EQAP Progress and Results Report

2021

Pacific Community
Communauté du Pacifique

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

**Seventh Meeting of the
Pacific Board for Education Quality (PBEQ)**
Subcommittee of the Committee of
Representatives of Governments and Administrations (CRGA)

EQAP Progress and Results Report
2021

March 2022 | Suva, Fiji

Pacific
Community
Communauté
du Pacifique

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List of acronyms

ACER
Australian Council for Educational Research

APTC
Australia Pacific Training Coalition

CRGA
Committee of Representatives of Governments and Administrations

DFAT
Department of Foreign Affairs and Trade, Australia

EMIS
Education Management Information System

EQAP
Educational Quality and Assessment Programme

EQIRIS
Education Quality Integrated Reporting Information System

FEdMM
Forum Education Ministers Meeting

FNU
Fiji National University

GEM
Geoscience, Energy and Maritime division, SPC

ICT
Information and communication technology

LSA
Large-scale assessment

MEL
Monitoring, evaluation and learning

MESC
Ministry of Education, Sports and Culture, Samoa

MFAT
Ministry of Foreign Affairs and Trade, New Zealand

Moodle
Modular Object-Oriented Dynamic Learning Environment

MQ
Micro-qualifications

NQAA
National quality assurance authority

NZQA
New Zealand Qualifications Authority

OCIES
Oceania Comparative and International Education Society

ONOC
Oceania National Olympic Committees

Pacific TAFE
Pacific Technical and Further Education

PacREF
Pacific Regional Education Framework

PacSIMS
Pacific Schools Information Management System

PBEQ
Pacific Board for Education Quality

PICs
Pacific Island countries

PILNA
Pacific Islands Literacy and Numeracy Assessment

PQF
Pacific Qualifications Framework

PRAS
Pacific Regional Accreditation System

PRQS
Pacific Register of Qualifications and Standards

RPL
Recognition of prior learning

List of acronyms

RUMM
Rasch Unidimensional Measurement Model
SPC
Pacific Community
SPFSC
South Pacific Form Seven Certificate
STEM
Science, technology, engineering and
mathematics
TESOL
Teaching English to speakers of other
languages

UIS
UNESCO Institute for Statistics
UNICEF
United Nations Children's Fund
UNESCO
United Nations Educational, Scientific and
Cultural Organization
USP
University of the South Pacific

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1.0 Introduction

In 2021, EQAP provided support to its member countries with a strengthened level of expertise when handling country-specific work remotely. This reinforcement of service delivery played a vital role during widespread lockdowns across the region, caused by COVID-19, in providing governments and educational institutions with research, data, and insights into how the pandemic affected educational practices and outcomes, supporting informed decisions and response plans at the national level. EQAP's gathering and analysis of student learning data, literacy and numeracy assessments and the performance of students in relation to their curriculum is a priority to understand how the COVID-19 disruption impacted learners differently and to assess risk factors for different segments of the population. EQAP, through the lessons learnt and feedback from member Pacific Island countries (PICs) in 2020, has re-strategised and weaved innovative and virtual tools into its service delivery and used it to accommodate the impacts of the pandemic while continuing to progress its work across the region. The EQAP Results 2021 table provides detailed information on the scope of EQAP's work during the year and can be found in the Appendix.

2.0 Work update for 2021

Since 2020, EQAP has transitioned into using online tools and has continued to provide quality services to its 15 member countries, adapting to the restrictions put in place due to the ongoing COVID-19 pandemic. Following the lessons learnt in 2020, the 2021 Pacific Board for Education Quality (PBEQ) virtually convened heads of education systems from EQAP's member countries to deliberate and make important decisions on current and future educational developments in the Pacific. Table 1 outlines the key activities that have taken place since the 2021 PBEQ meeting.

Table 1: QAP 2021 key activities	
Outcome	**Key Objectives**
1) More national ministries of education and other key institutions increase the use of information for policy development and implementation, planning, and management.	• PILNA delivered in 14 countries with remote support for administration, coding and data capture. • National and regional benchmarking for SDG4 indicators with 11 countries. • Supported the region in education policy and capacity assessment through the finalisation of the Regional Education Policy Repository (Policy Bank). • Published and presented the 2020 Status of Pacific Education Report to the PBEQ and to the Forum Education Ministers Meeting (FEdMM). • UNESCO Institute for Statistics (UIS) questionnaires were received from all 14 Pacific countries for review prior to submission to UIS, a record for the region. • Provided support to member countries through a workshop on the data quality assessment framework, focused on reporting and dissemination.

2.0 Work update for 2021

Table 1: QAP 2021 key activities	
Outcome	**Key Objectives**
2) More PICs schools increase and improve the assessment of students' performance against curricula.	• Conducted the Regional Teacher Standards Workshop in 15 Pacific Island countries (PICs). • Supported the training of curriculum officers and provision of feedback for Kiribati curriculum (Geography/English/Sciences/Moral Education) • Conducted the 2021 South Pacific Form Seven Certificate (SPFSC) and supported national exams through recruiting and contracting examiners and moderators for a range of SPFSC and national exams.

3) More PICs national agencies, employers and learners increased the use of recognised quality assured qualifications.	• Accredited two applications in 15 PICs: Managing Marine Aids to Navigation Micro-qualification and Certificate IV in Teaching English to Speakers of Other Languages (TESOL).
	• Supported SPC's Geoscience, Energy and Maritime (GEM) division in the development and review of 6 resilience qualifications across 15 PICs.
	• Provided desk evaluation and approval of application from USP Pacific TAFE to deliver:
	   - regional micro-qualifications;
	   - 12 Fiji National University (FNU) micro-qualifications applications.

2.0 Work update for 2021

Table 1: QAP 2021 key activities	
Outcome	**Key Objectives**
4) EQAP increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific.	• SPC in partnership with UNICEF, UNESCO, USP IoE and SoE conducted MEL training for country focal points on the requirements for PacREF activity reporting. • Improved planning prioritisation through country consultations in two cycles. • Completed the external mid-term review of the EQAP Business Plan 2019–2022. • Education Quality Integrated Reporting Information System (EQIRIS) enhanced to include budget functions allowing management team to respond to ad hoc country requests and changes in timelines.

3.0 EQAP business continuity

3.1 New ways of working

To accommodate the closure of borders and lockdowns across the region, EQAP incorporated virtual tools into its workplan with increased confidence, following the lessons learnt in 2020. This modality of working remotely ensured regional and sub-regional events were implemented as described in the workplan. The restrictions imposed by the pandemic encouraged EQAP to change the modality of implementing many activities and fulfil regional commitments through one-on-one country engagements. Hence, an increase in national-level activities was recorded in 2021 when compared to 2020. Table 2 shows the breakdown of national, sub-regional, regional and international activities for Outcomes 1, 2, 3 and 4.[1]

Table 2: Coverage of activities by outcomes in 2021						
Outcomes	National	Sub-regional	Regional	International	Total	Percentage
Outcome 1	36	0	49	6	91	**36%**
Outcome 2	29	7	0	0	36	**14%**
Outcome 3	29	23	14	8	74	**29%**
Outcome 4	11	1	34	6	52	**21%**
Total	105	31	97	20	253	
Percentage	42%	12%	38%	8%		

3.2 Activities completed by levels

Table 2, above, shows that at the national level a total of 105 activities were completed, 31 activities were carried out at the sub-regional level, 97 activities at the regional level and 20 activities at the international level. A total of 253 activities altogether were completed.

