

Educational Quality and Assessment Programme (EQAP) of the Pacific Community (SPC)

SIXTH (6TH) MEETING OF THE PBEQ CRGA SUBCOMMITTEE

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EQAP Progress and Results Report for 2020

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EQAP Progress and Results Report 2020

1. Introduction

The year 2020 will be remembered for many decades to come. With the onset of the COVID-19 pandemic, the region stood in its path momentarily as countries scrambled to blockade their borders with statutory lockdowns, implemented widespread closure of schools and prepared for the worst while earnestly anticipating that the pandemic would soon disappear. That was not to be the case and this report tells of EQAP's journey with the countries in 2020: how each supported each other, the shared challenges that they needed to overcome, the many opportunities and lessons learnt, the re-imagining of existing strategies and developing new strategies, identifying opportunities for change and embracing innovation to improve service delivery. The *EQAP Results 2020* table provides detailed information on the scope of EQAP's work in 2020, and can be found in Appendix A.

2. EQAP Response to changing context in Countries

- 2.1 The PBEQ meeting brings together heads of education systems from the 15 member countries in March every year to deliberate and make important decisions on current and future education developments in the region. All preparations for the meeting were completed and communicated to heads of education and senior representatives in the ministries in February. With escalating uncertainties and impending threats of COVID-19 in mid-February, there was very little chance of the PBEQ meeting convening as planned before countries put in national restrictions. With this in mind, EQAP put together a fit-for-purpose half-day teleconference Board meeting on March 19. While all member countries were set to participate in the teleconference, telecom logistics across Fiji failed that day as efforts to repatriate individuals from a variety of organisations and institutions kicked into high gear. To get the input of board members on critical work items, an email modality was used to share information, pose questions and gather responses through a web-based form. Each country representative was given the opportunity to indicate its position and decision on the various education initiatives and activities for 2020 and into 2021. Ultimately 14 member countries and 7 education partners responded to the questions, providing the inputs necessary for EQAP to move ahead with work in 2020. On 2 September a virtual PBEQ meeting was convened during which the email meeting outcomes were tabled and the remaining board business for 2020 was addressed.
- 2.2 About two weeks after the March PBEQ meeting effort, many PICTs¹ declared a status of national emergency. Communication with countries all but stopped towards the end of March and into early April as the region braced itself for COVID-19. All duty travels were initially cancelled from March-June but the travel ban extended for the rest of 2020 as the situation worsened globally.
- 2.3 In response to the changing context in the countries, EQAP had to re-strategize its operations and put into action the following.
 - Re-prioritisation of workplan activities up to June and later up to December by putting on hold programmes that were not possible during the restrictions. For instance, Phonics Samoa is an extensive programme that involves many schools and includes school visits and work with teachers and school leaders but could not be rolled out in 2019 due to the measles

¹ Pacific Islands Countries and Territories

outbreak in Samoa. Commencement of the Phonics Samoa work has shifted again to 2021 because of COVID-19.

- With or without COVID-19, national high-stakes examinations needed to go on. EQAP continued to support Tuvalu, Kiribati, Vanuatu, Nauru and the Solomon Islands in the development and quality assurance of their national examination papers. This year marked an unprecedented increase in the number of requests for the development of examination papers for more subject areas. Samoa for the first time has requested EQAP's assistance in developing examination papers for several subjects for Form 5 and Form 6 national examinations. This work was previously done through the National University of Samoa.

- Adjustments to budget, workplan timelines and mode of delivery were made in response to travel restrictions imposed by individual countries and in compliance with SPC travel restrictions. EQAP adopted an attitude of flexibility in negotiation and reprioritisation of country needs/priorities. Besides the PBEQ meeting in September, EQAP organised two sets of additional one-to-one meetings with members focusing on updates and progress of current activities and providing opportunities for countries to discuss with EQAP any new emerging needs. Maintaining continuous communication and dialogue with countries and partners was critical during these challenging times. *Figure 1* shows the 2 September PBEQ meeting in session.

Figure 2: Virtual meeting with member countries



- EQAP also reprioritised certain activities in its workplan to respond to urgent requests from member countries during the COVID-19 lockdown in March and April. For example, the new education sector plan for Tuvalu Learning Project (TuLEP) 2020-2025 was considered a priority given the urgency of the request. A team was dedicated to work during the first two weeks of lockdown to develop workplans and budget proposals for specific activities that EQAP can support Tuvalu with under its TuLEP programme.
- Increasing global demand for data on the impact of COVID-19 on education systems led to the creation of new COVID-related indicators for SDG4 in the UNESCO Institute of Statistics (UIS) Questionnaires. With broad experience of the Pacific, EQAP in collaboration with UIS, took the leading role in consulting, training, and supporting countries in the collection of these new indicators. Furthermore, in recognition of the changing contexts of schools due to their widespread closures around the countries, EQAP has included questions that are related to COVID-19 and disruptions to school in the PILNA contextual survey questionnaires for students, teachers and school leaders.

