strengthen its relationship and partnership with regional institutions, UN agencies, donor partners, and technical organisations. These partnerships widen the scope of engagement with various education stakeholders and broaden the outreach of its services to achieve shared objectives.

i. Partnerships within SPC

EQAP is involved in a cross-divisional collaboration with SPC's Regional Rights Resource Team (RRRT) in a project that focuses on incorporating social citizenship education concepts to add values in the national curriculum. This project is currently implemented in Kiribati, the Republic of the Marshalls Islands, and Tuvalu.

EQAP also worked with FAME in developing two micro-qualifications in fisheries. These qualifications target local fishermen to gain recognition for the traditional knowledge that they have, which has helped provide a better livelihood in the community.

ii. Partnerships with UN Agencies

EQAP has fostered strong working relationships and partnerships with a few UN agencies. This includes the partnership between EQAP and UNESCO Institute of Statistics (UIS) to assist PICTs in monitoring SDG 4 in their respective countries. EQAP is a member of the SGD4 Technical Coordinating group.

Through the Bangkok UNESCO office, the Network on Education Quality Monitoring in the Asia Pacific region (NEQMAP) programme has actively engaged EQAP as a member of the Secretariat in the last five years. EQAP uses NEQMAP as a platform to share regional education initiatives such as PILNA and its role in monitoring the status of literacy and numeracy in the Pacific. It also uses NEQMAP to gain recognition of some significant achievements in education in the region.

iii. Partnership with Australian Council for Educational Research (ACER)

Although the third round of PILNA was administered in 2018, the bulk of the analysis and reporting work was carried out in 2019. The partnership between EQAP and ACER paved the way for the upskilling of EQAP staff on the review and development of test items for PILNA, redesigning sampling methodology to meet country needs, and using various techniques for analysis and reporting.

iv. Partnership with the Australia Pacific Training Coalition (APTC)

EQAP has developed a strong working relationship with APTC in enhancing the skills of officers from the ministries of education and national quality assurance agencies on delivery and quality assurance of post-secondary education and training. Twenty representatives from national assurance agencies have completed an APTC course on TVET training and delivery assessment.

v. PacREF partnerships

EQAP is amongst the seven PacREF implementing agencies, which include USP, USP-IOE, USP-SoE, UNESCO, UNICEF, and APTC.

EQAP Stakeholders and Education Sector Partners

EQAP continues to work on developing, enhancing and sustaining working relationships with member countries and education sector partners. The new EQAP Country programming methodology initiated in 2018 played an essential role in supporting member countries' ownership of EQAP's workplan. EQAP acknowledged the support of the following stakeholders and education sector partners in *Table 7* below.

Table 7: *List of Stakeholders and Education Sector Partners*

Stakeholders (Member Countries)	Education Sector Partners
a. Cook Is -Ministry of Education	a. ACER
b. Federated States of Micronesia - Department of Education	b. APTC
c. Fiji - Ministry of Education, Heritage and Arts	c. DFAT
d. Kiribati - Ministry of Education	d. MFAT
e. Nauru - Department of Education	e. UNICEF
f. Niue - Department of Education (Ministry of Social Services)	f. UNESCO
g. Palau - Ministry of Education	g. UNESCO - Apia
h. Papua New Guinea - Department of Education	h. UIS
i. Marshall Islands - Ministry of Education	i. USP - SoE
j. Samoa - Ministry of Education, Sports & Culture	j. USP - IoE
k. Solomon Is - Ministry of Education, Human Resource and	
l. Tokelau - Department of Education	
m. Tonga - Ministry of Education and Training	
n. Tuvalu - Ministry of Education, Youth and Sports	
o. Vanuatu - Ministry of Education and Training	

Challenges & Lessons Learnt

By nature of its diversity, the region comprises of education systems with varying sizes and unique characteristics. Despite these issues, EQAP has learnt to work with the countries to ensure that it is able to provide technical and advisory support to meet their needs. *Table 8* below summarises the key challenges identified in 2019 and mitigation strategies to reduce their impact on the implementation of the 2019 workplan.