[1]**Outcome 1:** More national ministries of education and other key institutions increase the use of information for policy development and implementation, planning and management. **Outcome 2:** More PICs schools increase and improve the assessment of students' performance against curricula. **Outcome 3:** More PICs national agencies, employers and learners increase the use of recognised quality assured qualifications. **Outcome 4:** EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific.

3.0 EQAP business continuity

3.3 Activities completed by outcomes

In terms of activities completed per Outcome, Table 2 shows that a total of 91 activities were completed under Outcome 1, 36 activities under Outcome 2, 74 activities under Outcome 3 and 52 activities under Outcome 4.

3.4 Virtual tools

Virtual platforms were used extensively throughout 2021 to progress EQAP work at all levels. In addition to the tools used in 2020, two more digital platforms were included in EQAP's catalogue of digital assets in 2021. The Camtasia, video tutorial creation platform and OBS Studio, the video recording and live streaming application, were identified and implemented by the division's IT team. The EQAP staff used these tools with more confidence in 2021 as this modality of delivering services to EQAP member countries has become the new norm during the pandemic. Figure 1 shows the expanded list of virtual platforms that EQAP used in 2021.

Figure 1: Catalogue of digital platforms used in 2021

3.0 EQAP business continuity

3.5 New web applications

To accommodate modality shifts in PILNA administration and scoring, four new web applications were developed in 2021 to support the process. In addition, a verification app was developed for the SPFSC team. Table 3 outlines the new online applications developed in-house by the EQAP team.

Table 3: List of digital tools developed in-house by EQAP		
Tool	**Function**	**Countries**
itSafe: Translations web module	Allows online translation of PILNA items into various vernacular languages.	PILNA countries
itSafe: CoderQuery mobile app	Collect queries from the field and relayed to EQAP via Coder Query web module.	PILNA countries
itSafe: CoderQuery web module	Allows EQAP to view queries from the field and respond. The response is sent back to the field and is viewable on the Coder Query mobile app.	PILNA countries
PacSIMS: LSA data collection mobile app	To collect PILNA scores from the field.	PILNA countries
PacSIMS: SPFSC verification mobile app	Allows EQAP to verify SPFSC external scores.	SPFSC countries

3.5.1 Software upgrades

In addition to the software listed in Table 3, EQAP continuously upgrades and maintains software that the team developed in the previous years. EQAP custom-developed software applications used in 2021 totalled to 15 packages across several streams of work.

4.0 EQAP progress in 2021

4.1 Outcome status

The 2021 model for execution and progress is based on the EQAP Business Plan and Results Framework. The EQAP Business Plan 2019–2022 and 2018 Results Framework provides a structure against which to measure both progress and results. Recognising that the outcomes of the business plan are complex, EQAP built upon the lessons learnt from 2018 through 2020, and with the addition of the inhouse-built EQIRIS database, 2021 provided the backdrop against which to test the improved analysis and reporting method. The model of assessment focuses on "outcome execution" for EQAP's Business Plan 2019–2022.

The key recommendation identified during the midterm review of the EQAP Business Plan highlighted the need for EQAP to utilise and further develop its business plan process and structure as a sound basis for overall management and accountability.

The full mid-term review of EQAP's Business Plan can be accessed *here*.

4.2 Country activities

EQAP's progress in 2021 continued to be positive as the division persevered in implementing and completing country activities while adapting to the impacts of natural disasters and the COVID-19 pandemic. Figure 2 provides an overview of the execution of activities per Outcome in 2021.

Figure 2: Execution of activities per Outcome

Status
● **Completed** ● **Postponed** ● **Cancelled**

Outcome 1	Outcome 2	Outcome 3	Outcome 4
20.65%	36.84%	21.62% 4.05%	2%
79.35%	63.16%	74.32%	98%
Health Status of Outcome 1 Activities	*Health Status of Outcome 2 Activities*	*Health Status of Outcome 3 Activities*	*Health Status of Outcome 4 Activities*
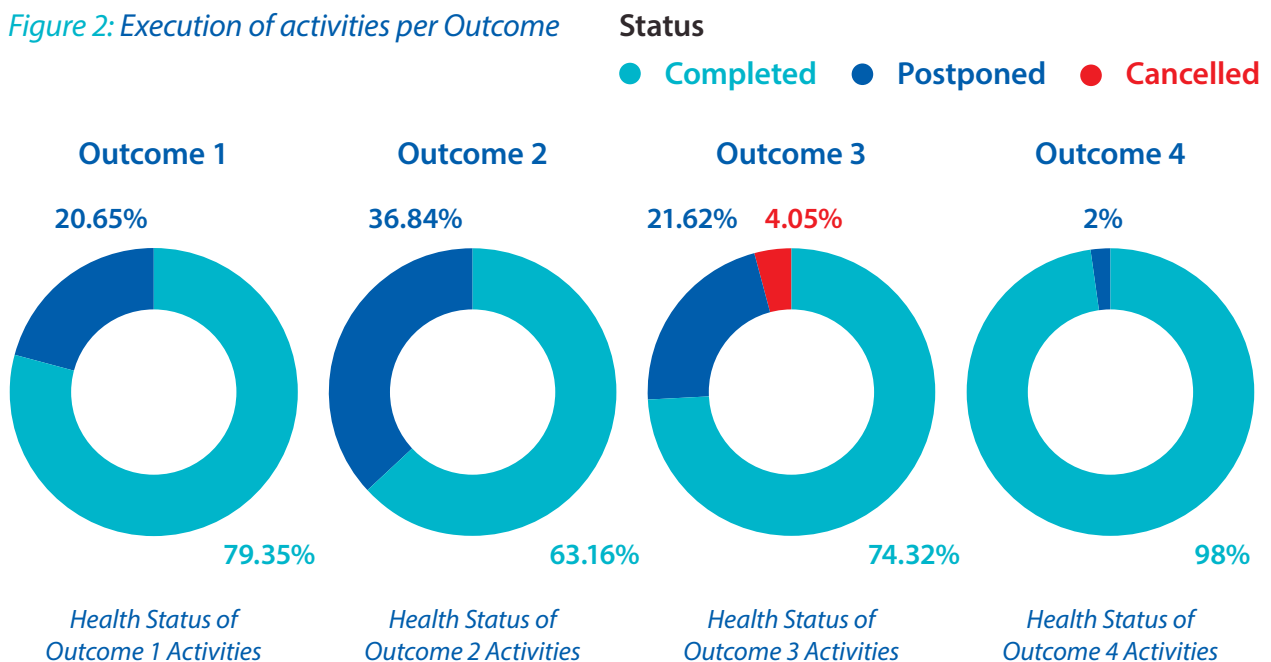
4.0 EQAP progress in 2021

4.3 Activity status

Table 4 and Figure 3 summarises the number of completed activities, activities that have been postponed and cancelled activities in 2021.[1]

Table 4: Status of activities by Outcomes					
Distinct count of activity	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Total
Cancelled	0	0	3	0	3
Completed	73	24	55	48	200
Postponed	19	14	16	1	50
Total	91	36	74	52	253