- School closure affected the administration of SPFSC in 2020. Where in the past the SPFSC² examination was administered in the same week across all participating countries, countries were given the opportunity to indicate when they would prefer to administer the examination in November 2020. This was made possible by the development of a set of parallel examination papers for the 14 subjects³ offered in SPFSC. Given that it takes at least 6 months to produce a quality paper, the decision on parallel papers was made early in the lockdowns in the SPFSC countries to ensure readiness in the event of extended school closure.

3. COVID-19 Proofing: EQAP Business Continuity

3.1 With the suspension of duty travel for SPC, EQAP shifted its focus to ensuring that regional and sub-regional events were implemented as described in the workplan using alternative modes. The value and benefits of supporting a group of countries at once through a virtual platform provided a balance to the challenges inherent in the usual practice of working with individual countries at different dates and allowing for travel time as well. *Table 1* clearly shows the shift in coverage towards *Regional, Sub-Regional* and *Outside Region* for *Outcomes 1, 3* and *4*. Country specific activities such as examination paper preparations, support on psychometric analysis, curriculum and assessment work, and technical and advisory support EQAP and countries were engaged in accounted for the 64% in *National* for *Outcome 2*. Collaboration between EQAP and international education agencies such as ACER and UNESCO Bangkok are shown as activities under *Outside Region*.

Table 1: Targeting Regional and Subregional Events in 2020

Outcomes	National	Regional/ Sub-Regional	Outside Region
Outcome 1	12%	87%	1%
Outcome 2	64%	18%	18%
Outcome 3	6%	89%	6%
Outcome 4	9%	62%	29%











3.2 Closure of borders across PICTs and travel restrictions imposed by SPC were critical and unexpected risks. EQAP had to swiftly find feasible alternatives to continue supporting countries during this uncertain and challenging period. While the initial reaction was to move most duty travel engagements to later in the year or even 2021 when cross-border travel was anticipated to be safe again, EQAP quickly realised that alternate solutions were necessary to continue to support countries. EQAP started exploring various digital and virtual platforms recommended by SPC and looked for other applications on the web to create a catalogue of tools. Almost all these applications were new and unfamiliar to EQAP staff and to bring everyone up to speed with the use of these applications, training and individual support sessions were organised. As EQAP became familiar with and confident in using virtual tools and coupled that with lessons learnt from teams within and outside EQAP who had conducted meetings and training using virtual platforms, all except for a few of the activities, were shifted back to the 2020 workplan

² SPFSC – South Pacific Form Seven Certificate

³ 14 subjects – Accounting, Agriculture, Biology, Chemistry, Economics, English, French, Geography, History, Information and Communications Technology, Mathematics with Calculus, Mathematics with Statistics, Physics, Tourism and Hospitality

and were completed successfully. *Table 2* below shows the list of different virtual platforms that EQAP used in 2020.

Table 2: Catalogue of Digital Platforms Used

Trained and Use in 2020		
 Zoom	 MS Teams	 Mural
 Moodle	 Conceptboard	 Kobotoolbox
 Google Drive	 MS SharePoint	 MS Forms
 OneNote		

3.3 EQAP’s business continuity plan includes the use of SharePoint as the central data and information warehouse for all EQAP documents and reports, which played a fundamental role in ensuring the sustainability of EQAP’s support services to the countries. SharePoint is a secure online platform that is used to store, organize, share and access information, needing only a web browser to access information on it from any device. As a tool for strengthening business continuity, SharePoint was first introduced to EQAP in 2015 but it was not until 2017 that it became the main data and information warehouse for EQAP operations. With SharePoint, EQAP managed to continue business as usual even when staff were working from home during lockdown.

4. EQAP Progress in 2020

4.1 EQAP’s progress in 2020 can be categorised into three key trends; travel restrictions did not impact the coverage and scope of EQAP’s work; demand for EQAP support increased as country reprioritized educational needs; and EQAP strengthened internal services and capacity to enhance service delivery using digital platforms. *Table 3* below summarizes the percentages of *planned activities*, *new activities* and *overall EQAP Progress* for 2020 by outcome.

Table 3: EQAP progress in 2020 by Outcomes

EQAP Outcomes	Planned Activities 2020				New Activities 2020 Achieved		% Increase in Activities for 2020	Overall EQAP Progress
	Achieved		Redesigned		Count	%		
	Count	%	Count	%			Count	%
Outcome 1	138	99%	2	1%	5	100%	4%	99%
Outcome 2	28	74%	10	26%	7	100%	18%	87%
Outcome 3	39	80%	10	20%	5	100%	10%	90%
Outcome 4	50	100%	0	0%	66	100%	132%	100%
Total	255	88%	22	12%	83	100%	30%	94%

4.2 EQAP successfully implemented 88% of the planned activities that PBEQ endorsed in March 2020. Though the initial response was to move duty travel activities to 2021, the confidence EQAP had acquired in the use of digital platforms, and the support it received from SPC made it

possible to continue working and implementing the countries' work plan activities. The focus shifted towards convening regional and sub-regional meetings and trainings. Frequent virtual meetings with individual countries, three in total, were instrumental in informing countries on current and upcoming activities and made necessary corrective decisions in response to changing priorities.