Table 8: Challenges and Lessons Learnt

Progress on response	2019 challenges	Planned responses
Country competing priorities	The right people from the ministry are not available to attend due to competing priorities in the country.	We have learned that new people nominated by MoEs to attend meetings, workshops and other events as part of ongoing phases of work often impact continuity and implementation of previously agreed to decisions. EQAP has improved its nomination and communication processes to make sure the information needed
	Planned activities are delayed or pushed back due to competing priorities at the country level.	EQAP regularly request countries share information on any in-country event that may affect planned engagements. New schedules are agreed to well in advance.
Stringent travelling protocols in some countries	Travelling of the right officials to regional meetings hampered by tight and lengthy processes for clearance to travel.	Begin correspondence to countries four months in advance.
High turnover of staff leading to a lack of continuity	Retraining of new staff to continue the work is always a challenge. EQAP has to put extra resources and time to support new staff.	Transition processes are a challenge as there is generally limited time available for handover. EQAP has used this lesson to improve its documentation processes by way of developing training manuals that countries can adapt

Appendix 1: Packaging EQAP Phases

Team	Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Data and EMIS	Quality Education Data & Statistics	Data Quality Assessment	Consultation & training on DQAF	DQAF Data collection and analysis	DQA Reporting and Dissemination	National endorsement of Recommendations	Develop Data Quality Improvement Plans	Implementation of Data Quality Improvement Plans
		EMIS Development and Improvement	Training on EMIS processes	EMIS Data collection and analysis	National Digests and Reports	National agreement to release macrodata	Activation of Data Sharing Agreement	Use of macrodata for policy and planning
		Education Statistics and Indicators	Training on education indicators	Production of Key Statistics & Indicators	SDG, PacREF, SPC Reporting	National agreement to publish statistics	Activation of Data Sharing Agreement	Use of statistics for regional/international publications

Team	Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Policy and Research Team	Policy and Capacity Assessment	Policy Assessment	Consultation	Data collection	Data Analysis	Reporting and Dissemination	Revised policies	
		Policy Review and development	Consultation	Desk work	Revised or new policies			
		Capacity analysis	Consultation	Data collection	Data Analysis	Reporting and Dissemination		
		Policy Development training	Consultation	Training delivery				
	Psychometric analysis	Classical item analysis	Consultation (TOR)	Pre-data analysis	Data exploration	Main data analysis	Data disaggregation	Reporting
		IRT item analysis	Consultation	Pre-data analysis	Data exploration	Main data analysis	Data disaggregation	Reporting
		Training in item analysis	Consultation	Software training	Item analysis training			
		Research data analysis	Consultation	Pre-data analysis (	Data exploration	Main data analysis	Data disaggregation	Reporting
	Research	Training in Education Research	Consultation	Research design	Sampling	instrument development	Data collection and analysis	Reporting
		Research framework development	Consultation	Stakeholder consultation in-country	Development of framework			
		Conducting research	Consultation	Research design	instrument development	Sampling	Data analysis	Reporting
	School Leadership standards	Reviewing/Development leadership standards	Consultation	Review national/regional standards	Appraisal instrument and tools	Data analysis and reporting		
		Micro qualification for school leaders	Consultation/adaptation and contextualisation	one module implemented	two modules implemented	three modules implemented	four modules implemented	five modules implemented
	Monitoring, Evaluation and Learning	Monitoring	Consultation	Design	Setting baseline	Indicator development	Data collection and analysis	Reporting
		Evaluation	Consultation	Design	Development of tools	Data collection and analysis	Reporting	
		Learning	Consultation	Design	Development of tools	Data collection and analysis	Reporting	Adaptation