Figure 3: Count of EQAP activities by status

2021 EQAP activity status

1%
20%
79%

Status
- Completed
- Postponed
- Cancelled
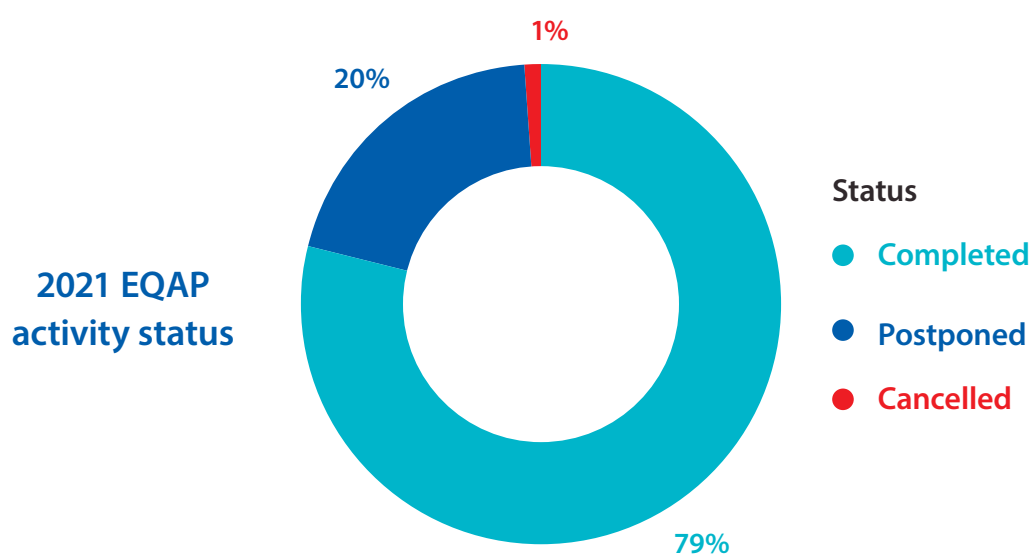
4.4 Activity count by status

Figure 3 shows that EQAP successfully implemented 79% of the planned activities endorsed by the PBEQ in 2021. EQAP continued to employ digital tools and platforms together with the support received by the broader SPC team when working and implementing member countries' work plan activities. Virtual consultations with individual countries were instrumental in informing member states on current and upcoming activities who made necessary corrective decisions in response to changing priorities.

4.5 Activities postponed

Figure 3 also shows that 20% of activities planned with member countries for 2021 were postponed through mutual agreement. The majority of the activities postponed required face-to-face components or a change in country priorities for 2021, such as accreditation work, training delivery in policy and capacity assessments, programme development support, consultations with country counterparts and research activities.

4.6 Activities cancelled

The cancellation percentage of planned activities for 2021 stands at 1% due to the need for onsite work delivery and the uncertainty of the country situation during the pandemic. While these activities are not planned for 2022, country consultations in early 2022 may lead to requests being added to the 2022 or 2023 workplans.

4.7 Level of engagement

Table 5 highlights the level of engagement in activities related to each outcome for 2021. With a new cycle of PILNA commencing in 2021, the majority of activities (36%) have come under Outcome 1, followed by Outcomes 3, 4 and 2 in descending order of engagement level.

Table 5: Percentage of country engagement in EQAP events by outcomes	
EQAP Outcomes	**Percentage**
Outcome 1: More national ministries of education and other key institutions increase the use of information for policy development and implementation, planning and management.	36%
Outcome 2: More PICs schools increase and improve the assessment of students' performance against curricula.	14%
Outcome 3: More PICs 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.	21%

4.8 Activities by engagement mode

A combination of working modes were employed by EQAP to sustainably carry forward work that helped strengthen the region's education systems while accommodating the impacts brought about by the pandemic. Figure 4 shows the number of activities implemented in each engagement mode by the EQAP team.

Figure 4: Number of activities in each engagement mode
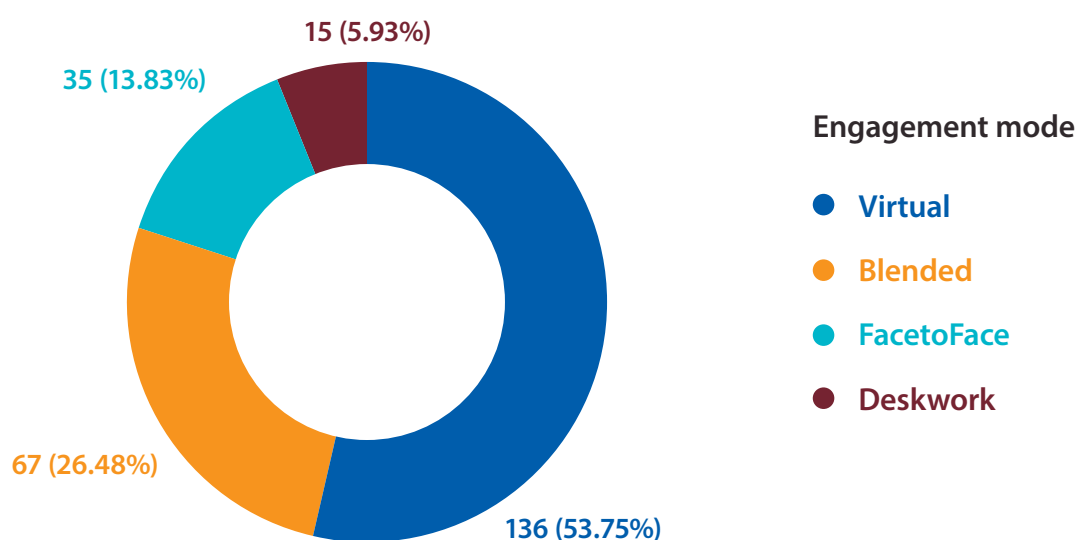
4.8.1 Remote engagement modes

Almost 80% of EQAP's activities were implemented via remote engagement - virtual and blended modes. A combination of virtual tools was employed by EQAP, including both those developed in-house by the EQAP's ICT team and virtual tools available online. This method of virtual engagement allowed EQAP to continue its work in the region despite the restrictions imposed by the COVID-19 pandemic. For major EQAP meetings, countries appointed focal points that allowed face-to-face interactions and were connected via virtual platforms with the EQAP team to discuss critical information that ensured consistent service was delivered in the region.

4.9 Categories of engagement

EQAP worked with member countries at different levels of engagement. The implementation of the EQIRIS platform made it necessary in 2021 to relook at the distinct definitions of how EQAP engages with member countries. During the first reflection session of 2021, held following the PBEQ meeting, EQAP staff collaborated to clearly define engagement type as the team moved into the last phase of the EQAP Business Plan. Table 6 shows the categories of engagement type, definitions and examples.

Table 6: Categories of engagement		
Engagement Type	**Description**	**Example**
Collaboration	EQAP works together with ministries of education and stakeholders in sharing responsibilities to produce a desired outcome.	Country consultations
Workshop	Workshop refers to a seminar or discussion group and with capacity building.	Research Network workshop
Training	Training is an act of providing information and instruction to a or group of participants through capacity development. One-way transfer of information from expert.	PacSIMS training
Service	Internal service provided by EQAP, does not necessarily involve country	IT support for exams

4.9.1 Activities by engagement mode

Figure 5 shows the percentage breakdown of EQAP activities by engagement type.