- 4.3 The above table also shows that 12% of planned activities for 2020 were *redesigned*. *Redesigned* activities are often those that EQAP and countries identified as best delivered more effectively via a face-to-face mode which means that these can only be carried out when cross-border travels resume. For example, for a second year in a row, the Samoa Phonics programme was rescheduled, first because of the measles outbreak in 2019 and now due to COVID-19 in 2020. Other *redesigned* activities include those that countries had identified as lower priority in the face of COVID-19 and therefore the focus shifted to emerging national priorities. EQAP was duly advised to reschedule these activities to 2021.
- 4.4 Countries could not be more certain with the kind of support they require from EQAP in 2020. As countries came to terms with the challenges of COVID-19, priorities also changed. EQAP had expected this and created avenues for dialogue, such as the two additional consultation and planning meetings (July and November) with individual countries. These opportunities enabled countries to request EQAP support on new priority activities. All these new priority activities were direct responses to the impacts of COVID-19. As shown in the table above, these new requests accounted for a 30% increase in the total number of activities that were planned for 2020; 4%, 18%, 10%, 132% respectively for *Outcomes 1, 2, 3 and 4*. EQAP had to reorganise certain priorities to ensure that these new priority activities were achieved successfully.
- 4.5 The significant increase in the percentage of new activities in *Outcome 4* (by 132%) is attributed to EQAP investing quality time to further enhance existing digital platforms and developing new ones to improve efficiency and effectiveness of its service delivery. The unanticipated role that EQAP played in facilitating virtual planning sessions throughout April and into May to develop the PacREF implementation rolling plan and related documents also contributed to the increase under *Outcome 4*.
- 4.6 *Table 4* lists the different new tools that EQAP developed in 2020. In preparation for the administration of PILNA 2021, EQAP successfully developed and tested various web-based applications for item development, translation, scoring and data entry as well as contracting and recruitment processes ready for PILNA 2021.

Table 4: List of digital tools developed in-house by EQAP

No	Tool	Function	Countries
1	Contract Tracking System (<i>new</i>)	Tracking contracts for PILNA and SPFSC scorers, examiners, data entry specialists	SPFSC countries
2	EQAP Information Reporting Information System (EQIRIS) (<i>new</i>)	Monitoring and Evaluation system for tracking EQAP progress -individual workplan, team workplan, annual workplans, generate regional and national reports	15 countries, EQAP
3	LSA PacSIMS module	PILNA enrolment and registration module	PILNA countries
4	Moodle Platform for SPFSC (<i>new</i>)	Moodle platform to support schools implement the SPFSC programme. Platform is accessible to all teachers and students.	SPFSC countries

No	Tool	Function	Countries
5	Pacific Regional Accreditation System <i>(new)</i>	A web-based online application that national agencies, and providers can use to request EQAP to accredit a qualification	15 countries, EQAP
6	PacSIMS - Markers scoring online <i>(new)</i>	SPFSC online platform to enable markers to verify, upload and confirm scores for SPFSC subjects. Allow scorers to work remotely.	SPFSC countries
7	PILNA - online data entry application <i>(new)</i>	Web-based application for entering PILNA data on tablets	PILNA countries
8	PILNA - online item bank	Stores all PILNA past and current items	PILNA countries
9	PILNA - online translation module <i>(new)</i>	Online application to allow translators of vernacular to submit, recheck, verify and confirm accuracy of translation of items in PILNA	PILNA countries
10	SharePoint Contract Tracking - EQAP Finance <i>(new)</i>	Timely tracking system for tracking contracts	EQAP
11	Strategy for Monitoring School Leadership Effectiveness (SMILE)	Tool for tracking performance of school leaders against national leadership standards	7 countries

4.7 Overall, EQAP’s combined execution of activities across all the *Outcomes* stands at 94% which is inclusive of the planned and new activities requested by countries during these most challenging times.

5. EQAP-Country engagement

5.1 The benefits of working virtually with a group of countries in 2020 helped mitigate the challenges of not travelling to engage with them individually. Workplans were reorganized and timelines shifted and reconciled with each country to meet different country time zones. Both EQAP and the countries scrambled to obtain a reliable and less costly digital platform from a suite of choices that flooded the web in the first two months of travel restrictions. There were instances where countries used any device with internet capability to connect to meetings. One spectacular incident involved the use of a mobile phone with a malfunctioning auto orientation capability such that all throughout the meeting the other party was inverted, giving one the impression that they were hanging from the ceiling! These were hilarious yet genuine moments of how countries struggled to immediately adjust and sustain operations in a completely new reality they were not prepared for.

5.2 Although EQAP could reach out and work with more than one country in one virtual session, working across different time zones has its own limitations. With Palau 3 hours behind and Samoa and Cook Islands two hours ahead of Fiji, as well as with international date line considerations, planning a regional or sub-regional meeting required a lot of compromises from member countries. Table 5 below lists the time zones that EQAP and countries had to consider when meeting or training virtually.