Team	Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
Curriculum and Assessment	Regional Assessment - SPFSC	Accreditation of schools	Communication with MoEs	Self Study and Verification	Provisional accreditation	Registration of schools				
		Training of Teachers	Communication with MoEs	Training of teachers	Reporting					
		IA Programs	Communication with schools	IA Program Approval	Verification of IA programs	Reporting				
		Preparation of Exam papers	Training of Examiners and Moderators	Contracting of Examiners, Moderators,	Exam paper development, moderation	Tagging of SLOs	Trial Sitting of exam papers	Printing and Dispatching	Scoring	Examiners, moderators, trial sitters,
		Data processing	Tagging of IA SLOs	Body script checking	Checking of score sheets	Uploading and testing	Final processing			
		Reporting and Dissemination	Generation and dissemination	Printing of results notices						
		Review of syllabi	Contracting of review teams	Training of reviewers	Writing of new syllabi	Review of syllabi	Finalisation of syllabi	Approval of the PBEQ	Provision of syllabi	Training of teachers
	National Assessments	National Examinations	Communication with MOEs	Contracting of Examiners, Moderators,	Exam paper preparation and moderation	Trial sitting	Printing and Dispatching	Examiners, moderators training		
		National Literacy/ Numeracy	Communication with MOEs	Consultations	Item development and panelling	Submit to the countries	Data analysis, reporting?			
	National Curriculum	Curriculum Review and Development	Consultation with countries	Appoint contract	Train the writers	Writing of curriculum documents	Review of Curriculum	Submission to MoE	Entry of into PACSIMS	
	Classroom based intervention	Planning	Situational Analysis	Project Design	Resource Development					
		Implementation	Training of teachers	Teachers using training in the classroom	Monitoring and Mentoring					

Team	Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
		Data Collection and Analysis	software development	Baseline data gathering	Midline data gathering	Endline data gathering				
		Reporting and Dissemination	Baseline report	Midline report	Endline report					
	Teacher Standards	Review of Regional Standards	Communication with countries	Engagement of Consultants	Convening of regional meeting	Documentation of decisions from regional				
		Adoption of Regional Standards	Consultations within countries	Development of national framework						
		Data Collection and Analysis	Development of tools and software	Training of appraisers	Implementation of appraisal system in schools	Uploading of data onto software and analysis				
		Reporting and Dissemination	Writing of reports based on analysed data	Dissemination of report to the countries	Development of the PD plans?					

Team	Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Qualifications and Standards	Accreditation	Provider Accreditation	Vet provider accreditation application	Conduct site audit and desk audit and develop evaluation report	Accreditation committee reviews and endorses recommendations	PBEQ deliberates and makes decision on recommendation by committee	Notify applicant of outcome of application and award of accreditation certificate
		Qualification Accreditation	Vet qualification accreditation application	Conduct site audit and desk audit and develop evaluation report	Accreditation committee reviews and endorses recommendations	PBEQ deliberates and makes decision on recommendation by committee	Notify applicant of outcome of application and award of accreditation certificate
		MQ Accreditation	Vet qualification accreditation application	Conduct site audit and desk audit and develop evaluation report	Accreditation committee reviews and endorses recommendations	PBEQ deliberates and makes decision on recommendation by committee	Notify applicant of outcome of application and award of accreditation certificate
	Qualification Assessment	Assessment of learner qualifications	Assess qualification documents	Verify award	Compile report	Seek endorsement of report and disseminate report	
	Accredited QA Training	Facilitate accredited QA training	Develop tender documents and advertise tender	Review proposals and select and contract service provider	Develop training notices and invite country nominations	Confirm participants and logistics	
	Technical Support	Establishment of national agency and development of QA frameworks and protocols	Consult with country stakeholders	Develop draft framework	Seek stakeholder feedback and review draft framework	Conduct staff training on implementation	Provide support on implementation of framework
	Registration and promotion of quality assured qualifications	Registration of quality assured qualifications on the PRQS	Verify application documents	Upload information	Notify applicant and provide link to database		

Core Service	Key Activities	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10
Large Scale Assessment	Test development	Consultation	Training on item writing	Review	Booklets form for trial	Translation	Trial	Finalisation Workshop	Selection of items for main study	Translation	Compilation of final booklet
	Field operations	Consultation	Sampling Development of manuals	Enrolment NCsTraining	Printing	Despatch	Trial	Revision & finalise	Enrolment NCsTraining	Printing	Despatch
	Administration	Consultation	Observation	Data collection							
	Coding	Training in-house	Training in countries	Coding	Data entry						
	Analysis	Cleaning	Weightings	Psychometric							
	Reporting	Consultation	Tables & graphs creation	Report writing	Editing	Design	Publication	Printing	Despatch		
	Dissemination	Consultation	Development of launch package	Launch	Country dissemination	Focussed workshop					

Capacity Building

EQAP conducting training on a specific area of need with the main outcome of increasing knowledge, skills and competencies of individuals associated with education.