Figure 5: Distribution of activities by engagement type

Engagement type

- Collaborating
- Service
- Workshop
- Training
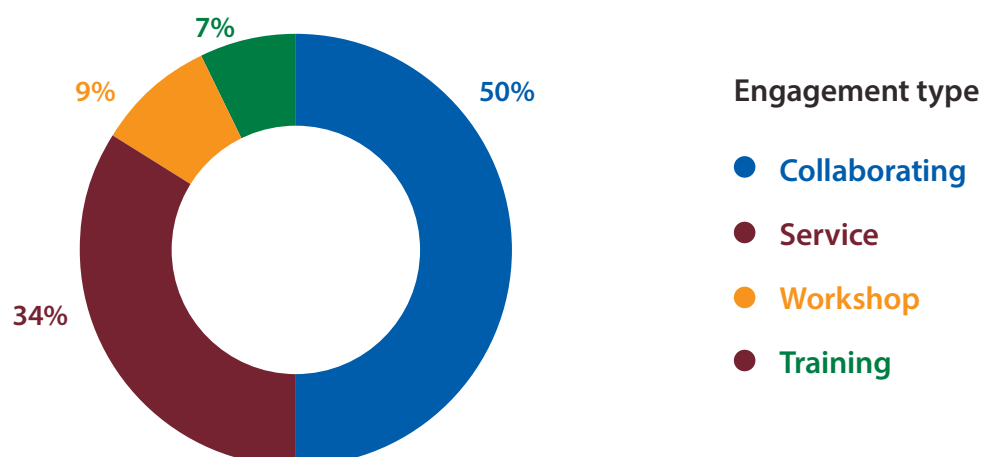
4.0 EQAP progress in 2021

4.10 Participation of countries by gender

The participation of countries by gender as shown by Figure 6 indicates that more females participated in EQAP activities when compared to males: female participants 58.79% and 41.21% for males. In 2021, a total of 205 participants registered in EQAP events. While self-identification is voluntary, EQAP works to meet the needs of all participants through a variety of approaches. Figure 6 shows the breakdown of EQAP participants by gender.

Figure 6: Breakdown of EQAP participants by gender

- Female
- Male

41.21%   58.79%
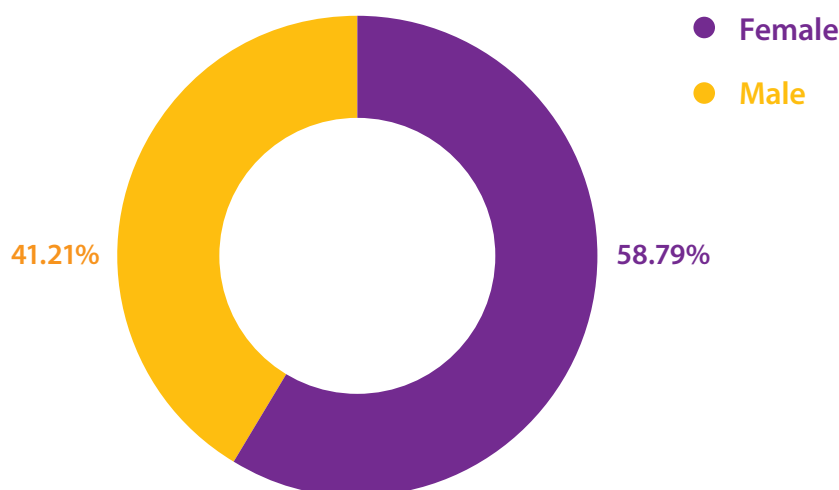
4.11 Gender breakdown of participants by outcomes

Figure 7 shows the gender breakdown of participants under each EQAP outcome area.

Figure 7: Gender breakdown according to Outcomes

- Female
- Male

| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
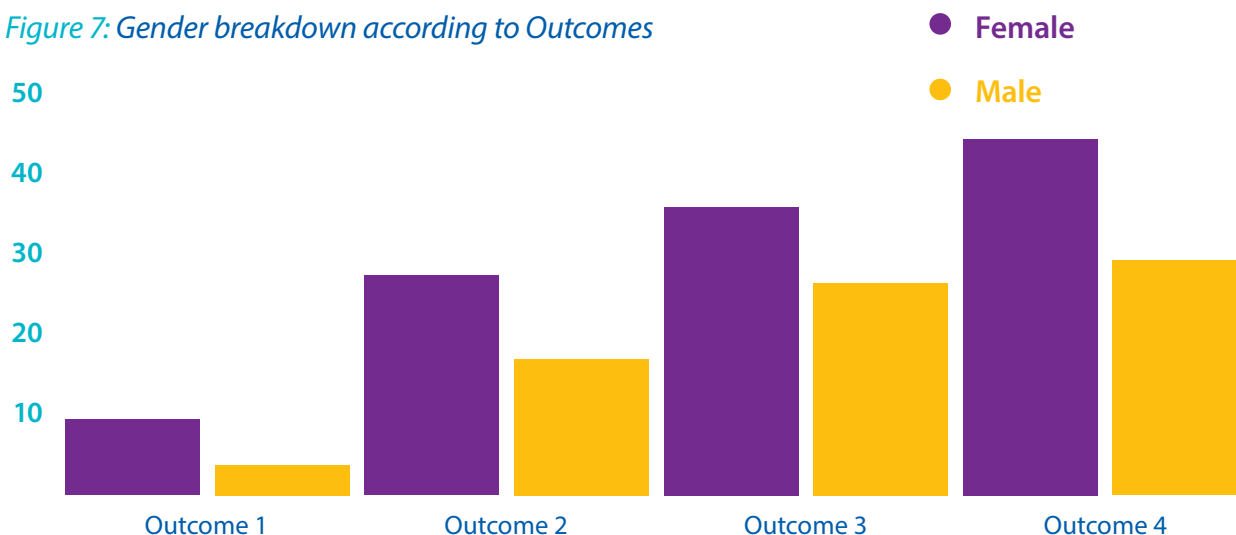
5.0 EQAP 2021 Performance stories

5.1 A growing number of Pacific girls are studying science

Outcome 2

The South Pacific Form Seven Certificate (SPFSC) programme data show that an increasing number of female students in Kiribati, Tuvalu and Vanuatu are choosing to study science. In 2021, 1,391 students at Year 13 level were enrolled in the programme and almost half (49%) of the students enrolled in physics, biology and chemistry were female. This is a huge achievement and stepping-stone to closing the gender-balance gap in the Pacific's science professions.

Read more at:

https://www.spc.int/updates/blog/did-you-know/2021/02/pacific-education-a-growing-number-of-pacific-girls-are-studying

More needs to be done, however, in terms of making female role models more visible, according to Anne Wang June. June was the highest achiever in the 2020 regional Year 13 science programme. She believes that, due to gender stereotyping or gender inequality, fewer girls than boys study science and this needs to be challenged by introducing girls to female role models who have succeeded in STEM (science, technology, engineering and mathematics) subjects or

are flourishing in male-dominated science fields careers. The main idea is to demonstrate these women's journeys of success in science.