Table 5: Time differences between member countries

Member:	Meeting time:						
Palau +09 UTC+9	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Australia AEST UTC+10	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Papua New Guinea +10 UTC+10	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Vanuatu +11 UTC+11	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Fed. St of Micronesia, +11 UTC+11	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Solomon Islands +11 UTC+11	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Fiji +12 UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Tuvalu +12 UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Kiribati +12 UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
New Zealand NZST UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Marshall Islands +12 UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Nauru +12 UTC+12	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Tokelau +13 UTC+13	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Samoa +13 UTC+13	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Tonga +13 UTC+13	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Niue -11 UTC-11	11:00	12:00	13:00	14:00	15:00 (-1d)	16:00 (-1d)	17:00
Cook Islands -10 UTC-10	11:00	12:00	13:00	14:00	15:00	16:00 (-1d)	17:00 (-1d)

5.3 EQAP events comprise of two types: national and regional (and/or sub-regional) events. With the suspension of travel, almost all EQAP events were delivered virtually from March 2020 onward. A national event is a bilateral work arrangement with one particular country, as opposed to a regional set up where EQAP work collaboratively with all 15 countries. Working with a subset of the 15 countries is regarded as a sub-regional event. Table 6 below shows the distribution of country participation in events of all types by Outcome.

Table 6: 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.	22%
Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula	45%
Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications	21%
Outcome 4: EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific	12%

5.4 The participation of countries by gender as shown by the graph below indicates an almost perfectly equal gender split: male participants 49% and 51% for females. Of the 556 participants- 4 identified as having disabilities (3m/1f). While self-identification is voluntary, EQAP works to meet the needs of all participants through a variety of approaches.

Figure 2: Participation in EQAP Events by Gender

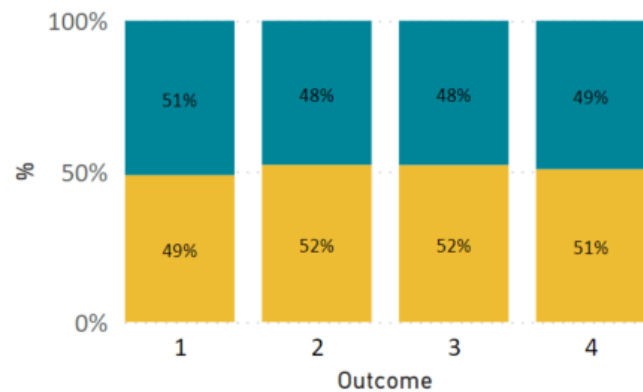
Participation in EQAP Events by Gender

Gender ● Female ● Male



Gender distribution in EQAP Events by Outcome

Gender ● Female ● Male



6. Performance Stories

Yavirau, an essence of regionalism

6.1 The *Yavirau*, a traditional Fijian community fishing method that is also commonly used around countries in the Pacific, reminds us that we are stronger and can achieve many things, together. The PacREF demonstrates commitment by Pacific Island countries to strengthening regionalism and working collaboratively to address common challenges as a way of addressing the constraints that they face individually. By upholding the principle of regionalism, six eligible countries collectively agreed to commit their GPE Maximum Country Allocation to finance the first phase of PacREF Programme benefitting the other nine countries. In a similar spirit of regionalism, the Implementing Agencies⁴ gave it their all to plan, design and formalize the wishes of the six countries to pull together the application and submit it before GPE deadlines. This was all done against a spontaneous concurrence of events; widespread lockdowns, travel restrictions, fear, and anxiety if this is the end of the region, of regionalism. The application worth of USD 15 million has been formally endorsed for implementation effective from May 15, 2021. This is a true example of regionalism, a collective effort and tangible outcome of a *Yavirau* fishing expedition.

Figure 3: *Yavirau* fishing expedition involving the community



⁴ Implementing Agencies – USP-SOE, USP-IOE, UNICEF, UNESCO, APTC, SPC-EQAP

Learning from Learning in Lockdown

6.2 As you would expect at the beginning of any school year, the enthusiasm to begin and excitement to broaden spheres of learning is the norm. All education systems are raring to go. For EQAP, all new study guides that comprise individualised lesson activities for all strands in each of the 14 SPFSC subjects were being finalised for distribution to schools. New subject syllabi, the internal assessment tasks, outcomes-based alignment between curriculum, pedagogy and assessment are all set. This was the scenario at the end of Feb 2020. Then COVID-19 lockdown happened! Then cyclone Harrold devastated Vanuatu. Schools were closed, students were sent home, teaching and learning stopped for months, and in three schools in Vanuatu, whole school buildings were destroyed – gone!

Figure 4: Use of Moodle by a teacher in Vanuatu teaching SPFSC programme



6.3 The learning programme needed to proceed – going virtual was the way to go. Even though there had been ‘plans’ in place for a blended offer (face to face and virtual) of the SPFSC programme, the lockdown restrictions made it happen, and happen fast! A Moodle site was created. Lesson activities that were ready in February were uploaded on to the Moodle site. Within a month, the site was ready, and it went live in early April. Both teachers and students and school heads could access lesson by lesson activities for all 14 subjects. Additional to the Moodle, EQAP also developed a new set of parallel papers to enable countries to sit SPFSC on different dates. The photo in Figure 4 shows a teacher in Vanuatu using resources on Moodle to teach Year 13 students.