EQAP provides technical advisory support to individuals who have built capacity and certain competencies on a particular area of need but have encountered some issues

Capacity Support

EQAP supports a country on a new initiative where the country is not able to devote time and expertise to the related development work that is required

Capacity Supplementation

EQAP undertakes the task for the country as the area of need requires specialized technical skills

Capacity Substitution

Appendix 3:   Definitions for key areas of Change

Source : SPL Document, SPC

i.   **Change in Knowledge:** The individual skills, capacities acquired or reinforced as a result of our actions. The awareness or understanding raised an issue following our work. Changes in knowledge are often short-term outcomes as they typically occur immediately or soon after an activity is delivered.

a. Measuring the effectiveness of our outputs will very often require assessing whether levels of awareness or knowledge of our programme participants have evolved. It is best to measure learning outcomes both before and after capacity development or technical assistance, based on your learning or assistance objectives, to assess changes.

b. Suggested standard indicators to include in results frameworks to measure changes in knowledge are:
1. Number of people involved in capacity development (M/F) (specify subject)
2. Number of people receiving technical assistance (M/F) (specify nature of assistance)
3. Number and % of supported people with increased knowledge and awareness (M/F)

ii.   **Change in Attitude**: Evolutions in people's beliefs, opinions, motivations, intentions, which have emerged as a result of SPC's work. Changes in attitude are changes in intention, not action. They are often short-term outcomes as they typically occur immediately or soon after an activity is delivered.

a. Measuring the effectiveness of our outputs will very often require assessing whether the attitudes, beliefs, opinions, motivations or intentions of our programme participants have evolved as a result of our work.

b. Suggested standard indicators to include in results frameworks to measure changes in knowledge are:
1. Number and % of supported people showing change in attitude (M/F) (specify the change based on change in attitude terminology below)
2. Number and % of supported national or sub-national infrastructures, institutions, other entities showing change in attitude (specify the change based on change in attitude terminology below)

iii.   **Change in Practice**: The application of acquired information, skills, capacities or new behaviour leads to 1) changes in action and 2) new or improved practice for individual or institutional performance. Changes in practice are usually mid-term to longer-term outcomes as the changes from action to practice take more time to emerge.

a. Measuring the effectiveness of our outputs will very often require assessing whether the knowledge or skills gained have been applied, or whether changed intention translated into action for our programme participants. These represent changes in action, which, if they are sustained, will contribute to changes in practice, i.e. improvements in individual or institutional ways of working, new or improved

transferrable skills or competencies, new or improved structures, processes, systems, and equipment.

b. Suggested standard indicators to include in results frameworks to measure changes in knowledge are:

1. Number and % of supported people using skills/knowledge received in training or technical support, six months later
2. Number of supported institutions which implemented (new/upgraded) systems/tools/procedures/processes/equipment/working methods
3. Number of PICTs adopting policies, laws, plans etc. based on evidence or assistance provided by SPC
4. Number of PICTs implementing policies, laws; plans based on assistance provided by SPC (Implementation includes budget development, plans or priorities enacted, programmes developed, resources allocated)

iv. **Impact at SPC** : The long-term outcomes, at the individual, institutional or population level, SPC aims to inspire

a. Evidencing impact of our work is the last step in our results hierarchy towards contributing to our members' development priorities. As impact is best assessed through rigorous impact evaluations, it is important that we aim to conduct thorough assessments of institutional or population situations and capacities before programme inception (baselines), to enable comparisons at later stages.

b. Suggested standard indicators to include in results frameworks to measure changes in knowledge are:

4. Institutional impact on the effect of applied skills/knowledge on country system
5. Population level impact on targeted population
6. Number Individual level impact effects of a programme or project on group of individuals

End of Report