Read more at:

https://www.spc.int/updates/blog/2021/03/pacific-needs-more-female-role-models-in-the-sciences-says-top-achiever-of
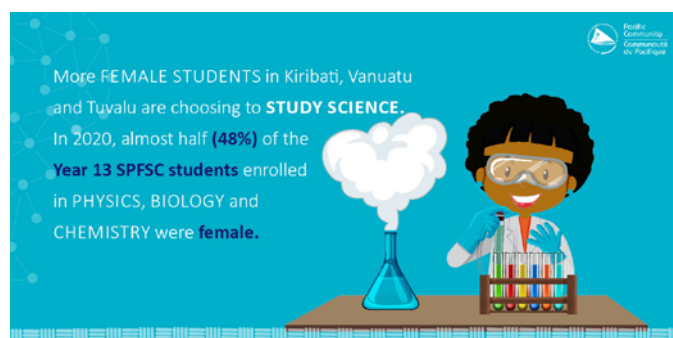
5.2 Samoa's new Tool Development Unit completes Phase 1 of three-month training

Outcome 2

A team of education officers in Samoa completed the first phase of a three-month training programme in the development of test instruments. The training was facilitated by EQAP in April 2021. The newly formed National Tool Development Unit at Samoa's Ministry of Education, Sports and Culture (MESC) focuses on the development of assessment items and test blueprints. A test blueprint is a framework or outline of learning outcomes to be assessed in the test to be designed. EQAP provided guidance and support to the officers in the unit, who were mostly new to the specialised area of assessment work. This prompt response to Samoa's request for the training was acknowledged by MESC Chief Executive Officer, Dr Karoline Afamasaga-Fuatai, during the PBEQ's annual meeting in 2021. The next phase of training will focus on item development.

Read more at:

https://www.spc.int/updates/blog/2021/04/samoas-new-tool-development-unit-completes-phase-1-of-three-month-training

5.3 Strengthening the quality of education in the Pacific region

Outcome 3

The 2021 SPFSC qualification was successfully administered in three Pacific Island countries, despite the challenges of the COVID-19 pandemic. In 2021, 1,391 students at Year 13 level in Kiribati, Vanuatu and Tuvalu enrolled in the programme. In addition, a total of 425 students enrolled in the francophone SPFSC programme in seven Vanuatu schools, making the assessment more inclusive of the diversity of students attending Pacific schools. This qualification serves as an entrance prerequisite for undergraduate programmes in universities across the Pacific and internationally. Despite the various challenges imposed by the pandemic, a common examination date was agreed on by the three countries and these dates were pegged to meet these countries' needs.

EQAP scored all scripts and was able to release SPFSC results in February 2022, although many obstacles had first to be overcome. The success rate in English and best three subjects was 85%, which was a great achievement when viewed against the elevated rates of COVID-19 restrictions imposed in the year.

Read more at:

https://www.spc.int/updates/blog/2022/02/strengthening-quality-of-education-in-the-pacific

5.0 EQAP 2021 Performance stories

5.4 Education stakeholders undertaking review of professional standards for the Pacific region

Outcome 3

The Pacific Islands Literacy and Numeracy Assessment (PILNA) 2018 research highlighted the need for strengthened in-service training for teachers, particularly by means of professional development workshops. The data showed that between 33% and 40% of the region's Year 4 and Year 6 students' teachers had never attended any professional training in the area of student welfare, inclusive education and leadership skills. The PILNA 2018 report also raised concerns about how one in four of these students had teachers whose highest qualification was a certificate or lower.

In response to this urgent concern, a review of the regional teacher competency framework has begun as part of an effort to improve the standard of professionalism of teachers in the Pacific region. The new framework, which will replace the 2010 Pacific Regional Teacher Standards, will be one of the key projects for EQAP in 2022. The revision falls under the Pacific Regional Education Framework (PacREF) and is being made possible by the collaboration of EQAP as the implementing agency, its partners, the University of the South Pacific, UNESCO and ministries of education across the Pacific region.

Read more at:

https://www.spc.int/updates/blog/2021/12/education-stakeholders-undertaking-review-of-professional-standards-for-the

5.5 EMIS, a game-changer for Pacific education systems

Outcome 1

In the Pacific region, many schools still use a manual filing system – one that is vulnerable to human error and limits access. This is rapidly changing, however, as Pacific countries have built a central education management information system (EMIS) that is being linked to schools. The most basic of systems allows schools to fill in and send hard copy questionnaires or email their data to the central education office that maintains their EMIS. Despite being basic, EMIS has become the tool of choice, a game-changer that connects essential education data to the administration hierarchies within an education system – at the ministry, provincial, and school levels.

At least two Pacific Island countries, Fiji and Vanuatu, are operating sophisticated EMIS systems that allow students direct access to their external exam scores. This means that students and their families no longer need to queue at the school or education office to access examination results. Instead, they simply log in with a unique code to access the information on their desktop or smartphone. These countries independently developed their EMIS and have actively supported EQAP in encouraging other Pacific Island countries to adopt this innovation in place of a manual system. The prediction is that advancements in this area will accelerate, in part because the global COVID-19 epidemic has propelled most education systems to prioritise online learning and management systems.

Read more at:

https://www.spc.int/updates/blog/blog/2021/03/emis-a-game-changer-for-pacific-education-systems

5.6 Report capturing key performance indicators of Pacific education shows progress, but serious challenges remain

Outcome 4

The *Status of Pacific Education 2020* report is the first public document to comprehensively capture key performance indicators for education in the region. It documents the common strengths and shared challenges of Pacific education systems over the past five years and highlights key developments in the sector. One positive result is the significant drop in the number of out-of-school primary school-aged children. In fact, more primary school-age children are completing primary education, and the number of Pacific children who attend early childhood education is increasing every year. As more insightful education data are gleaned and become available, either through the next status of Pacific education report or countries' annual education digests, it is hoped that the clarity these offer will motivate Pacific people to become more engaged and participate in shaping a more successful and equitable education system.

Read more at:

https://www.spc.int/updates/blog/blog/2021/10/report-capturing-key-performance-indicators-of-pacific-education-shows

5.0 EQAP 2021 Performance stories

5.7 Pacific Regional Education Framework founded on traditional communal practices

Outcome 4

Pacific traditional values and traditions have formed the foundation of the Pacific Regional Education Framework (PacREF), paving the way to develop policies that resonate with Pacific people across the region. An excellent example of traditional communal practices can be seen in local community fishing practices, where coastal villages collaborate to prepare, fish and then share their catch according to an agreed system of distribution. It is known by Tokelauans as *inati*, by Samoans as *lau*, and by Fiji's iTaukei as *yavirau*. It takes about two days to collect the coconut palms or forest vines that are needed to create a barrier or wall. The villagers hold this wall in the sea to form a semi-circle and then slowly converge to trap the fish. They beat the water to force the fish into the fishing nets that have been set up beforehand. Such communal practices result in a surplus catch for all involved, as well as strengthened relational ties.