EQAP responding to repatriation in the countries during COVID-19

6.4 Development of examination papers for national examinations is usually outsourced by education ministries to subject experts in national tertiary institutions. Countries without tertiary institutions would usually request EQAP for assistance. COVID-19 saw the repatriation of tertiary subject experts who have assisted ministries in the development of national examination papers. EQAP was contracted by countries to develop high quality examination papers and scoring rubrics for their senior level (Year 12 and Year 13) national exams.

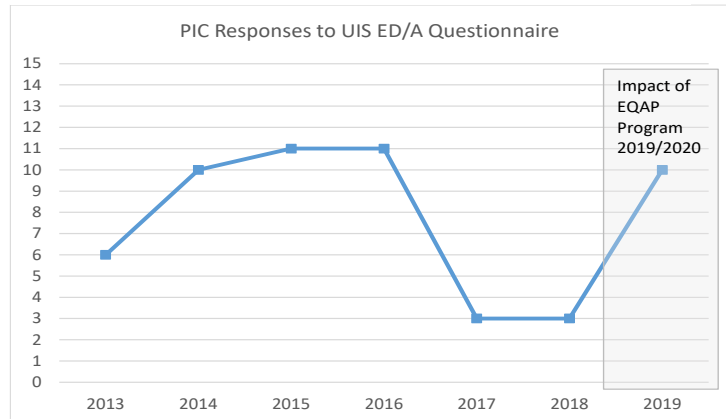
Table 7: National examinations

Pre-COVID – 2018/2019	COVID-19 - 2020
a) Tuvalu (All Form 6 papers)	a) Tuvalu (All Form 6 papers)
b) Kiribati (Form 6-History and Accounting)	b) Kiribati (Form 6-History and Accounting)
c) Solomon Islands (Form 6-SISC Design Tech)	c) Solomon Islands (Form 6-SISC Design Tech)
d) Nauru (Year 8 and Year 9 Secondary Scholarship Exams – English, Maths, Science, Social Science)	d) Samoa (Form 5-Food and Technology/ Form 6-English, History, Geography, Health & PE, Food and Technology)
	e) Vanuatu (Form 6 -ICT, Wood technology, Textile and Garment Construction, Food and Nutrition)
	f) Nauru (Year 8 and Year 9 Secondary Scholarship Exams – English, Maths, Science, Social Science)

Improving Education Data Availability

6.5 Over the last year, EQAP has collaborated with the UIS to improve the collection and reporting of statistical data from PICs for regional and international stakeholders. The data was reported to UIS in an annual survey of formal education, which collects data for the calculation of SDG 4 global and thematic indicators. These indicators have been used in the regional reporting for progress toward achieving SDG Goal 4 targets as well as monitoring the Pacific Regional Education Framework (PacREF).

Figure 5: Impact of EQAP Program on UIS Questionnaire



6.6 The graph shows the success that the EQAP Data Team had in improving the response rate of data submissions in relation to the number of submissions over the last seven years. For 2019, ten Pacific countries submitted questionnaires to UIS, which is a substantial improvement from the previous year. The most recent education indicators are publicly available on the SPC Pacific Data Hub.

Education Policy Bank

6.7 With the endorsement of the PBEQ in March 2019, EQAP in collaboration with the Digital Transformation of SPC embarked on designing and developing the Regional Policy Repository, now called the Education Policy Bank. The Policy Bank is a database where each country can upload its own policies, strategic plans and historical documents to its own portal. Work is ongoing between EQAP and the nominated country focal point in uploading documents and links onto the Policy Bank which should go live by June 2021. A page from the Education Policy Bank is shown in Figure 6.

Figure 6: Education Policy Bank

A regional policy repository

The Education Policy Bank is an online repository containing Pacific Islands countries' national education policies and strategic plans. It provides a web-based platform for countries to store and share their policies. It also makes available information to relevant stakeholders on what policies each country is designing or has implemented.

The purpose of the policy bank is to facilitate the sharing of policies within Pacific island countries to support the development of policies.