This traditional practice has been offered as an analogy for PacREF 2018–2030. The policy framework offers a regional roadmap for the education systems of 15 island nations and their development partners to pool their resources and work to raise the quality of learning and teaching for everyone. The approach has proven popular with six Pacific Island nations contributing their entire education grants from the Global Partnership on Education (GPE) for the PacREF implementation programme. Exhaustive preparation processes and design workshops with all seven of PacREF's implementing agencies ensured that clear work plans, budgets and timelines were in place. The effort was coordinated by EQAP in close collaboration with the PacREF Facilitating Unit.

Read more at:

https://www.spc.int/updates/blog/2021/06/pacific-regional-education-framework-founded-on-traditional-communal-practices

5.8 Key design changes in PILNA research to yield more helpful data for Pacific education

Outcome 1

In 2021, the Pacific Islands Literacy and Numeracy Assessment (PILNA) implemented a key research design change to allow PILNA to yield more telling information. The changes were proposed by the EQAP after it conducted a field trial with the assistance of its technical partner, the Australian Council for Educational Research. The design changes, which include the use of two scales (a writing scale and a reading scale) to measure literacy proficiency, were endorsed by the PILNA Steering Committee at its annual meeting in 2021, and welcomed by Fiji's representative and national PILNA coordinator Josaia Sila.

Read more at:

https://www.spc.int/updates/news/media-release/2021/03/key-design-changes-in-pilna-research-to-yield-more-helpful-data

5.0 EQAP 2021 Performance stories

5.9 PILNA rescheduled, following overwhelming support from Pacific's education leaders

Outcome 1

The fourth cycle of the Pacific Islands Literacy and Numeracy Assessment (PILNA) shifted from October 2021 to November and finally to December 2021, due to the challenges posed by COVID-19. This was decided at a special virtual meeting of the PILNA Steering Committee that was convened by EQAP in June 2021. The education leaders of the 15 Pacific Islands countries that participate in PILNA accepted that the initial schedule of October was not possible because of the lockdown situation in Fiji and the delay in countries' submitting registration data. The meeting concluded with each country committing to submit the dates of their PILNA administration and the relevant logistical information. The leaders and their PILNA national coordinators, who were also in the meeting, committed to providing the necessary registration information which would allow EQAP to prepare the PILNA materials to ship to the participating schools.
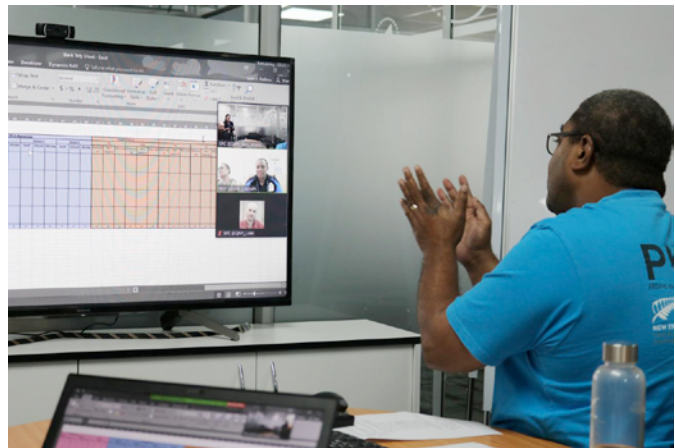
Read more at:

https://www.spc.int/updates/news/media-release/2021/07/pilna-rescheduled-to-november-following-overwhelming-support

5.10 The Pacific Register of Qualifications and Standards

Outcome 3

EQAP supports member countries with accreditation of its qualifications and registration of these on a regional register. A total of 242 qualifications from six countries is registered on the Pacific Register of Qualifications and Standards (PRQS). The number is expected to grow as public awareness grows, and education and training institutions recognise the need for accredited training. EQAP maintains the PRQS in order to strengthen labour and learner mobility, as the register upholds the credibility of regional qualifications and provides for easier comparability of qualifications. Five Pacific countries (Fiji, PNG, Samoa, Tonga and Vanuatu) have successfully established their national qualifications and quality assurance frameworks, and are progressing well with their accreditation of providers and qualifications.

Read more at:

https://www.spc.int/updates/blog/did-you-know/2021/03/pacific-education-pacific-register-for-qualifications-and

5.0 EQAP 2021 Performance stories

5.11 Oceania sporting sector set to benefit from milestone ONOC-SPC partnership

Outcome 3

A partnership agreement was signed between the Oceania National Olympic Committees (ONOC) and SPC that has set the stage for the Pacific's sporting sector to strengthen career pathways, technical expertise and administration skills across the region. The memorandum of understanding commits ONOC's Oceania Sport Education Programme (OSEP) to accredit its courses against the Pacific Qualifications Framework (PQF). The accreditation process and the registration of OSEP's realigned training courses on the Pacific Register of Qualifications and Standards will be implemented with the assistance of EQAP.

SPC's Director-General Dr Stuart Minchin emphasised the benefits of ensuring that those who invest time and resources in learning are rewarded with appropriate qualifications. The MOU runs from 2021 to 2024 and is geared to increasing the capacity of Pacific sport coaches, administrators, and managers for the growth of a Pacific sport industry that develops world class sportspeople who jointly contribute to Pacific economies.

Read more at:

https://www.spc.int/updates/news/joint-release/2021/03/oceania-sport-sector-set-to-benefit-from-milestone-onoc-spc

5.12 EQAP builds online Education Policy Bank

Outcome 1

The Education Policy Bank, which can be found in SPC's Pacific Data Hub, was launched in August 2021 and by December it was already housing 82 national education policies and strategic plans of 12 Pacific education systems. The policies relate to such aspects of quality education as inclusive education, curriculum assessment and teacher development. While EQAP presently oversees the updating of the repository, countries will be guided to facilitate this from 2022, with the same high level of quality assurance systems in place. The comprehensive knowledge-sharing allowed by the repository provides member countries with the means to advance their efforts in formulating policies. The repository is particularly useful to the small island education systems that do not have the benefit of a dedicated team to draft their policies.

Read more at:
https://policy.pacificdata.org/education

6.0 EQAP stakeholders and education sector partners

EQAP has been able to work effectively with its member countries, despite the challenges of the COVID-19 pandemic and natural disasters encountered in 2021, through strong support from in-country stakeholders, regional and international development partners. Through this collaboration, the EQAP team was able to provide its services to schools across the Pacific while accommodating the disruptions and changes in work delivery modality brought about by the COVID-19 pandemic. There have been additions to the list of stakeholders and education partners in 2021, with the inclusion of the New Zealand Qualifications Authority and South Pacific Association of Theological Schools (SPATS) as shown in Table 7.

Table 7: List of stakeholders and education sector partners	
Stakeholders	**Education sector partners**
a. Cook Islands – Ministry of Education	a. Australian Council for Educational Research (ACER)
b. Federated States of Micronesia – Department of Education	b. Australia Pacific Training Coalition (APTC)
c. Fiji – Ministry of Education, Heritage and Arts	c. Australian Department of Foreign Affairs and Trade (DFAT)
d. Kiribati – Ministry of Education	d. New Zealand Ministry of Foreign Affairs and Trade (MFAT)
e. Nauru – Department of Education	e. New Zealand Qualifications Authority (NZQA)
f. Niue – Department of Education (Ministry of Social Services)	f. United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok
g. Palau – Ministry of Education	g. UNESCO, Apia
h. Papua New Guinea – Department of Education	h. UNESCO Institute for Statistics (UIS)
i. Marshall Islands – Ministry of Education	i. United Nations Children's Fund (UNICEF)
j. Samoa – Ministry of Education, Sports and Culture	j. University of the South Pacific (USP) – Institute of Education
k. Solomon Islands – Ministry of Education, Human Resource and Development	k. University of the South Pacific (USP) – School of Education
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 1:

Descriptions of 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 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 de 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
Change in Attitude	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
Impact	The long-term outcomes, at the individual, institutional or population level that EQAP aims to inspire.	**Impact** / Attitude / Practice / Knowledge

Appendix 1:

Descriptions of levels of change 35

Reporting on these changes and outcomes using the hierarchy helps to provide more clarity about the impact of EQAP's 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 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.