Categories & Subcategories

- Education Acts
- Education Strategic Plans
- National Education Policies
- School-Based Policies
- Guidelines and Procedures

Countries

1 Cook Island	11 Fiji	1 Papua New Guinea
6 Samoa	8 Solomon Islands	1 Vanuatu



7. EQAP Stakeholders and Education Sector Partners

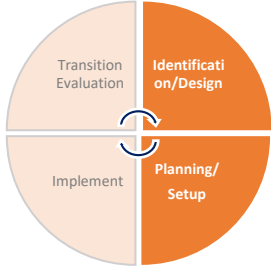
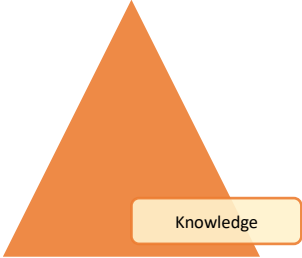
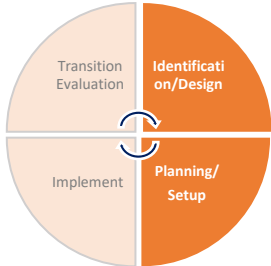
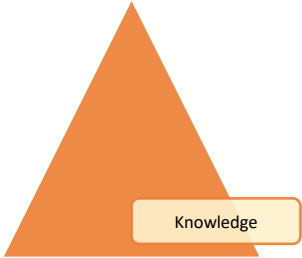
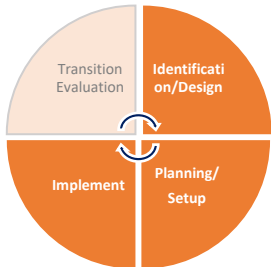

Education ministries across the Pacific were unsettled with the threat of COVID19 and they needed more than ever the collaborative support of regional and international agencies during their most uncertain times in decades. Using a collective approach, regional and international education agencies responded to the needs of ministries of education. Networking between EQAP and its stakeholders established new meaning and understanding, partnerships with regional institutions, UN agencies, donor partners, and technical organisations, forged new grounds in building resilience for countries in supporting education policy reforms to respond to COVID-19 and future pandemics. These partnerships are important to widen the scope of engagement with various education stakeholders and broaden the outreach of EQAP’s services to achieve shared objectives. EQAP acknowledges the support of the following stakeholders and education sector partners in Table 8.

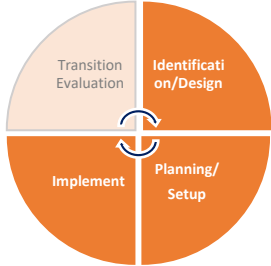

Table 8: List of Stakeholders and Education Sector Partners

Stakeholders (Member Countries)	Education Sector Partners
a. Cook Islands -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. UNESCO - Bangkok
f. Niue - Department of Education (Ministry of Social Services)	f. UNESCO - Apia
g. Palau - Ministry of Education	g. UIS
h. Papua New Guinea - Department of Education	h. UNICEF
i. Marshall Islands - Ministry of Education	i. USP - IoE
j. Samoa - Ministry of Education, Sports & Culture	j. USP - SoE
k. Solomon Islands - Ministry of Education, Human Resource and Development	
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	

APPENDIX: EQAP Results 2020

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 Priority Actions	Scope	Results Achieved	Current Phase	Level of Change
KRA 1.1 More MoEs implement and maintain education management information systems	1.1.2 - EQAP provides IT system, data auditing and software advice and training (incl. EMIS systems)	15 PICTs	Representatives from 15 countries participated in a Regional EMIS and Statistics workshop that focussed on UIS questionnaires, statistical data analysis and reporting. Another specialised training, the Northern Pacific Subregional workshop focussed on improving practices in collecting national and UIS indicators. Special edition on the status of education in the Pacific was completed for Kiribati, Marshall Islands, Samoa, Solomon Is, Tonga and Tuvalu.		
	1.1.3 - EQAP conducts data quality assessments (using the Data Quality Assessment Framework and other assessment frameworks)	7 PICTs	In-country data quality workshop was convened for representatives from all States in the Federated States of Micronesia on data quality assurance and verification processes to improve data quality. Technical and advisory support provided to Tuvalu and Kiribati on maintaining data quality assessment practices.		
	1.1.4 - EQAP provides advice and technical support on the enhancement of national education databases	15 PICTs	Delegation from Nauru completed a mission to Fiji to understudy FEMIS, FIJI EMIS system, to inform the design and development of their own EMIS. Virtual missions on EMIS development work and statistical interpretation and analysis consultations were completed for Samoa, Solomon Is and Tokelau. With increasing demand for COVID19 data, EQAP collaborated with UIS to train 15 countries on a new UIS COVID19 questionnaire.		

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 Priority Actions	Scope	Results Achieved	Current Phase	Level of Change
KRA 1.2 More MoEs conduct good quality education research using existing and new data	1.2.2 - EQAP provides advice and training on quantitative and qualitative data collection	15 PICTs	Individual consultations with participating member countries on the PILNA Contextual Questionnaire. EQAP incorporated inputs from countries in the trial instrument. PILNA trial successfully implemented in all countries amidst limited travel opportunities due to COVID19 restrictions.		
	1.3.3 - EQAP conducts institutional analysis and skills audits	13 PICTs	Skills of ministry of education representatives in 13 countries trained on policy development and policy review is enhanced after the Regional Policy Development and Review workshop.		
	1.4.3 - EQAP conducts regional literacy and numeracy assessments (as PILNA) and other early grade reading assessments	15 PICTs	Preparations for PILNA 2021 saw the full participation of 15 PILNA countries in the construction and review of items, translation work, and trialling of the items. Appointment and training of scorers/coders and National Coordinators for the PILNA 2021 preparations involved the 15 participating countries		

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 Priority Actions	Scope	Results Achieved	Current Phase	Level of Change
KRA 1.2 More MoEs conduct good quality education research using existing and new data	1.4.4 - EQAP disseminates findings and reports to MoE Curriculum and Assessment Section and schools	2 PICTS	Literacy and Numeracy Assessment (LANA), instruments for Fiji and benchmarking work are ongoing with the advisory and technical support of EQAP. EQAP also provided ongoing psychometrics support to the Solomon Islands in analysing and reporting both for the trial and SISTA 2019 main study. Further analysis was also carried out on the trialled Y4 and Y6 Science instruments as well as Y9 Literacy and Numeracy instruments.		

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula					
Key Result Area	Key Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 2.1 More MoEs improve the clarity of national curricula	2.1.1 - EQAP facilitates PICT curriculum review and development processes	10 PICTS	Ongoing support on curriculum development continued for Vanuatu Y12 and Y13 subjects as well as curriculum review for Chuuk, K5 to Y8 for 5 subjects, review of Y10 and Year 11 curriculum materials for Kiribati ongoing, social citizenship education curriculum review and development for RMI in collaboration with HRSD (Human Rights and Social Development). EQAP supported Nauru, Samoa, Tuvalu, Solomon Is and Vanuatu in developing national examinations papers for end of year examinations.		
KRA 2.2 More PICT teachers improve the teaching of the curriculum (incl. literacy and numeracy)	2.2.1 - EQAP provides ongoing advice to MoEs to deliver the curriculum to teachers (including outcomes-based teaching; and SPFSC)	3 PICTS	SPFSC I.A programmes quality assured in Kiribati, Tuvalu and Vanuatu through capacity building workshops conducted virtually to support ministries implement SPFSC programme.		
	2.2.2 - EQAP provides advice and training to MOEs on classroom-based assessments (incl. SPFSC)	2 PICTS	Travel restrictions impacted the implementation of the Samoa Phonics programme in 2020 which has now moved to 2021. Despite this, programme and web-application are field-work ready. Initial discussions with Palau on the development of an intervention framework has commenced and further consultation is planned for 2021		
Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula					

Key Result Area	Key Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 2.3 More MoEs improve the quality of student assessments at primary and secondary levels	2.3.1 - EQAP provides training and advice to MoEs and/or facilitates the development and review of national literacy and numeracy assessments	1 PICT	MoE officers and teachers in Fiji completed the micro-qualification course on examination development and moderation.		
KRA 2.4 More PICTs education systems increase the frequency and quality of teacher and school head performance assessments	2.4.1 - EQAP advises MoEs on and develops and revises regional and national teacher and principal competency frameworks and performance assessment (including self-assessment) tools, software (PacSIMS Module) and instruments *	5 PICTS	Participants from Fiji, Samoa, Solomon Is, Tonga and Vanuatu benefitted from a sub-regional training on aligning of national school leadership standards to the regional standards, reviewing of appraisal instruments, and development of country SMILE (Strategy for Monitoring and Improving School Leaders' Effectiveness) to meet country context and needs.		

Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications					
Key Result Area	Key Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 3.2 More NQAAs improve the systems and protocols on the development of qualifications and accreditation of providers	3.2.3 - EQAP provides training and advice to NQAAs on qualifications and accreditation	7 PICTS	EQAP facilitated a training delivered by APTC for Fiji, Kiribati, Solomon Is, Tonga and Vanuatu. A training was also organised for Fiji, Kiribati, Tonga and Vanuatu on Recognition of Prior Learning on Internal Quality Assurance for Fiji, Kiribati, Solomon Is, Tonga and Vanuatu. Both trainings are ongoing and will complete in 2021. EQAP also supported National Qualification agencies of Fiji, PNG, Samoa, Solomon Is, Tonga and Vanuatu in responding to challenges on quality assurance as a result of restrictions and difficulties due to COVID19.		
KRA 3.4 More learner's foreign qualifications are recognised by employers, schools and universities	3.4.1 EQAP assesses foreign qualifications to determine their local equivalence	4 PICTS	Support provided to Fiji, Solomon Is, Tonga and Vanuatu on quality assurance and-improvement and review of agencies and training processes. Work on the development of Recognition of Prior Learning Kit is ongoing.		
KRA 3.6 More secondary school students in more PICTS have access to accredited secondary school skills qualifications	3.6.4 - EQAP conducts SPFSC examinations and communicate results in a timely manner	3 PICTS	In response to the impacts of COVID19, EQAP developed 14 subjects parallel papers to give the countries more flexibility in choosing the most appropriate date for the SPFSC exam in Kiribati, Tuvalu and Vanuatu.		

Outcome 3: More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications					
Key Result Area	Key Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 3.6 More secondary school students in more PICTS have access to accredited secondary school skills qualifications	3.6.5 - EQAP maintains and enhances SPFSC Module in PacSIMS database	3 PICTS	Countries sitting SPFSC supported in the processing of SPFSC with students results released on scheduled time to ministries of education.		

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 Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders	4.1.2 - EQAP rolls out and refines its approach to receiving and assessing country requests	15 PICTs	EQAP increased frequency of meetings with countries to three times in 2020. Besides the PBEQ meeting in March, EQAP consulted and deliberated individually with member countries on matters pertaining to progress of annual workplans, identifying risks and mitigation strategies, planning discussions on the 2021 workplan. EQAP's progress in implementing its 2020 workplan is reported to countries on a six-monthly basis. Additional EQAP support on country sector planning meetings include meetings on workplan with Tonga on EMIS, support in costing Tuvalu's education sector plan, and sitting member of the Solomon Island Education sector education team that meets quarterly.		
	4.1.5 - EQAP develops and maintains relationships with key country, donor and development organisation/programmes	15 PICTs	EQAP increased frequency of reporting to member countries to a six-monthly basis, giving countries awareness of the scope and coverage of the work of EQAP with different stakeholders in-country. EQAP also regularly provide updates to donor and development partners of its work with countries. Maintaining strong professional relationship with technical institutions such as ACER with PILNA, USP, IoE, UNICEF, UNESCO, APTC on PaCREF		

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 Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 4.2 EQAP enhances the capabilities of its people, systems and processes	4.2.1 - EQAP recruits, trains and retains staff with the relevant knowledge, skills and experience	Internal	EQAP recruited two Professional Officers for Research and Statistics and a Programme Assistant. COVID19 presented opportunities for staff to enrol and complete training on Power BI, IIEP-GPE Training, Knowledge management training, 21st Century Skills training, Remote Engagement/Software Tools Training.		
	4.2.2 - EQAP maintains accurate financial records	Internal	Monthly budgetary and planning meetings ensures that EQAP maintains accurate financial and planning updates.		
	4.2.3 - EQAP maintains and enhances internal IT software systems and processes	Internal	With the high demand for virtual platforms in 2020, EQAP looked internally in strengthening IT tools for improving efficiency and effectiveness of delivering its services. These include the development of the LSA (PILNA) PacSIMs module, new system for tracking contracts internally, development of web-applications for PILNA scoring and Samoa Phonics, rolling out of Moodle platform for SPFSC, PILNA item bank, EQIRIS planning and reporting platform, enhancement to the Pacific Register and Accreditation System (PRAS) and the School Leadership system (SMILE)		

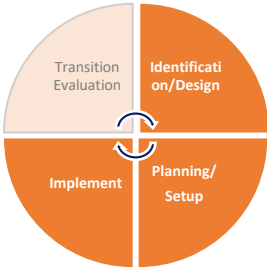

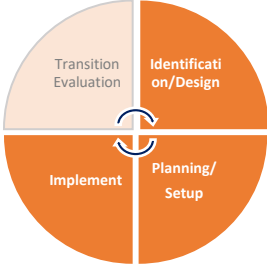

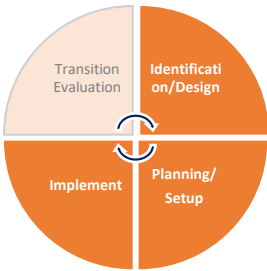
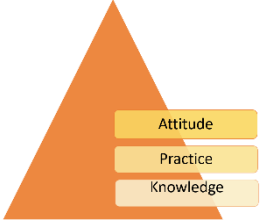
Outcome 4: EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific					
Key Result Area	Key Priority Actions	Scope	Results Achieved	Status of Progress	Level of Change
KRA 4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific	4.3.2 - EQAP develops and maintains networks with international education organisations and specialists	Internal	EQAP continue to work in collaboration with international education agencies such as the Global Alliance to Monitoring Learning (GAML) and contributed as a member of the Commonwealth Accelerated Mechanism for Education (CADME) during its annual meeting convened virtually. UIS and EQAP collaborated in the design of the partnership agreement UIS_EQAP.		
	4.3.3 - EQAP coordinates the development and implementation of the PacREF monitoring and evaluation framework	15 PICTs	EQAP and members of the PacREF agencies (USP, IoE, UNICEF, APTC, UNESCO) developed GPE documentations for GPE application and met numerous times during lockdown to finalize design documentations for the four policy areas for PacREF.		
KRA 4.4 EQAP improves its planning, prioritisation, evaluation, learning and innovation	4.4.2 - EQAP holds half-yearly reflection discussions with staff on identifying improvement actions	Internal	EQAP has institutionalised MEL as a critical component for improving its internal operations and its service delivery to PICTs. Internal monthly budgetary and planning meetings maintain business continuity for all Teams within EQAP		

Table 9: Levels of Change

Levels of Change	Description	Reporting Progress
<p>Change in Knowledge</p>	<p>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.</p>	
<p>Change in Practice</p>	<p>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.</p>	
<p>Change in Attitude</p>	<p>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.</p>	
<p>Impact</p>	<p>The long-term outcomes, at the individual, institutional or population level that EQAP aims to inspire.</p>	

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 provided on the following pages.

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