Appendix 2:

Definitions for key areas of change

Source: Strategy, Performance and Learning unit, 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)

Appendix 2:

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:
>
>> 1. Institutional impact on the effect of applied skills/knowledge on country system
>>
>> 2. Population level impact on targeted population
>>
>> 3. Number Individual level impact effects of a programme or project on group of individuals

Appendix 3:

EQAP Results 2021

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type[2]**	**Which PICTs benefited from the result?**
More MoEs use regional literacy and numeracy comparative assessment data	Policy and capacity assessment	SPC supported the region in education policy and capacity assessment through the finalisation of the Regional Education Policy repository (Policy Bank) and consultations with country focal points and the Australian Council for Education Research for the development of policy toolkit.	Impact / Attitude / **Practice** / **Knowledge**	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More MoEs use regional literacy and numeracy comparative assessment data	One PICT provided with psychometric software training	SPC conducted basic training on item response theory (IRT) and use of the IRT software (RUMM/ConQuest).	Impact / Attitude / **Practice** / **Knowledge**	Samoa
More MoEs use regional literacy and numeracy comparative assessment data	Psychometric analysis of PILNA 2020 cognitive trial data	SPC conducted an analysis of the PILNA 2020 cognitive trial data in preparation for PILNA main study.	Impact / Attitude / Practice / **Knowledge**	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu

[2] The descriptions and definitions of each of the four levels of change referred to in this column can be found on page 34

EQAP Results 2021

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
EQAP strengthens its regional and international leadership in education quality in the Pacific	Six PICTs supported with research consultations	SPC held consultations with education research counterparts in the region to discuss research support requirements in 2022. Consultations with OCIES and Vaka Pasifiki regarding support and international conference participation.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Kiribati, Palau, Samoa, Tuvalu
More MoEs use regional literacy and numeracy comparative assessment data	Five PICTs supported in School Leadership Standard	SPC provided support through consultations, planning, designing, reviewing, and developing national leadership standards in collaboration with ministries of education.	Impact / Attitude / Practice / Knowledge	Niue, Nauru, Tokelau, Tonga, Solomon Islands
More MoEs use regional literacy and numeracy comparative assessment data	15 PICTs provided with coding training	SPC provided training and supervision of coders and data entry officers in-country through close collaboration with ministries of education as part of the PILNA 2021 main study preparations.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu

Appendix 3:

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More MoEs use regional literacy and numeracy comparative assessment data	15 PICTs supported with PILNA 2021 main study	SPC conducted regional literacy and numeracy assessment by consulting and confirming with ministries of education procedures for the administration, field operations and test development (translation into local vernacular) of PILNA 2021 in-country.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More PICTs implement and maintain education management information systems	Six PICTs provided with training on education indicators	SPC conducted national-level training on education data analysis and reporting virtually.	Impact / Attitude / Practice / **Knowledge**	Cook Islands, Palau, Papua New Guinea, Samoa, Tokelau and Vanuatu
More PICTs implement and maintain education management information systems	Six Countries provided with technical assistance with the Education Management Information System (EMIS)	SPC provided virtual technical assistance to countries on the Education Management Information System (EMIS) data collection and analysis, which included updating education indicators on the Pacific Data Hub.	Impact / Attitude / Practice / **Knowledge**	Kiribati, Federated States of Micronesia, Palau, Papua New Guinea, Tokelau, Tonga

Appendix 3:

EQAP Results 2021

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More PICTs implement and maintain education management information systems	Status of Pacific Education Report 2020	SPC published and presented the 2020 *Status of Pacific Education* report to the Pacific Board for Education Quality (PBEQ) and to the Forum Education Ministers Meeting (FEdMM).	Impact / Attitude / Practice / **Knowledge**	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More PICTs implement and maintain education management information systems	14 PICTS supported in the submission of data to the UNESCO Institute for Statistics (UIS)	SPC supports national education statistics officers in the preparation and quality assurance of annual submissions to the UNESCO Institute for Statistics (UIS). UIS questionnaires were received from 14 Pacific countries for review prior to submission to UIS, a record for the region.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu

Appendix 3:

EQAP Results 2021

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More PICTs implement and maintain education management information systems	Four PICTs participated in the launch of the Pacific Secondary Schools Project	SPC in partnership with DFAT and World Bank launched the Pacific Secondary Schools Project, a regional research programme and interventions aimed at bridging gaps related to skills and competencies, and education and training opportunities available to, youth (14–18 years old) in the Pacific region.	Impact · Attitude · **Practice** · **Knowledge**	Fiji, Kiribati, Marshall Islands, Tonga
More MoEs conduct good quality education research using existing and new data	One PICT supported in development and securing funding for research	SPC supported the development and securing of funding for research into the Content Language Integrated Learning (CLIL) approach to teaching English as a foreign language in Kiribati, a DFAT-supported innovation funding project.	**Impact** · **Attitude** · **Practice** · **Knowledge**	Kiribati
More MoEs conduct good quality education research using existing and new data	Early Childhood Education Project initiation	Initiation of a joint UNICEF–EQAP Early Childhood Education (ECE) Project using PILNA 2018 data and preparing for the inclusion of PILNA 2021 data in exploring the impacts of ECE participation on subsequent proficiency in literacy and numeracy as measured by PILNA.	Impact · Attitude · **Practice** · **Knowledge**	Internal (SPC)

Appendix 3:

Outcome 1: More national ministries of education (MoEs) and other key institutions increase the use of information for policy development and implementation, planning and management				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More MoEs use regional literacy and numeracy comparative assessment data	ITSafe item bank application implementation	SPC supported the development and implementation of a translation application linked to the ITSafe Item bank developed in 2020 to manage the translation of all instruments.	Impact / Attitude / Practice / Knowledge	Internal (SPC)

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More PICTs (MoE, schools, school leaders and teachers) increase the frequency and quality of teacher and principal performance (including self) assessments	Regional Teacher Competency Standards Workshop	SPC conducted the Regional Teacher Competency Standards Workshop.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More MOEs improve the quality of curriculum assessments	Accreditation and evaluation of the South Pacific Form Seven Certificate	South Pacific Form Seven Certificate accreditation with Universities Admissions Centre (UAC) in New South Wales, Australia, providing SPFSC graduates since 2017 with recognition and verified standing that will allow the application to universities within the UAC body. Ongoing progress in the pursuit of evaluation and international recognition of the SPFSC through UK ENIC – the UK National Information Centre for the recognition and evaluation of international qualifications and skills, formerly known as UK NARIC.	Impact / Attitude / Practice / Knowledge	Internal (SPC)

Appendix 3:

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More MoEs improve the clarity of national curricula	One PICT supported training of curriculum officers	SPC supported the training of curriculum officers and provision of feedback for Kiribati curriculum (Geography/English/Sciences/Moral Education).	Impact / Attitude / Practice / Knowledge	Kiribati
More PICT teachers improve teaching of curriculum including literacy and numeracy	One PICT supported in teacher skills audit	SPC supported the completion and delivery of the Teachers Skills Audit report to the Ministry of Education and Training in Vanuatu.	Impact / Attitude / Practice / Knowledge	Vanuatu
More MoEs use regional literacy and numeracy comparative assessment data	National examinations and South Pacific Form Seven Certificate	SPC conducted the 2021 SPFSC and supported national exams through recruiting and contracting examiners and moderators for a range of SPFSC and national exams from our pool of developers, training of existing examiners and moderators for SPFSC and national exams through completion of a half-day refresher course, conducting a trial sitting of exam papers.	Impact / Attitude / Practice / Knowledge	Kiribati, Nauru, Samoa, Tuvalu, Vanuatu

Outcome 2: More PICT schools increase and improve the assessment of students' performance against curricula				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More MoEs improve the clarity of national curricula	National curriculum support	SPC supported the national curricula in Kiribati, FSM, Tuvalu and Vanuatu through the writing of curricula documents and training of writers.	Impact / Attitude / Practice / Knowledge	Federated States of Micronesia, Kiribati, Tuvalu, Vanuatu
More MOEs and primary schools regularly conduct school quality assessments	Three PICTS supported with upgrades to the Moodle platform	SPC provided upgrades to the Moodle learning platform providing resources for teachers and students in Kiribati, Tuvalu and Vanuatu as well as providing Moodle access and Francophone resources to Francophone Year 13 teachers and students in Vanuatu.	Impact / Attitude / Practice / Knowledge	Kiribati, Tuvalu, Vanuatu

Outcome 3. More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Assessment of foreign qualifications	SPC conducts ongoing assessments of foreign qualifications for students looking to enrol in tertiary qualifications in the Pacific. The assessment occurs on a request basis and has accredited 15 applications so far.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Qualifications registration on PRAS and PRQS databases	SPC managed and maintained the PRAS consisting of information on providers' qualifications and micro-qualifications and PRQS, which registers qualifications accredited by national agencies and EQAP. Supported Geoscience, Energy and Maritime (GEM) division on the development and review of six resilience qualifications.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Two PICT were provided with qualifications technical support to national qualification authorities	SPC provided support on the development of protocols on the quality assurance of short courses to the Vanuatu and Samoa qualification authorities.	Impact / Attitude / Practice / Knowledge	Samoa, Vanuatu

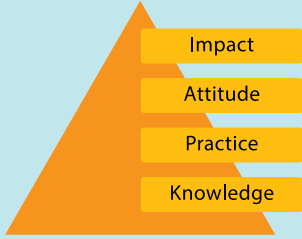| Outcome 3. More PICT national agencies, employers and learners increase the use of recognised quality assured qualifications				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Validation of regional qualifications and micro-qualifications	SPC provided desk evaluation and approval of application from USP Pacific TAFE to deliver two regional/micro-qualifications and 10 Fiji National University, FNU micro-qualifications applications.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Internal (SPC)
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Five PICTs organisations were provided with training on internal quality assurance	SPC provided sub-regional training on internal quality assurance.	Knowledge	Fiji, Kiribati, Tonga, Solomon Islands, Vanuatu
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Accreditation support to two PICT organisations	SPC provided virtual accreditation trainings with Kiribati Teachers' College in Kiribati and Bishop Patterson Theological College in Solomon Islands.	Knowledge	Solomon Islands, Kiribati
More NQAAs improve the systems and protocols on development of qualifications and accreditation of providers	Six PICTs supported through regional RPL training	SPC provided support through conducting a regional training for national qualification authorities on RPL. The face-to-face component of the training will be in Q2 2022, whereas the virtual components have been completed in 2021.	Impact / Attitude / Practice / Knowledge	Fiji, Solomon Islands, Kiribati, Tonga, Vanuatu

Outcome 4. EQAP is increasingly recognised as a leader and source of knowledge and expertise in education in the Pacific				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
EQAP strengthens its regional and international leadership in education quality in the Pacific	One PICT provided with research support on absenteeism	SPC provided support to the Tuvalu Ministry of Education in designing, testing and finalising the data collection instrument for the absenteeism study, training and implementation has been postponed to 2022.	Impact / Attitude / Practice / Knowledge	Tuvalu
EQAP strengthens its regional and international leadership in education quality in the Pacific	Midterm business plan review	An external midterm review of the EQAP Business Plan 2019–2022 was carried out with the draft report shared with the PBEQ and the final report with recommendations provided to members .	Impact / Attitude / Practice / Knowledge	Internal (SPC)
EQAP improves its planning, prioritisation, evaluation, learning and innovation	Education Quality Integrated Reporting Information System (EQIRIS) development and enhancement	EQIRIS, developed by the EQAP IT team, was enhanced to include budget functions that link work plan activities to expenditures, allowing the management team to be responsive to changes in timelines and budgets and to be responsive to ad hoc country requests for support.	Impact / Attitude / Practice / Knowledge	Internal (SPC)

Appendix 3:

EQAP Results 2021

Outcome 4. EQAP is increasingly recognised as a leader and source of knowledge and expertise in education in the Pacific				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
EQAP strengthens its regional and international leadership in education quality in the Pacific	The Pacific Regional Education Framework (PacREF)	Following the approval of Global Partnership for Education (GPE) funding for the first phase the development of high-level PacREF activity indicators in collaboration with the PacREF Facilitation Unit (PFU), which were then presented to and endorsed by the PacREF Steering Committee and FEdMM; Implementation Rolling Plan and MEL plan confirmed by implementing agencies, steering committee and then edited and published digitally by SPC; Ongoing process of identification of country contact persons as reference liaison for PacREF activities in each country with a terms of reference shared with the PBEQ to support heads of education systems in naming appropriate individuals to the role; Undertook a 'Lessons learned' process supported by ACER and SPL, in preparation of a paper presented at FEdMM to highlight the complexity and challenges of the PacREF planning processes to ministers.	Impact / Attitude / Practice / Knowledge	

Outcome 4. EQAP is increasingly recognised as a leader and source of knowledge and expertise in education in the Pacific				
Divisional Key Result Area	**Result Achieved**	**SPC's role in the result**	**Result type**	**Which PICTs benefited from the result?**
EQAP improves its planning, prioritisation, evaluation, learning and innovation	15 PICTs supported with a regional workshop on data quality assessment workshop	SPC provided support to member countries through a workshop on data quality assessment framework focused on reporting and dissemination.	Impact / Attitude / Practice / Knowledge	Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
EQAP strengthens its regional and international leadership in education quality in the Pacific	13 PICTS trained in monitoring evaluation and learning requirements for reporting of the Pacific Regional Education Framework activities	SPC in partnership with UNICEF, UNESCO, USP IoE and SoE conducted MEL training for country focal points on the requirements for PacREF activity reporting.	Impact / Attitude / Practice / Knowledge	Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu