



Pacific  
Community  
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du Pacifique

# EQAP Progress and Results Report 2023

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



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

Suva, Fiji, March 2024



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Original text: English

Pacific Community Cataloguing-in-publication data

Educational Quality and Assessment Programme [EQAP] progress and results report 2023: ninth meeting of the Pacific Board for Education Quality (PBEQ), subcommittee of the Committee of Representatives of Governments and Administrations / Educational Quality and Assessment Programme of the Pacific Community (SPC)

1. Education – Oceania.
2. Education – Oceania – Congresses.
3. Education – Standards – Oceania – Congresses.
4. Education – Study and teaching – Oceania – Congresses.
5. Educational tests and measurements – Oceania – Congresses.

I. Title II. Pacific Community

370.995

AACR2

ISBN: 978-982-00-1535-7



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# List of abbreviations

<b>CCES</b>	Climate Change and Environmental Sustainability (a division of SPC)
<b>CPEM</b>	Conference of Pacific Education Ministers
<b>DFAT</b>	Department of Foreign Affairs and Trade, Australia
<b>EMIS</b>	Education Management Information System
<b>EQAP</b>	Educational Quality and Assessment Programme
<b>EQIRIS</b>	Educational Quality Integrated Reporting Information System
<b>IAC</b>	Industry Advisory Committee
<b>IRIS</b>	Integrated Reporting Information System
<b>MEL</b>	monitoring, evaluation and learning
<b>NZQA</b>	New Zealand Qualifications Authority
<b>PALS</b>	Pacific Assessment for Lower Secondary
<b>PBEQ</b>	Pacific Board for Educational Quality
<b>PILNA</b>	Pacific Islands Literacy and Numeracy Assessment
<b>PICs</b>	Pacific Island countries
<b>PacREF</b>	Pacific Regional Education Framework
<b>PacSIMS</b>	Pacific Schools Information Management System
<b>PHES</b>	Pacific Heads of Education Systems
<b>SMILE</b>	Strategy for Monitoring and Improving Leadership Effectiveness
<b>SOPER</b>	Status of Pacific Education Report
<b>SPC</b>	Pacific Community
<b>SPFSC</b>	South Pacific Form Seven Certificate
<b>T2L</b>	Teachers to Leaders consultancy
<b>UIS</b>	UNESCO Institute for Statistics

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# 1.0 Introduction

In 2023, EQAP continued to expand in both numbers of activities and through strengthening relationships with its 15 member countries and stakeholders from across the Pacific. This trend not only allowed EQAP to engage more intimately with the education goals of its members, but also allowed the programme to achieve an increase in its scope of work. Activities such as the launch of the *Status of Pacific Education Report* (SOPER) 2022, the endorsement of the Pacific Assessment for Lower Secondary (PALS) and the update of the Pacific School Leadership Standards at the Pacific Education Summit are examples of successful results achieved through collaboration with programme members.

In the first quarter of 2023, EQAP continued to support and showcase its members' achievements by celebrating International Day for Education, International Women's Day and successfully convening the Pacific Board for Education Quality (PBEQ) annual meeting. In the second quarter, EQAP launched the *Status of Pacific Education Report* that reports on Sustainable Development Goal 4, focussing on education gains in the Pacific. Leaders of EQAP member countries also endorsed PALS in this quarter, focussing on literacy, numeracy, and science capabilities of Year 9 students across the region. Quarter 3 saw the convening of the Pacific Education Summit which revisited the Pacific School Leadership Standards after a decade of implementation. In the last quarter, EQAP worked with the New Zealand Qualifications Authority (NZQA) to establish the Pacific Qualifications Recognition Project that focusses on aligning the region's qualifications with the requirements of New Zealand's education system.

The EQAP team carried out the year's planned activities using both face-to-face and hybrid modalities, allowing maximum participation from member countries and other stakeholders. This was a lesson learnt from the COVID years, ensuring all intended stakeholders are included in critical meetings coordinated and supported by the EQAP team.

## 2.0 Work update for 2023

Table 1 outlines some of the key activities that have taken place since the 2023 PBEQ meeting.

Table 1: Key activities since the 2023 PBEQ meeting	
Outcome	Key activities
<b>Outcome 1:</b> More national ministries of education and other key institutions increase the use of information for policy development and implementation, planning and management.	<ul style="list-style-type: none"> <li>Reviewed and submitted the UNESCO Institute for Statistics (UIS) questionnaires that were received from 15 PICs.</li> <li>Launched the 2022 <i>Status of the Pacific Education Report</i>.</li> <li>Conducted a PILNA data exploration work (second phase of digging deeper into PILNA's cognitive and contextual data) with 15 PICs.</li> <li>Conducted a workshop to review the PILNA 2016 Regional Benchmarks and develop assessment items for the fifth cycle of PILNA in 2025.</li> <li>Conducted a sub-regional workshop on an introduction to psychometrics for national examination units with 6 PICs.</li> <li>Supported 5 PICs with data analysis of national assessments.</li> <li>Conducted a sub-regional workshop focussing on drafting a research plan, planning for EMIS data analysis and research capacity development (action research) with 3 PICs.</li> <li>Conducted a Pacific regional capacity development workshop on monitoring SDG4 and PacREF: mapping and improving the education data ecosystem in the Pacific with 15 PICs.</li> <li>Conducted a sub-regional training workshop on using UIS templates in collecting international education data and statistics with 8 PICs.</li> <li>Conducted a workshop to develop the lower secondary assessment items and manuals with 15 PICs and administered pilot 1 for PALS with 1 PIC.</li> <li>Conducted in-country training on policy development toolkit with 2 PICs.</li> <li>Produced videos on orientation, vocabulary and comprehension to support the teachers and students across the Pacific Islands with support from DFAT (innovation funding) and T2L Consultants.</li> <li>Development of teacher induction policy with the support from DFAT (innovation funding) for 1 PIC.</li> <li>Conducted a meeting of the PILNA steering committee with 14 PICs.</li> </ul>



## 2.0 Work update for 2023

**Table 1 (continued): Key activities since the 2023 PBEQ meeting**

Outcome	Key activities
<b>Outcome 2:</b> More PICT schools increase and improve the assessment of students' performance against curricula.	<ul style="list-style-type: none"> <li>Supported 3 PICs with national examinations through the development and moderation of examination papers.</li> <li>Endorsement of the Pacific Regional Standards for Teachers at the PHES meeting.</li> <li>Conducted a teacher standards sub-regional workshop with 8 PICs and regional workshop with 15 PICs.</li> <li>Convened a regional summit to review the Regional School Leadership Standards.</li> <li>Launched the online interactive assessment tool for Year 13 students and teachers for 2 PICs.</li> <li>Development and upgrade of SMILE for 4 PICs.</li> <li>Conducted a micro-qualification training for nationalisation programme for 1 PIC.</li> <li>Completed the intervention programme using the Systematic Synthetic Phonics approach with the support of DFAT (innovation funding) for 1 PIC.</li> </ul>
<b>Outcome 3:</b> More PICT national agencies, employers and learners increase the use of recognised quality assurance qualifications.	<ul style="list-style-type: none"> <li>Completed a regional training to translate the delivery of a training programme from face-to-face mode to virtual mode with 2 PICs.</li> <li>Conducted a workshop for external evaluators from EQAP's pool of experts.</li> <li>Administered the 2023 SPFSC programme.</li> <li>Convened a meeting of the Qualifications Advisory Board with 9 PICs.</li> <li>Completed a study tour to NZQA under the funding with intent project (peer-to-peer design) with 5 PICs.</li> <li>Conducted training on development and implementation of qualifications and micro-qualifications to stakeholders.</li> <li>Approval of 22 accreditation applications.</li> <li>Development of 2 micro-qualifications: <ul style="list-style-type: none"> <li>Community-based Fisheries Management Tools</li> <li>Agriculture and Fisheries Value-chain Analysis.</li> </ul> </li> <li>Development of 2 regional qualifications: <ul style="list-style-type: none"> <li>Certificate IV in Sports Administration</li> <li>Diploma in Sports Management.</li> </ul> </li> <li>Developed a qualification on Diploma in Monitoring, Evaluation and Learning for SPC.</li> </ul>

## 2.0 Work update for 2023

**Table 1 (continued): Key activities since the 2023 PBEQ meeting**

Outcome	Key activities
<b>Outcome 3:</b> (continued)	<ul style="list-style-type: none"> <li>Developed a regional qualification, Graduate Certificate in Teaching, under the PacREF initiative.</li> <li>Facilitated the recognition of foreign qualification for learner entrants into tertiary education.</li> </ul>
<b>Outcome 4:</b> EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific.	<ul style="list-style-type: none"> <li>Completed a divisional restructure and re-design through interview sessions and consultations.</li> <li>Conducted the PacREF MEL mid-year and annual reflection workshop allowing PICs and implementing agencies to share stories and discussions.</li> <li>Conducted a workshop for sampling for capacity development for 4 PICs.</li> <li>Conducted monthly meetings and mid-monthly meetings with EQAP's senior leadership team to report on the progress of activities with budget information.</li> <li>Completed Zoom sessions for country work plans with 15 PICs and in-country mission with 5 PICs. The Zoom sessions and missions are an integral approach to ensure committed partnerships and collaboration between SPC and the members countries to foster resource mobilisation, sharing of best practices, and joint initiatives that contribute to the overall improvement of education systems.</li> <li>Presentation of early childhood education participation and later PILNA outcomes research and underlying factors contributing to cohort survival rates, drop-out rates, and re-entry rates for report to CPEM.</li> <li>Held tri-annual planning and reflection workshops to reflect on experiences and plan for the remaining course of the year.</li> <li>Held International Literacy Day and Education Day events to bring visibility to the ongoing work with members and aligning them to international themes and targets.</li> <li>Developed and implemented the Pacific Schools Information Management System (PacSIMS) tool for 1 PIC.</li> </ul>



## 3.0 EQAP business continuity

To ensure that all country representatives are included in relevant meetings, workshops and trainings, the EQAP team continued to employ a hybrid modality of activity execution. This ensured the countries were provided with the flexibility to either travel to the activity venue or to join virtually. On the other hand, with air travel returning to normalcy in the region in 2023, the EQAP team was able to travel and conduct more national and sub-regional activities, compared to 2021 and 2022. Table 2 shows the breakdown of completed national, sub-regional, regional and international activities for outcomes 1, 2, 3 and 4.

**Table 2: Activities for outcomes 1 to 4 in 2023**

Outcomes	National	Sub-regional	Regional	Internal SPC	Inter-national	Total	%
Outcome 1	60	15	158	18	0	251	35
Outcome 2	85	27	35	2	0	149	21
Outcome 3	23	71	9	7	0	110	15
Outcome 4	17	20	154	18	4	213	29
<b>Total</b>	<b>185</b>	<b>133</b>	<b>356</b>	<b>45</b>	<b>4</b>	<b>723</b>	<b>100</b>
Percentage	26	18	49	6	1	100	

### 3.1 Activities completed by levels

Table 2 shows a total of 723 activities completed under EQAP's four outcomes: 185 activities were completed at the national level; 133 activities were undertaken at the sub-regional level; and 356 activities were completed at the regional level. Internally at SPC, 45 activities were successfully carried out and on the international level four activities were completed.

## 3.0 EQAP business continuity

### 3.2 Activities completed by outcomes

Table 2 shows the activities completed per outcomes as defined by EQAP's new *Business Plan 2023–2026*. A total of 251 activities were completed under Outcome 1. They focussed on ministries of education and other key institutions increasing the use of information for policy and implementation, planning and management. Under Outcome 2, 149 activities were completed. They focussed on schools increasing and improving the assessment of students' performance against curricula. As for Outcome 3, 110 activities were completed. They focussed on PICT national agencies, employers and learners' increase in the use of recognised quality assured qualifications. A total of 213 activities were completed under Outcome 4, which looked at how EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise about education in the Pacific region.












### 3.3 EQAP virtual tools

In line with its workplan, EQAP employed virtual tools to efficiently serve the needs of PICs and save national data in safe, cloud-based software programmes created by EQAP. More PICs used the specific modules of the Pacific Schools Information Management System (PacSIMS). This web-based system offers a variety of key modules to assist the local education system, providing efficient and effective administration of staff and student data.

The EQAP team is continually upgrading their skills in the use of virtual tools to strengthen their services when responding to member country requests. For data collection, EQAP used the Kobo Toolbox and Microsoft Office Forms; for data storage it used Google Drive and Microsoft SharePoint; to communicate with stakeholders, the team used Zoom and Microsoft Teams; and for video editing and graphic designing, the team used Final Cut and Canva; and for consultations and group work with stakeholders, the team used Microsoft Note.

### 3.0 EQAP business continuity

**Figure 1:** *Virtual platforms used by EQAP in 2023*

 Canva	 Final Cut	 Google Drive
 KoboToolbox	 Moodle	 MS Forms
 MS Sharepoint	 MS Teams	 MS Note
 Pacific Schools Information Management System	 Zoom	

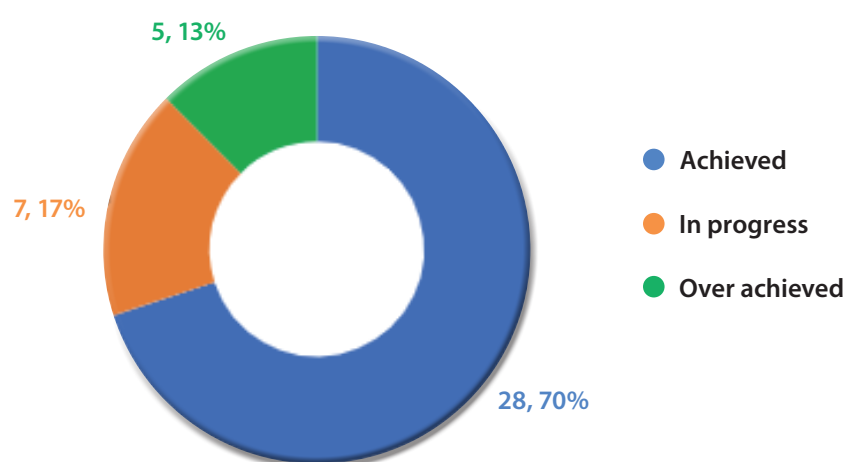


## 4.0 EQAP business plan indicators 2023

### 4.1 Business plan indicators overview

The newly endorsed EQAP *Business Plan 2023–2026* and the new Results Framework form the basis for reporting the execution and progress for 2023. These documents provide a structure against which to measure annual progress and results. Recognising that the outcomes of the business plan are complex, EQAP built on the lessons learnt from 2018 through to 2022. In 2023, EQAP's workplan management was guided by the business plan outcomes coupled with the in-house-built Educational Quality Integrated Reporting Information System (EQIRIS) database. EQAP also created a total of 40 indicators that track how each key result area (KRA) under the four outcomes of EQAP's business plan is performing. Each indicator was guided by the standards that were set by the EQAP team leaders in 2023. The conscientious management of EQAP's workplans ensures the team's goals are aligned with those of its member countries and objectives of its *Business Plan 2023–2026*.

**Figure 2:** *Overall achievement of EQAP's business plan indicators*











### 4.2 Overall progress of business plan key result areas

Overall progress of EQAP's *Business Plan 2023–2026* key result areas are based on four-year targets that are guided and measured with 40 output indicators. The 22 key result areas in Table 3 measure the progress of EQAP's four outcomes listed in its business plan that are reported annually. In 2023, a significant change was achieved in most key result areas while a moderate change was achieved in the rest. A guide on the overall outcome assessment and business plan targets can be found in Appendix 4 and 5 respectively.




## 4.0 EQAP business plan indicators 2023

**Table 3: Overall progress of EQAP's business plan indicators in 2023**

Key result area	Overall outcome assessment
1.1 Ministries implement and maintain Education Management Information System (EMIS).	 <p>Moderate positive change On track to achieving targets</p>
1.2 Ministries conduct good quality education research using existing and new data.	 <p>Significant positive change On track surpassing targets</p>
1.3 Ministries make evidence-based decisions to revise policies and interventions to address policy gaps.	 <p>Significant positive change On track surpassing targets</p>
1.4 Ministries use regional literacy and numeracy comparative assessment data.	 <p>Significant positive change On track surpassing targets</p>
2.1 Ministries improve the clarity of curricula.	 <p>Significant positive change On track surpassing targets</p>
2.2 Teachers improve teaching of curriculum.	 <p>Moderate positive change On track to achieving targets</p>
2.3 Ministries improve the quality of student assessments.	 <p>Significant positive change On track surpassing targets</p>
2.4 Education systems increase the frequency and quality of teacher and school head performance assessment.	 <p>Moderate positive change On track to achieving targets</p>







## 4.0 EQAP business plan indicators 2023

**Table 3 (continued): Overall progress of EQAP's business plan indicators in 2023**

Key result area	Overall outcome assessment
2.5 Ministries regularly conduct school quality assessments.	 <p>Moderate positive change On track to achieving targets</p>
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications.	 <p>Significant positive change On track surpassing targets</p>
3.2 National quality assurance agencies improve the systems and protocols on the development of qualifications and quality assurance of providers and programmes.	 <p>Significant positive change On track surpassing targets</p>
3.3 Employers and institutions use the Pacific Register of Qualifications and Standards (PRQS) information on accredited qualifications and qualified persons.	 <p>Significant positive change On track surpassing targets</p>
3.4 Learners' foreign qualifications are recognised by employers and training providers.	 <p>Significant positive change On track surpassing targets</p>
3.5 Ministries design and implement interventions based on the school head or teacher competency and professional development frameworks.	 <p>Moderate positive change On track to achieving targets</p>
3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.	 <p>Significant positive change On track surpassing targets</p>
3.7 EQAP collaborates with the New Zealand Qualifications Authority (NZQA) on the recognition of Pacific qualifications across borders under the PACER Plus agreement.	 <p>Significant positive change On track surpassing targets</p>

## 4.0 EQAP business plan indicators 2023

**Table 3 (continued): Overall progress of EQAP's business plan indicators in 2023**

Key result area	Overall outcome assessment
4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders.	 <p>Significant positive change On track surpassing targets</p>
4.2 EQAP enhances the capabilities of its people, systems and processes.	 <p>Significant positive change On track surpassing targets</p>
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.	 <p>Significant positive change On track surpassing targets</p>
4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework.	 <p>Significant positive change On track surpassing targets</p>
4.5 EQAP improves its planning, prioritisation, evaluation, learning and innovation.	 <p>Significant positive change On track surpassing targets</p>
4.6 EQAP contributes to SPC's connected approach across disciplines to deliver on agreed outcomes.	 <p>Significant positive change On track surpassing targets</p>

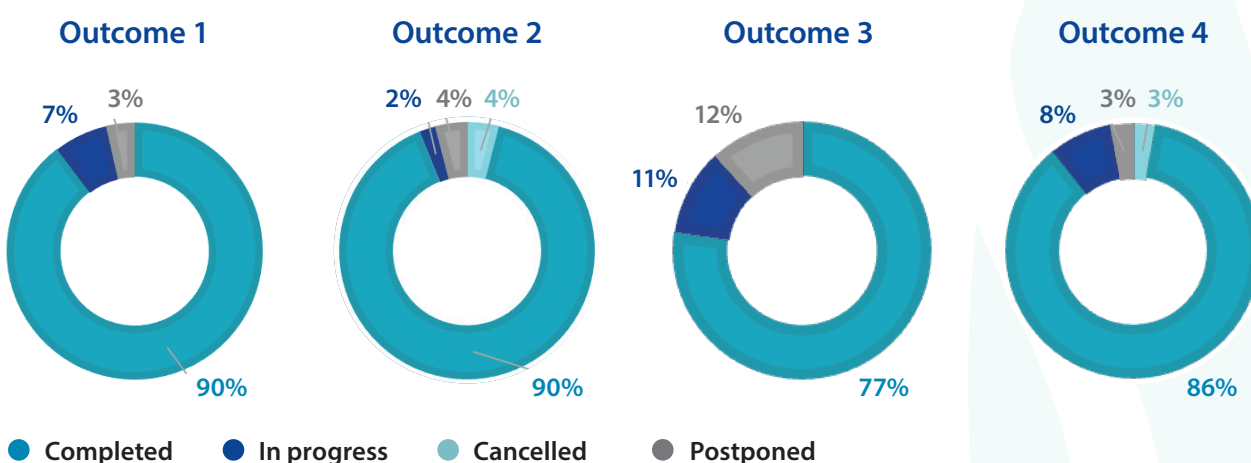


## 5.0 EQAP progress in 2023

### 5.1 2023 workplan activities

As has been the case in recent years, the execution rate of EQAP activities was highly satisfactory. Despite the impacts of natural disasters and instabilities faced across the region, the positive progress in the education sector echoed the Pacific's strong commitment to strengthening its education systems. Figure 3 shows the execution rate broken down by outcome; all EQAP activities are marked as complete, in-progress, postponed or cancelled.

**Figure 3: Execution of activities per outcome**



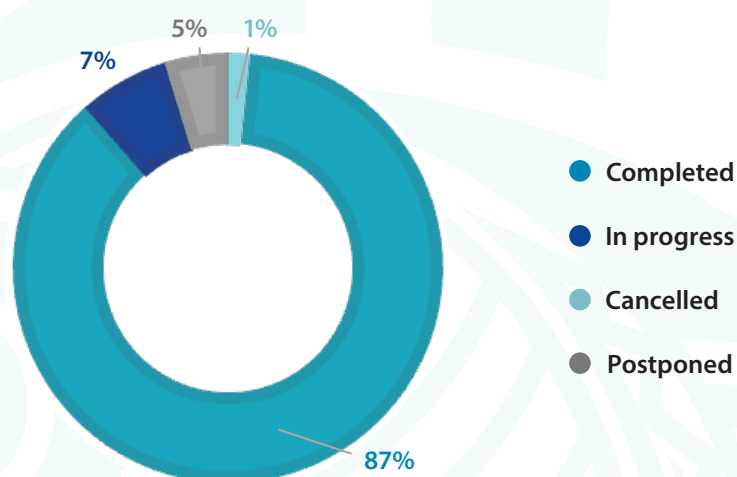
### 5.2 Activity status

Table 4 and Figure 4 summarise the number of completed activities, those in progress, those that have been postponed and those that have been cancelled. The definitions of the “count of activities” can be found in Appendix 1.

Table 4: Status of activities by outcomes in 2023					
Count of activities	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Total
Completed	225	134	85	184	628
In progress	17	3	12	17	49
Postponed	9	6	13	6	34
Cancelled	0	6	0	6	12
<b>Total</b>	<b>251</b>	<b>149</b>	<b>110</b>	<b>213</b>	<b>723</b>

## 5.0 EQAP progress in 2023

**Figure 4:** *Count of EQAP activities by status*



### 5.3 Activity count by status

Figure 4 shows the overall status of EQAP activities that were implemented in 2023. A total of 723 activities were implemented, out of which 628 were completed and 49 remain in progress for a total of 677 (94%) activities delivered according to plan.

### 5.4 Activities in progress

Figure 4 shows that 7% of activities were still in progress with member countries. This is expected, as activities do not fall neatly into a calendar year and often cross over into the next year.

### 5.5 Activities postponed

Figure 4 shows that 5% of activities planned with member countries for 2023 were postponed through mutual agreement. Issues such as natural disasters led to the postponement of activities requiring site visits, late requests for date changes or inability to accommodate new work contributed to postponement.

### 5.6 Activities cancelled

The cancellation percentage of planned activities for 2023 stands at 1%. These cancellations followed mutual agreements made during one-on-one meetings with countries, including the country consultations held twice yearly. Each agreement was unique to its situation.

## 5.0 EQAP progress in 2023

### 5.7 EQAP training and workshops per outcome

Table 4 highlights the percentage of trainings and workshops under each outcome for 2023. Overall, 43% of the annual activities fell under Outcome 1, which included country-specific results report dissemination to the 15 participating countries. Outcome 2 amounted to 11% of training and workshop events, while Outcome 3 and Outcome 4 recorded 32% and 14% respectively.

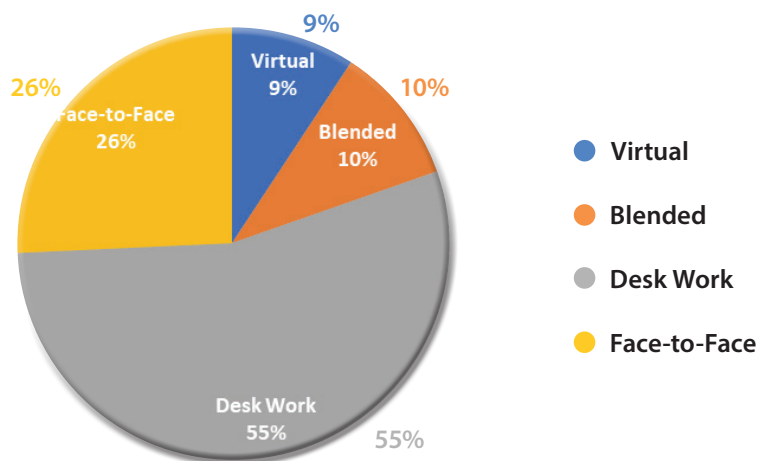
**Table 5: Percentage of training and workshops in EQAP by outcomes**

EQAP outcomes	Percentage
1. Ministries and other key institutions increase the use of information for policy development, implementation, planning and management.	43%
2. Inclusive and accessible performance assessments of Pacific learners occur frequently, reliably and against curricula.	11%
3. Quality assured qualifications are taken up by employers and learners.	32%
4. EQAP is increasingly recognised internationally as a leader and source of knowledge and expertise in education in the Pacific	14%

### 5.8 Activities by engagement mode

A combination of working modes was employed by EQAP to sustainably carry forward work that helped strengthen the region's education systems. Figure 5 shows the number of activities implemented in each engagement mode by the EQAP team.

**Figure 5: Number and percentage of activities in each engagement mode**





## 5.0 EQAP progress in 2023

### 5.9 Categories of engagement

Various types of engagement with member countries were organised by EQAP. The EQIRIS platform was employed in 2023 to capture planning, reflection, and reporting requirements, in which activities were classified based on the nature of the activity. Table 6 shows the categories of engagement type, definitions and examples.

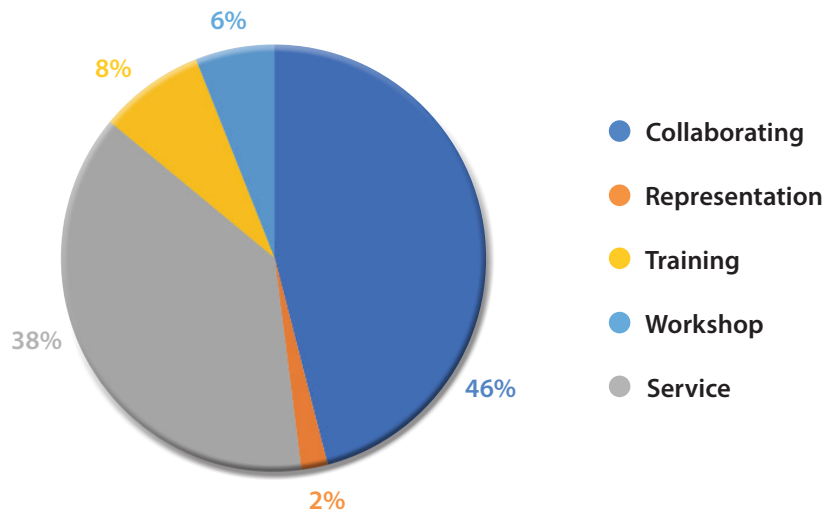
**Table 6:** *Categories of engagement type*

Engagement type	Description	Example
Training	Training is an act of providing information and instruction to participants through capacity development. The transfer of information from an expert is one way.	SPFSC Moodle Training
Workshop	A workshop can be a seminar or discussion group that includes capacity building.	Regional Research Workshop
Service	This internal service is provided by EQAP and does not necessarily involve a specific country or countries.	Moodle support for SPFSC examination
Collaborating	EQAP works with ministries of education and stakeholders in sharing responsibilities to produce a desired outcome.	Country consultation
Representation	Participants representing EQAP at events/conferences.	Conference of Commonwealth Education Ministers (CCEM)

## 5.0 EQAP progress in 2023

### 5.9.1 Activities by engagement type

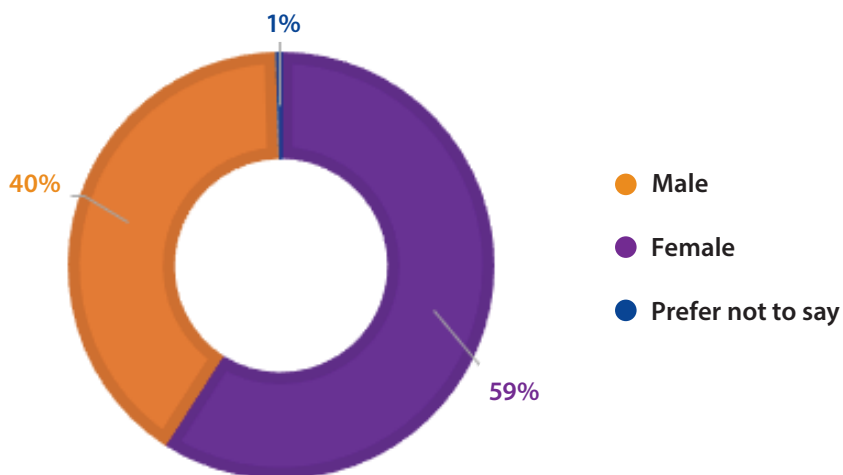
**Figure 6:** *Percentage of activities by engagement type*



### 5.10 Participation of countries by gender

Figure 7 shows a gender breakdown of member participation in EQAP activities in 2023. A total of 1201 people participated in EQAP events, of which 710 (59%) were female, 486 (40%) were male and 5 (1%) participants preferred not to identify their gender. This information was captured in various ways, including through online forms and templates, online registration, and participant attendance forms. Overall, there were 4% more participants attending EQAP events than in 2022.

**Figure 7:** *Breakdown of EQAP participants by gender*

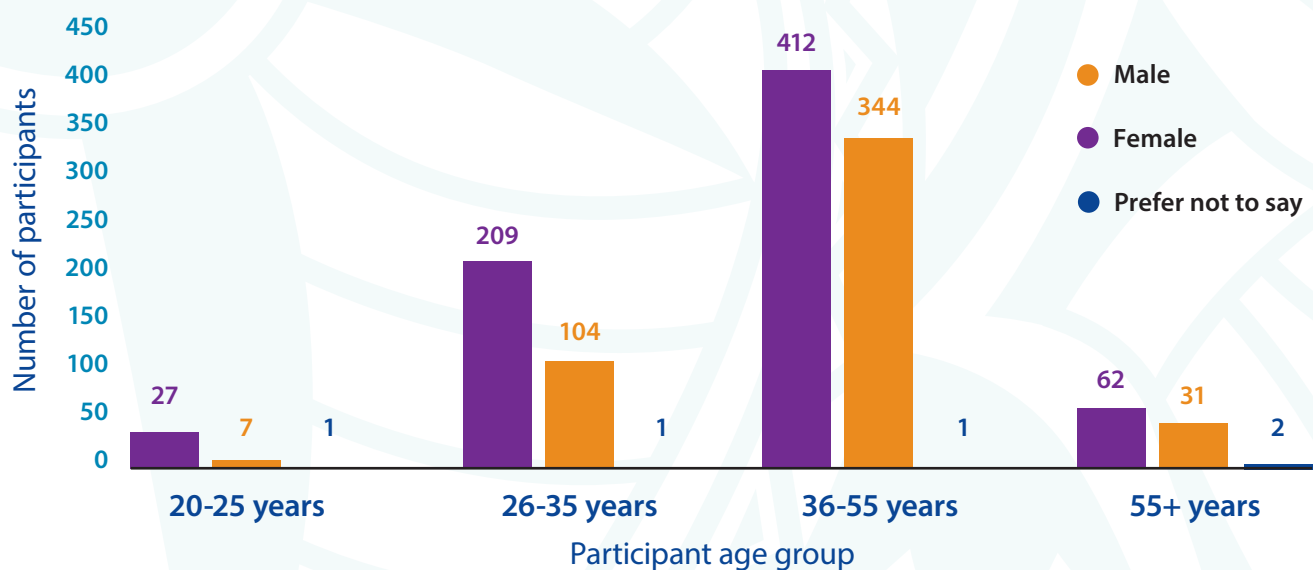


## 5.0 EQAP progress in 2023

### 5.11 Participants by age group

Figure 8 shows the age grouping of participants by gender captured through EQAP activities. Unlike the previous year, in 2023 the age groups were divided into four instead of the traditional three groups, to help better identify the age distribution and fine tune techniques to better engage with participants in 2024. Most of the participants ranged from 36 to 55 years of age with 412 females, 344 males and 1 unidentified. The next highest group (209 females, 104 males and 1 unidentified) were between 26 and 35 years of age; the 55+ years of age participants included 62 females, 31 males and 2 unidentified and the 20–25 years of age group included 27 females, 7 males and 1 unidentified participant.

**Figure 8:** Breakdown of EQAP participants by age

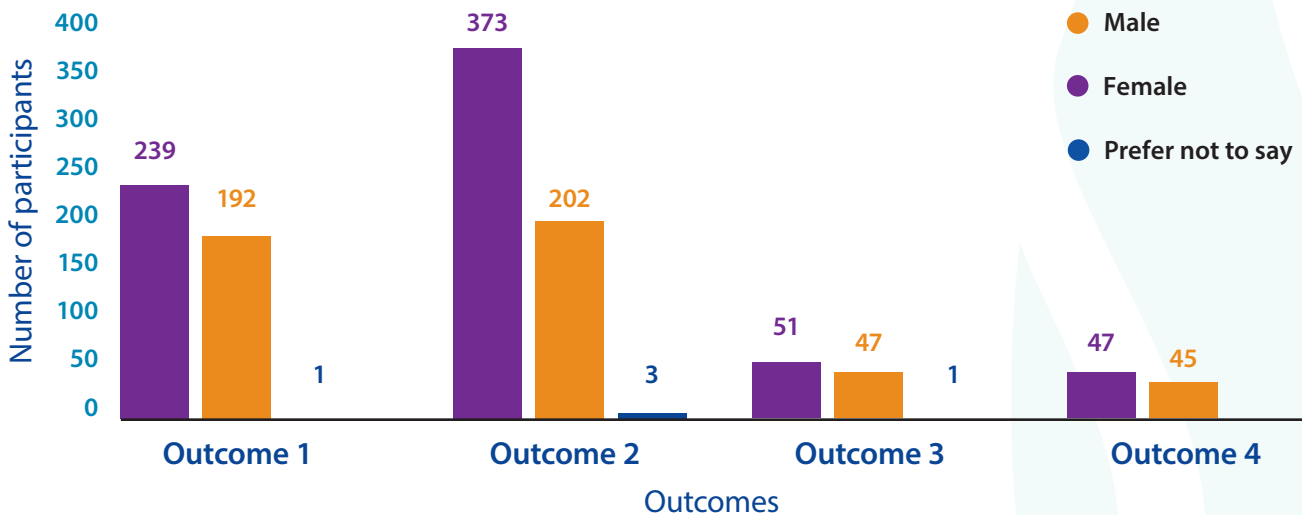


## 5.0 EQAP progress in 2023

### 5.12 Gender breakdown of participants by outcomes

Figure 9 shows the gender classification of participants by outcomes. Outcome 2 noted the highest participation of all three gender categories, with the Regional Education Summit covering most of the 578 participants under the outcome. Outcome 1 noted a total of 432 participants, Outcome 3 noted 99 participants and Outcome 4 noted 92 participants.

**Figure 9:** *Number of participants by outcome and gender*

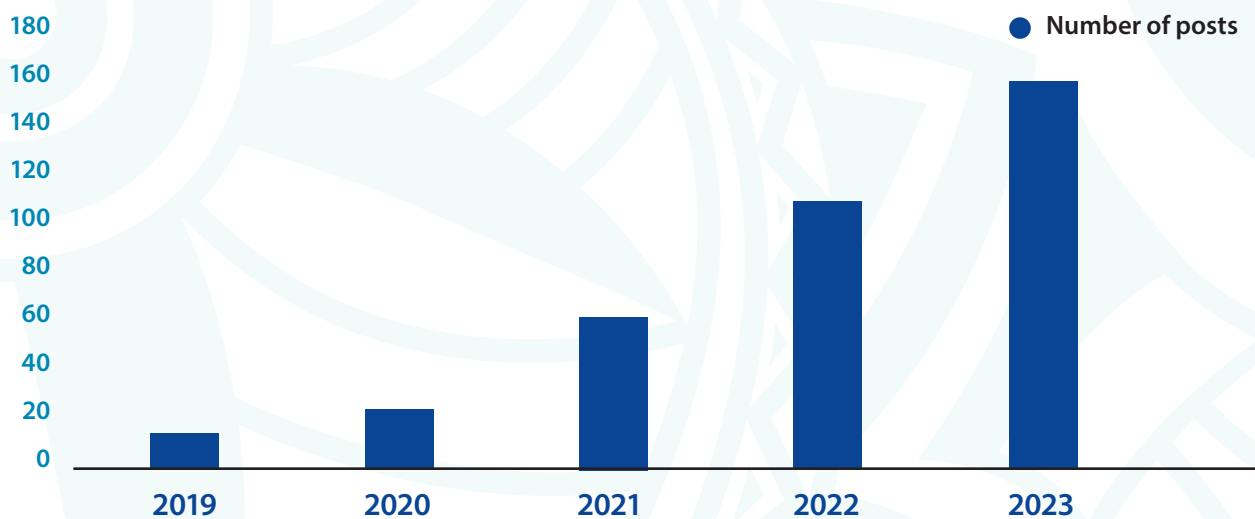


## 5.0 EQAP progress in 2023

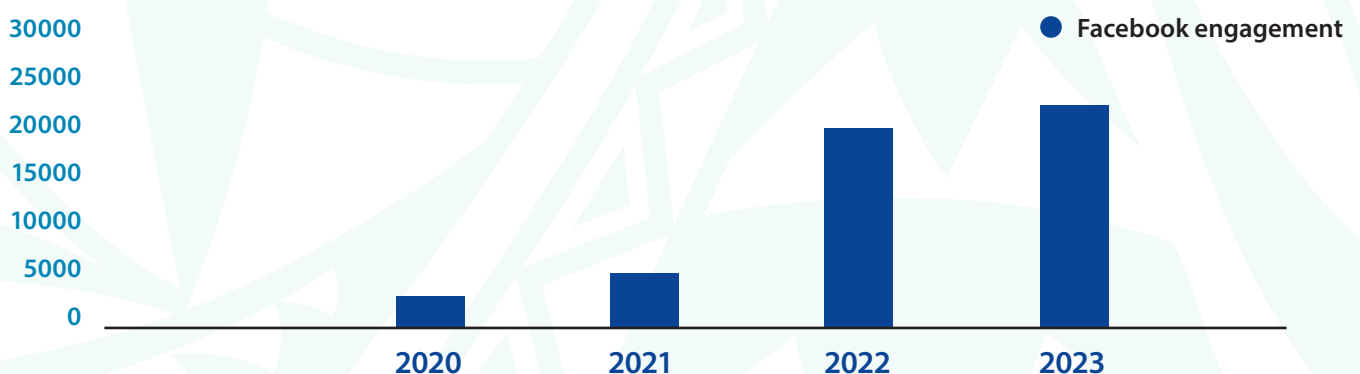
### 5.13 EQAP visibility

EQAP's visibility efforts continued to improve in 2023 using its Communications and Visibility Strategy. The strategy has not only resulted in a more considered method of providing visibility to EQAP's work but also triggered a significant increase in the number of posts and engagements across all social media platforms managed by SPC. The number of EQAP posts on Facebook saw another spike in 2023 with 50% more posts in 2023 compared to 2022.

**Figure 10:** *Number of Facebook posts from 2019 to 2023*



**Figure 11:** *Number of Facebook activities from 2020 to 2023*



## 6.0 EQAP performance stories

### 6.1 Corporate

#### 6.1.1 Supporting teachers and communities in developing climate change resilience



*A primary school teacher in Tonga going through the lessons for the day with her class.*

Climate change poses a significant threat to the progress made towards Agenda 2030, especially in Pacific Island countries and territories (PICTs). To address this issue, SPC is committed to supporting member states in building the capacity of educators to effectively respond to climate change within the education sector.

As part of their efforts to educate Pacific people about climate change, SPC implemented a range of projects aimed at promoting the sharing of best practices and climate change information through the development of school curriculum and teacher resources.

The EQAP Large Scale Assessment team piloted the Pacific Assessment for Lower Secondary (PALS) at the Year 9 level in Fiji in October 2023. PALS supports the Blue Pacific agenda as each of the assessment domains are embedded with a scientific theme, linking them to climate change and sustainability. The climate change challenges faced by students are captured by a contextual questionnaire that will be administered with the PALS assessments.



## 6.0 EQAP performance stories

As well, SPC supports and advises countries on aligning their national curriculum to an outcomes-based format. In Kiribati, Tuvalu and Vanuatu, EQAP in collaboration with SPC's Climate Change and Environmental Sustainability (CCES) team provides a training programme to complement an outcomes-based curriculum that accommodates concepts and skills that build students' climate change resilience.

Through education, PICTs can strengthen the resilience of their people including disadvantaged groups vulnerable to the negative impacts of climate change by designing education programmes on the issue. SPC is working with countries and the Council of Regional Organisations in the Pacific (CROP) partners to support PICTs in their efforts to promote and foster adaptive capacities and shape a resilient Blue Pacific.

**Read more:** <https://www.spc.int/updates/blog/interactive-story/2023/10/supporting-teachers-and-communities-in-developing-climate>

### 6.1.2 Education is the answer



*Students in Tonga writing notes in preparation for their annual assessment.*

## 6.0 EQAP performance stories

People and their environment are at the heart of development planning, implementation, decisions, monitoring and reporting carried out in the Pacific. SPC ensures that sustainable development strategies are implemented by the Pacific and prioritises the wellbeing of Pacific people.

But how do we ensure that the Pacific achieves the Sustainable Development Goals it has set for its people? How does it ensure that its people are achieving gender equality and breaking the cycle of poverty? How does it ensure that it achieves all its goals in the face of climate change and the ongoing impacts of the global pandemic?

The answer is education!

During the 2023 International Day of Education celebrations, EQAP showcased voices of Pacific people working to achieve the SDG 4 goals that will pave the way for the region to overcome gender inequality, poverty, the impacts of climate change, the COVID-19 pandemic and other critical issues affecting the wellbeing of Pacific people.

EQAP Director, Dr Michelle Belisle, explained that “prioritising education through supporting critical and creative thinking, problem-solving and communication at all levels ensures that students will learn perhaps the most important skills of all: those of learning how to learn. Prioritising education means that everyone can access and benefit from the kind of education that will lead to lifelong learning and that is an investment in all our futures.”

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/01/education-is-the-answer>

## 6.0 EQAP performance stories

### 6.1.3 Pacific education needs in focus



*Year 2 students in Samoa grouped together as part of a class activity.*

As a region, the Pacific has been making strides in strengthening the quality of education with the vision to empower Pacific people to live free, healthy and productive lives.

Pacific governments have recognised that investing in regional solutions significantly enhances efforts to improve the quality of education for children. It also allows more efficient use of scarce resources and encourages regional and national institutions to collaborate and coordinate more closely, in line with the strategy set out in the Pacific Regional Education Framework (PacREF) 2018–2030.

To discuss the region's urgent issues in achieving their education priorities, the PacREF Facilitation Unit (PFU) and the New Zealand Government's Ministry of Foreign Affairs and Trade (MFAT) jointly hosted the first Conference of Pacific Education Ministers (CPEM) in Auckland in March 2023. This ministerial meeting was formerly hosted by the Pacific Islands Forum Secretariat (PIFS) and was known as the Forum Education Ministers Meeting (FEEdMM).

## 6.0 EQAP performance stories

During CPEM, EQAP presented the 2022 *Status of Pacific Education Report* as well as reported on the implementation of PacREF and the impacts of the work thus far. As part of that report, EQAP discussed the results of two research projects that included information on factors affecting cohort survival rates, dropout rates and re-entry rates in selected Pacific Island countries and the results received through the analysis of early childhood education in the Pacific.

EQAP leads the monitoring, evaluation and learning (MEL) component of the framework and supports PacREF in developing inclusive, responsive curricula and programmes that reflect Pacific values and cultures, feature both cognitive and noncognitive development, and promotes a people-centred approach.

EQAP hosted the Pacific Board for Education Quality (PBEQ) from 23–24 March 2023 following the conclusion of the Conference of Pacific Education Ministers (CPEM) convening in Auckland.

The PBEQ convening provided an opportunity for the EQAP team to engage in dialogue with its members and to understand their education priorities and needs. The inputs received from the members helped to generate future work plans for EQAP.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/03/five-days-focussing-on-education>



## 6.0 EQAP performance stories

### 6.1.4 Embedding a gender lens to empower women across the Pacific



*Primary school pupils in Samoa answering activity questions under the guidance of her teacher.*

Every year in March, the issue of women's rights is highlighted and awareness around the topic raised globally.

SPC, through EQAP, has a long history in education of disaggregating data by gender. Such data show that girls frequently outperform boys in reading and writing and many other subjects at virtually all levels of primary and secondary education. At the organisational level, there are lots of data that show gendered breakdowns of teachers and school leaders across education levels, and the numbers of position holders by level and by gender.

As noted by SPC's Director-General, Dr Stuart Minchin, SPC as an organisation is committed to ensuring that all its programmes consider gender as an integral part of their work.

"No longer can we accept the narrative that gender equality is a 'woman's issue'. Gender equality is an issue for every woman and man, girl and boy. We each have a critical role to play, and we can take personal responsibility for this role," Dr Minchin explained.

## 6.0 EQAP performance stories

SPC is working with governments, civil society, faith-based organisations and other partners across the Pacific region to ensure that gender equality is integrated into a broad range of our community programmes.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/04/embedding-a-gender-lens-to-empower-women-across-the-pacific>

## 6.2 Education data, quality and system management

### 6.2.1 Bolstering the Pacific's monitoring of the 2030 Sustainable Development Goal 4 focussing on education



*Representatives from EQAP, UNESCO and DFAT clicking the launch button at the SOPER event.*

On 25 May 2023 in Fiji, EQAP launched the 2022 *Status of Pacific Education Report* (SOPER), which contains internationally comparable education statistics and monitors the region's education progress towards the Sustainable Development Goals (SDGs).

## 6.0 EQAP performance stories

EQAP partnered with the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Institute for Statistics (UIS) to ensure that internationally comparable education data from Pacific Island countries were available and used for regional monitoring and policy dialogues. The indicators used to compile SOPER directly contributed to the monitoring and reporting of SDG 4 focussing on education.

SOPER is a series of annual reports that is primarily designed to provide the region's education ministers, their senior executives, and the region's development partners with regular overviews of progress in education in the region, alongside emerging issues and challenges that are common to Pacific countries.

**The 2022 report was endorsed by the Conference of Pacific Education Ministers (CPEM) in March 2023 and can be accessed at this link:** <https://purl.org/spc/digilib/doc/5nhn4>

**Read full article:** <https://www.spc.int/updates/news/media-release/2023/05/bolstering-the-pacifics-monitoring-of-the-2030-sustainable>



## 6.0 EQAP performance stories

### 6.3 Curriculum and assessment

#### 6.3.1 Employing digital tools to boost student engagement



*The EQAP data entry team uploading latest data onto the programme's digital portals.*

Over the years, Pacific leaders have continually shaped the region's education sector to ensure that students receive quality education, even in the remotest parts of the Pacific.

The South Pacific Form Seven Certificate (SPFSC) is a Pacific-led programme that is accredited and offered in the region, allowing students to enter tertiary studies or to secure employment.

EQAP facilitates the SPFSC programme in Kiribati and Tuvalu, and is working with participating countries to mould the programme to be more interactive and accessible to the region's students.

In May 2023, the EQAP team convened the SPFSC Interactive Assessment workshop to build an assessment platform to assist students in those SPFSC subjects that have shown low-performance rates over the years, for example, in accounting and chemistry.



## 6.0 EQAP performance stories

In July 2023, EQAP launched the online interactive assessment tool for Year 13 students and their teachers in Tuvalu and Kiribati to foster interactive teaching methods and encourage students and teachers to collaborate and strengthen quality learning.

The online interactive assessment tool is an expansion of the Moodle platform that is now used by EQAP's SPFSC programme to assist students in subjects with challenges in teaching and learning resources, leading to comparatively lower performance levels. SPFSC is an accredited programme offered to Pacific Island nations as a qualification to enter tertiary studies or to secure employment.

The interactive assessment feature is only available for six out of 14 SPFSC courses, including Accounting, Chemistry, Economics, Mathematics with Calculus, Mathematics with Statistics, and Physics.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/06/employing-digital-tools-to-boost-student-engagement>

### 6.3.2 Nationalisation of Vanuatu's Year 13 programme



*Year 13 students in Vanuatu listen as their teacher explains a concept.*

## 6.0 EQAP performance stories

Vanuatu's Ministry of Education and Training (MET), for the first time, rolled out the nationalised version of the South Pacific Form Seven Certificate (SPFSC) programme with the support of SPC. EQAP supported Vanuatu's MET throughout the preparatory period leading up to the nationalisation of its Year 13 qualification, with the aim to boost outcomes towards the harmonisation of Vanuatu's education system.

Nationalising the Year 13 qualification in Vanuatu is in line with achieving relevant targets of Sustainable Development Goal (SDGs) 4 which strive to provide children and youth with a nurturing environment for the full realisation of their rights and capabilities.

EQAP provided capacity support to Vanuatu's Curriculum Development Unit in the review and redevelopment of Year 13 subject syllabi and the Examinations and Assessment Unit in the development and moderation of national examination papers, the scoring process, and the use of PacSIMS for data capture, analysis, and reporting.

A total of 22 schools offered the Year 13 qualification in its first year of offer. Thirty-three subjects (Anglophone and Francophone) are offered across these schools and all subjects have both an internal assessment and external assessment components.

EQAP continues to support the Vanuatu MET in this nationalisation process by monitoring the implementation of the programme in its first year. This monitoring process includes two verification visits to assess the fidelity of implementation of the programme and provide recommendations for improvements.

**Read full article:** <https://www.spc.int/updates/news/media-release/2023/06/nationalisation-of-the-regional-year-13-assessment>

## 6.0 EQAP performance stories

### 6.3.3 Breaking new heights in education through the South Pacific Form Seven Certificate programme



*Rosalie with her parents at the school graduation ceremony.*

Rosalie Wang was one of the 250 Year 13 students from Vanuatu's Malapoa College who participated in SPFSC in 2022. Rosalie topped her class scoring 393 out of 400 and was awarded the Dux of the Year Excellence in Science award, the highest ranked award of the school, and five certificates of achievement.

Following this achievement, Rosalie received a scholarship from the Australian Department of Foreign Affairs and Trade (DFAT) to study in her desired field at Monash University in Australia. Rosalie's advice to future SPFSC students is to "seize this golden opportunity to reach their educational goals. We need to commit ourselves, make the most out of the learning opportunities we receive and eventually enjoy the offered benefits and its fruitful harvest".

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/09/breaking-new-heights-in-education-through-the-south-pacific-form-seven>



## 6.0 EQAP performance stories

### 6.3.4 Strengthening literacy in Samoa



*A Year 3 teacher in Samoa using phonics strategies to improve literacy levels in her classroom.*

To help improve literacy skills, the Synthetics Systematic Phonics (SSP) programme resumed in 2023 in Samoa focussing on pupils in their early years of formal education. Phonics is a method of teaching reading skills by correlating the sound with a symbol of an alphabet of a particular language.

The programme involved 10 pilot schools – six in Upolu and four in Savaii – and targeted students in Years 2, 3 and 4. The programme was designed through a collaboration between EQAP, Samoa's Ministry of Education, Sports and Culture (MESC) and literacy experts from the Australian Council for Educational Research (ACER), Educators International (EI) and experts from the region.

During the training held in early March 2023, teachers from the 10 pilot schools identified the gaps in their teaching activities related to literacy and phonics strategies which they would address by implementing the SSP programme in their classrooms.

## 6.0 EQAP performance stories

The information gathered from the assessment that was carried out during the year was used by teachers to plan the next steps of individual student's learning and to track students' reading development. This information was also made available to MESC for policy decision-making purposes and the identification of schools or teachers that require further support.

**Read full article:** <https://www.spc.int/updates/blog/interactive-story/2023/04/strengthening-literacy-in-samoa>

### 6.3.5 Contextualisation of the regional teacher standards within the Pacific



*Participants and EQAP staff at the Regional Teacher Standards Workshop in November 2023.*

Representatives of ministries of education from across the Pacific shared their experiences and discussed suggestions for contextualising the Pacific Regional Standards for Teachers within their countries during the Regional Teacher Standards Workshop that was convened in Pacific Harbour, Fiji in November 2023.

EQAP facilitated this workshop as a follow-up after the endorsement of the Pacific Regional Standards for Teachers by the Pacific Heads of Education Systems in March and the sub-regional workshop in August.



## 6.0 EQAP performance stories

Participants from 14 Pacific Island countries were part of the three-day workshop. The countries were Cook Islands, Fiji, Kiribati, Republic of Marshall Islands, Federated States of Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

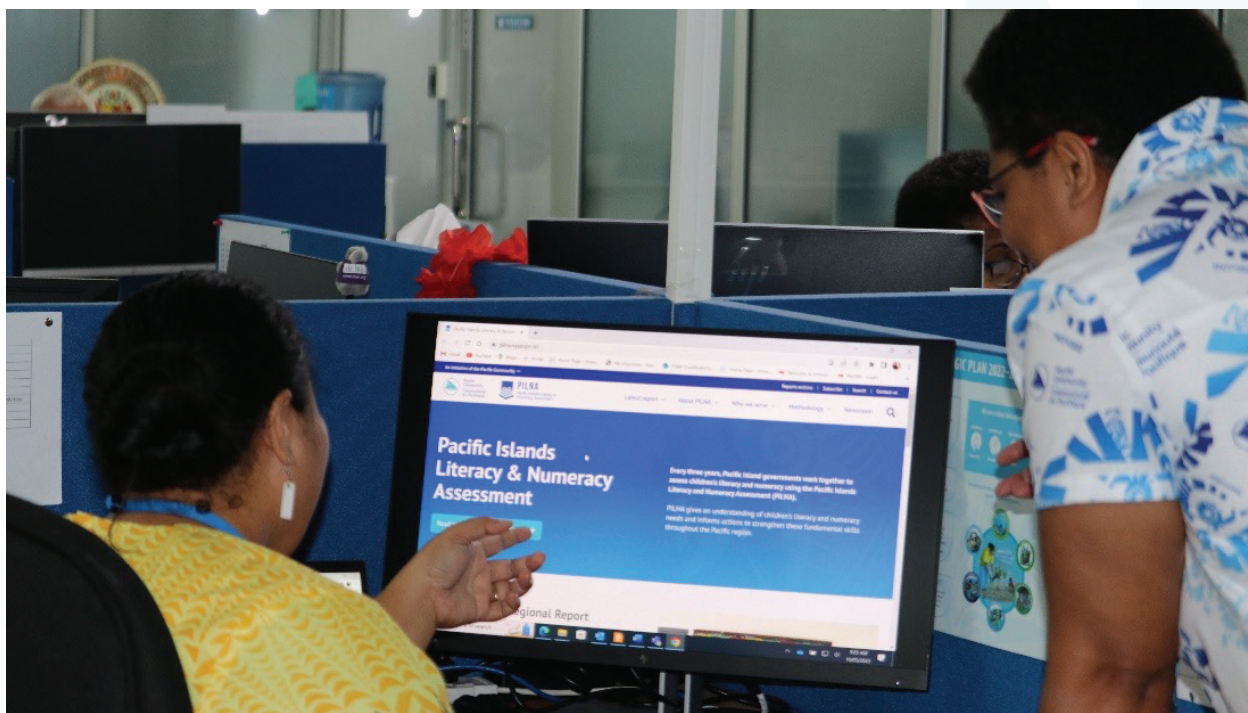
EQAP has recorded all important decisions made during the workshop and will continue to work with the Pacific region to contextualise the regional teacher standards.

**Access the Pacific Regional Standards for Teachers at this link:** <https://purl.org/spc/digilib/doc/z8pvu> (PDF)

**Read full article:** <https://www.spc.int/updates/blog/blog-post/2024/01/contextualisation-of-the-regional-teacher-standards-within-the>

## 6.4 Information technologies for education

### 6.4.1 Strengthening the digital needs of the Pacific's education sector



*The EQAP team going through the contents of the PILNA 2021 online report.*

## 6.0 EQAP performance stories

Digitalisation has become increasingly prevalent in the education sector worldwide and the experience is no different in the Pacific.

EQAP is mandated by Pacific leaders to strengthen the quality of education across the region. Keeping in line with global trends, EQAP provides sustainable technological solutions to support Pacific education systems in their efforts to boost student outcomes, both at the national and regional levels.

In April 2023, the United Nations Educational, Scientific and Cultural Organization (UNESCO) convened virtually the Small Island Developing States (SIDS) Dialogue focussed on the theme “Transformation of education in the digital age”.

Representing the Pacific among the key speakers in the digitalisation session was EQAP’s Director, Dr Michelle Belisle, sharing some of the region’s experiences with the process of digitalisation. Dr Belisle shared several positive effects and challenges of the digitalisation process. One of the positive effects noted was the increased accessibility of education in the Pacific through digital tools.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/05/strengthening-the-digital-needs-of-the-pacifics-education-sector>

## 6.0 EQAP performance stories

### 6.5 Large-scale assessment

#### 6.5.1 Boosting sampling skills in preparation for the fifth cycle of the Pacific's Literacy and Numeracy Assessment



*The EQAP team posing with country representatives from the across the region at the Sub-regional PILNA Sampling Workshop.*

In preparation for the 2025 Pacific Islands Literacy and Numeracy Assessment (PILNA), sampling officers from around the region convened in May 2023 for the Sub-regional PILNA Sampling Workshop to build capacity on sampling designs and processes.

EQAP facilitated the weeklong workshop that was attended by senior assessment officers from Fiji, Papua New Guinea, Samoa and Vanuatu. Due to the technical nature of the content, the workshop was delivered in an interactive and hands-on mode.

The PILNA sampling workshop not only provided a platform for participants to understand different sampling strategies but also to work according to the PILNA standards of participation as prescribed in the PILNA Sampling Framework.



## 6.0 EQAP performance stories

This sampling workshop is part of SPC's long-term goal of preparing countries to take more autonomy and ownership of the PILNA sampling processes for PILNA 2025.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/06/boosting-sampling-skills-in-preparation-for-the-fifth-cycle-of-the>

### 6.5.2 New Pacific-led assessment on the horizon



*The PILNA Steering Committee with the EQAP team at their meeting in May 2023.*

The 10th Meeting of the Pacific Islands Literacy and Numeracy Assessment (PILNA) Steering Committee, endorsed and noted in May 2023 the progress of the newly established Pacific Assessment for Lower Secondary (PALS).

The PALS covers a range of knowledge and skills deemed fundamental by Pacific leaders of education as it would lead to development, enabling them to become active contributors to society and lifelong learners.

## 6.0 EQAP performance stories

EQAP convened virtual consultations earlier in 2023 to determine the scope of PALS and the anticipated timelines of activities for 2023 and 2024.

PALS is aligned with the “Student outcomes and wellbeing” component of the Pacific Regional Education Framework (PacREF). The framework is narrowly focused, demand-responsive and built on the need to develop the region’s capacity to deliver high-quality education services.

In July 2023, the benchmarks for the domains of PALS were established and will be used to base the analysis of the regional assessment.

The established benchmarks encompass the broad learning outcomes that set out the knowledge, skills, understanding, values and capacities that Pacific students demonstrate through PALS. These benchmarks are not curricula in themselves but contain indicators necessary to understand wider aspects of learning to effectively participate in society.

The first pilot of the assessment was conducted in October 2023.

**Read more:** <https://www.spc.int/updates/news/media-release/2023/06/new-pacific-led-assessment-on-the-horizon>

<https://www.spc.int/updates/blog/blog/2023/07/constructing-regional-education-benchmarks-for-the-betterment-of-pacific>

## 6.0 EQAP performance stories

### 6.5.3 Transforming primary education in the Pacific through data-informed strategies



*Country representatives and EQAP staff following a workshop that carried out deeper analysis of PILNA data.*

The drive to engage in evidence-based decision-making has been widely acknowledged and adopted at the regional and national levels globally. In the Pacific, there is a growing pool of data banks that are being used by Pacific governments to inform the amendment of policies on critical issues affecting the region.

The region's largest assessment, the Pacific Islands Literacy and Numeracy Assessment (PILNA), administered by EQAP provides data on the literacy (reading and writing) and numeracy skills of students who have completed four and six years of formal primary education.

The overarching goal of PILNA as a long-term Pacific-wide regional assessment is to generate cognitive and contextual data that can be used to drive ongoing collaborative efforts to monitor and improve learning outcomes for children in the Pacific.



## 6.0 EQAP performance stories

The participating Pacific Islands countries are now disseminating country-specific data, generated through the PILNA 2021 assessment and contextual questionnaires, to their relevant ministry of education staff to drive local interventions.

To calculate the impact of this workshop, the EQAP team hosted a second data mining workshop in 2023. Through this workshop, EQAP gauged the changes in the education systems and practices that stemmed from the initial workshop convened in 2022.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/01/transforming-primary-education-in-the-pacific-through-data-informed>

### 6.6 Policy and research

#### 6.6.1 Weaving new strands to strengthen the Pacific's school leadership standards



*The Permanent Secretary of Fiji's Ministry of Education, Selina Kuruleca, at the opening of the Regional School Leadership Summit in 2023.*

## 6.0 EQAP performance stories

Representatives from 15 Pacific Island countries revisited and restructured the Regional School Leadership Standards at the regional summit convened by EQAP in August 2023.

The five-day Regional Summit on Advancing Resilience and Inclusion through Sustainable Leadership was opened by the Permanent Secretary of Fiji's Ministry of Education, Selina Kuruleca, who emphasised the importance of school principals in influencing teaching and learning in schools. The standards, which were endorsed in 2012 by the Pacific Heads of Education Systems, helped schools and education authorities clarify the knowledge, skills, and attitudes of all principals and head teachers in their journey to influence the development of children and young people under their care.

This regional document includes a set of professional standards for school principals and forms the basis for the region's ministries and departments of education to develop their own national standards.

The summit, which was funded by the Global Partnership for Education (GPE) and disbursed through the Asian Development Bank (ADB) under the Pacific Regional Education Framework (PacREF), convened not only school leaders, education managers and ministry officials but also representatives from regional and international school leadership training institutions and key speakers from across the region and abroad.

Following the conclusion of the summit, processing and consolidating the recommendations and outcomes from the deliberations commenced. A first draft of the revised Regional School Leadership Standards was developed and circulated among the 15 member countries in 2023. Endorsement of the finalised document is anticipated at the Pacific Heads of Education Systems (PHES) meeting in early 2024.

**Read full article:** <https://www.spc.int/updates/news/media-release/2023/08/weaving-new-strands-to-strengthen-the-pacifics-school-leadership>

## 6.0 EQAP performance stories

### 6.6.2 Striving for education research excellence across the Pacific



*Krishneel Reddy (with garland), EQAP's Education Specialist – Research, posing with the FSM representatives at a research workshop held in FSM in July 2023.*

A week-long education research workshop was organised by EQAP in the Federated States of Micronesia in July and in Papua New Guinea in October 2023.

Both workshops focussed on strengthening and equipping education ministries from the region to take ownership of their education projects through a research and policy support workshop in the areas of research planning, Education Management Information System (EMIS) data analysis, and research capacity development.

In FSM, the workshop brought together not only the participants of the host country but also representatives from Palau and the Republic of the Marshall Islands. The meeting provided the participating countries with a detailed orientation on the conceptual framework and the processes on designing a research plan.



## 6.0 EQAP performance stories

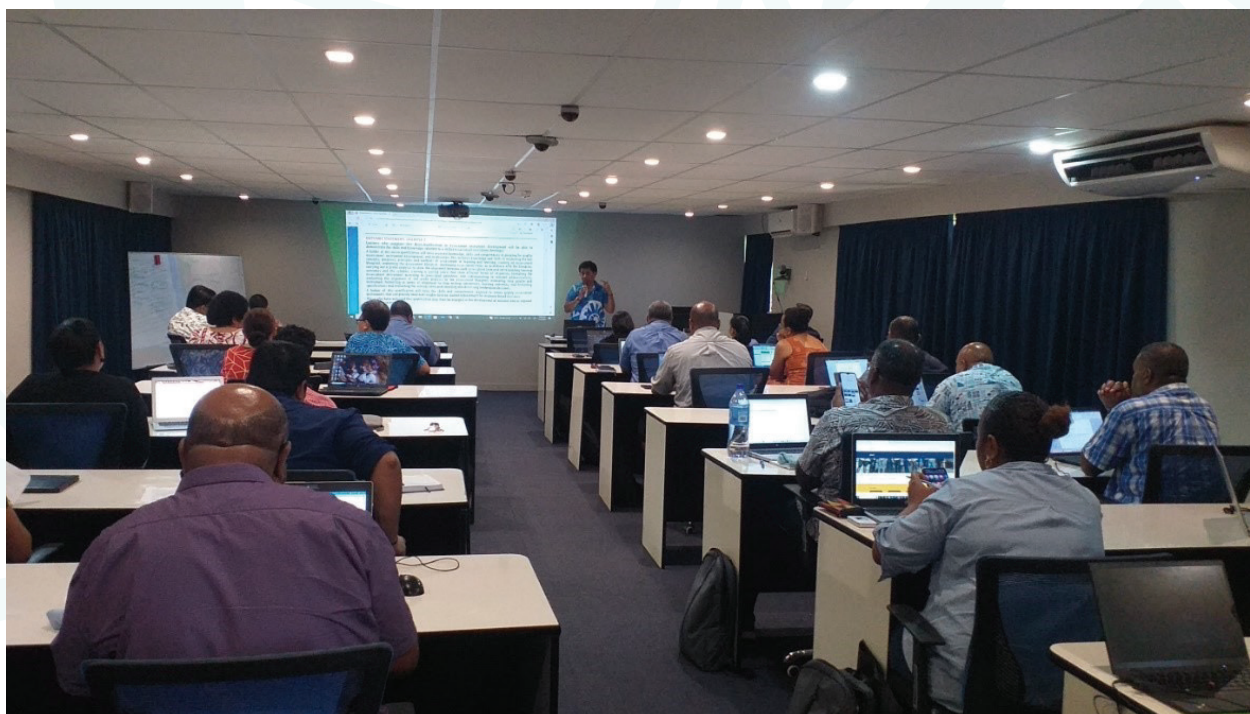
Participating country members were trained in conducting stock take of their EMIS, identifying gaps in data and using that information to formulate education research projects aimed at informing policy and practice.

In PNG, the workshop marked a significant step forward in bolstering the research capacity and efforts of Papua New Guinea's Research and Evaluation Division of the Department of Education. The workshop brought together over 20 education researchers, senior leaders, and policy practitioners from across the different divisions of the Department of Education to share knowledge, develop skills, and establish networks for collaboration.

EQAP will continue providing education, research capacity development, and training to support countries in the region.

## 6.7 Qualifications and accreditations

### 6.7.1 Accredited micro-qualifications ensure lifelong learning and employability



*The EQAP team presenting on the progress of micro-qualification development to stakeholders in Fiji.*



## 6.0 EQAP performance stories

Several micro-qualifications were initiated and developed in 2023 by EQAP's Qualifications team in partnership with a wide variety of stakeholders from across the region.

These micro-qualifications were developed through country and stakeholder consultation processes, to ensure the final product was fit for purpose and was useful for the development of EQAP's member countries.

Some of the qualifications initiated and developed in 2023 include:

- The first-of-its-kind Pacific qualification for monitoring, evaluation and learning (MEL) was initiated and is being developed through an industry-led co-design process, initiated in February 2023 by SPC and an Industry Advisory Committee (IAC). **Read full article:** <https://www.spc.int/updates/news/media-release/2023/04/a-new-pacific-micro-qualification-for-monitoring-evaluation-and>
- The first regional micro-qualifications focussed on community-based fisheries management (CBFM) tools and value chain analysis was developed and endorsed to give farmers, fishers, and trainers in these industries an accredited learning pathway. The CBFM and value chain analysis micro-qualifications add to the growing list of accredited short courses being developed with the guidance of EQAP. **Read full article:** <https://www.spc.int/updates/news/media-release/2023/07/marking-milestone-through-endorsement-of-two-micro>
- To help the Pacific's lecturers and trainers of theological institutions build capacity in developing micro-qualifications (MQ) within their own institutions, EQAP convened a Micro-Qualifications Development Workshop to strengthen the accredited learning possibilities in theological studies, from 29 May–2 June. **Read full article:** <https://www.spc.int/updates/blog/blog/2023/06/strengthening-micro-qualifications-development-capacity-for-pacifics>
- To meet the demand for qualifications upskilling to fit career needs and skills requirements across industries, the Fiji National University (FNU) and EQAP have begun developing and implementing micro-qualifications through FNU's National Training and Productivity Centre (NTPC) courses. The FNU partnered with EQAP to provide training on the features of a micro-qualification and the micro-qualification development and accreditation processes. **Read full article:** <https://www.spc.int/updates/blog/blog/2023/05/accredited-micro-qualifications-ensure-lifelong-learning-and-0>

**Find further updates on EQAP's website:** <https://eqap.spc.int/>

## 6.0 EQAP performance stories

### 6.7.2 Ensuring excellence: quality assurance and periodic review in regional waste-to-energy qualifications



*The Waste-to-Energy Industry Advisory Committee on qualifications comprising representatives from across the region work under the guidance of EQAP staff to review and update existing qualifications.*

The Pacific region faces critical challenges related to substandard solid waste management (SWM) and energy poverty. SPC's Pacific Adoption of Waste-to-Energy Solutions (PAWES) project supports work in Nauru, Papua New Guinea, Samoa, Solomon Islands and Tuvalu to explore renewable energy technologies (RET) and SWM solutions.

The PAWES project in collaboration with EQAP held a training for regional waste-to-energy (WtE) experts from across the Pacific under the project's Industry Advisory Committee (IAC). Held from 25–28 July 2023, it was intended to draw on their diverse expertise to review and to update the existing sustainable energy qualifications, first developed in 2018.

The week-long training included experts from regional educational institutions, research entities, the private sector, government ministries, and other implementing bodies will ensure that regional and national educational providers are well-equipped to offer up-to-date curricula and training programmes on WtE.

## 6.0 EQAP performance stories

The IAC, with the assistance of EQAP facilitators, used the Pacific Quality Assurance Framework (PQAF) and relevant national quality assurance standards to ensure that learners and the broader Pacific community receive qualifications not only of the highest standard, but which are relevant to their needs.

The IAC is supported by the PAWES project and funded by the European Union through the Organisation of African, Caribbean and Pacific States (OACPS) Research & Innovation Programme and the ACP Innovation Fund.

**Read full article:** <https://www.spc.int/updates/blog/blog/2023/08/ensuring-excellence-quality-assurance-and-periodic-review-in-regional>

### 6.7.3 Opening opportunities with accredited micro-qualifications at the Fiji National University



*The SPC delegation pose with Dr Jimaima Lako, FNU's Pro-Vice-Chancellor at the micro-qualifications accreditation ceremony.*



## 6.0 EQAP performance stories

SPC presented accreditation certificates for five micro-qualifications to the Fiji National University (FNU), marking a milestone achievement for the university.

The accredited micro-qualifications are Delivering Housekeeping and Accommodation Services, Managing Rooms Division, Planning and Promoting Hospitality Sales and Marketing, Applying Leadership and Management Skills in the Hospitality Industry, and Basic Operations in a Call Centre.

The accreditation applied to any qualification or micro-qualification submitted by an institution or provider is an evidenced-based process that ensures that the criteria and standards are met and that the evidence provided is sufficient and valid.

EQAP, under the SPC–FNU partnership, will continue to support FNU in the review, development, packaging, and accreditation of the university’s micro-qualifications.

**Read full article:** <https://www.spc.int/updates/blog/blog-post/2024/01/opening-opportunities-with-accredited-micro-qualifications-at-the>

## 6.0 EQAP performance stories

### 6.7.4 Endorsement of a regional teacher qualification: Pacific's response to critical teaching challenges



*Country representatives at the Endorsement of Regional Qualifications meeting with EQAP staff in December 2023.*

The three-day Endorsement of Regional Qualifications meeting held in Nadi concluded with the successful approval of the Graduate Diploma in Teaching qualification in December 2023.

EQAP convened an Industrial Advisory Committee (IAC) with expert members and industry stakeholders, who are representatives of teacher training institutions and staff of ministries of education from across the region to endorse the regional qualification after a series of development workshops.

The Fiji National University (FNU), College of Humanities and Education's Associate Dean for Learning and Teaching, Dr Victor Mafone Alasa, said the endorsed qualification would "bring a positive contribution to teacher education in the Pacific, especially, on the need for teachers to deliver quality education."

## 6.0 EQAP performance stories

Dr Alasa highlighted the importance of this endorsement due to the need to fill vacant teaching positions since many teachers are migrating from Fiji.

EQAP's Qualifications Unit will work on the accreditation of the qualification on the Pacific Qualifications Framework.

**Read full article:** <https://www.spc.int/updates/blog/blog-post/2024/02/endorsement-of-regional-teacher-qualification-pacifics-response-to>

## 6.8 Pacific Regional Education Framework

### 6.8.1 Platforms to chart the future way forward



*EQAP's PacREF Implementation Adviser, Seci Waqabaca, presenting the 2023 findings at the MEL annual reflection workshop.*

EQAP provided a platform to 15 participating countries and implementation agents to share their experiences and progress against the outcomes of the Pacific Regional Education Framework (PacREF).



## 6.0 EQAP performance stories

The three-day PacREF MEL (monitoring, evaluation and learning) annual reflection workshop in October 2023 in Nadi, Fiji, allowed a participatory and flexible approach to evaluating PacREF interventions in countries and capturing a range of perspectives on the programme outcomes and impact.

PacREF is a regional policy formally endorsed by the Forum Education Ministers' Meeting (FEEdMM), which is designed to raise the quality of schooling and student outcomes equitably across the Pacific.

Apart from providing a platform to the participating countries, the workshop also identified and documented evidence of changes or outcomes and captured their perspectives on the PacREF implementation and its impact.

The workshop also identified unexpected or unintended outcomes, which provided valuable insights for programme improvement and innovation and the opportunity for participants to discuss the status of country activities and the form of support they required to support their roles.

EQAP is involved in a continuous formative assessment of the qualitative aspect of the PacREF programme and sharing the lessons learned during implementation for improvement measures.

**Read full article:** <https://www.spc.int/updates/blog/blog-post/2023/11/platforms-to-chart-the-future-way-forward>





## **7.0 EQAP stakeholders and education sector partners**

Generally, the EQAP team reverted to a face-to-face modality when working with its member countries. However, on a needs-basis, the team included members and stakeholders virtually to ensure all relevant participants were present at critical meetings throughout the year. This modality of working was strengthened through strong support received from in-country stakeholders and regional and international development partners.

## 7.0 EQAP stakeholders and education sector partners

**Table 7: List of stakeholders and education sector partners**

Stakeholders	Education sector partners
Cook Islands – Ministry of Education	Australian Council for Educational Research
Federated States of Micronesia – Department of Education	Australian Department of Foreign Affairs and Trade
Fiji – Ministry of Education	Australia Pacific Training Coalition
Kiribati – Ministry of Education	Asian Development Bank
Nauru – Department of Education	Bishop Patteson Theological College
Niue – Department of Education (Ministry of Social Services)	Fiji Meteorological Services
Palau – Ministry of Education	Fiji National University
Papua New Guinea – Department of Education	Higher Education Commission – Fiji
Republic of Marshall Islands – Ministry of Education, Sports and Training	New South Wales Education Standards Authority
Samoa – Ministry of Education, Sports and Culture	New Zealand Ministry of Foreign Affairs and Trade
Solomon Islands – Ministry of Education and Human Resources Development	New Zealand Qualifications Authority
Tokelau – Department of Education	Oceania National Olympic Committees
Tonga – Ministry of Education and Training	PacREF Facilitation Unit
Tuvalu – Ministry of Education, Youth and Sports	South Pacific Association of Theological Schools
Vanuatu – Ministry of Education and Training	United Nations International Children's Emergency Fund
	United Nations Educational, Scientific and Cultural Organization
	United Nations Educational, Scientific and Cultural Organization Institute for Statistics
	University of the South Pacific – Institute of Education
	University of the South Pacific – School of Pacific Arts, Communication and Education (SPACE)
	World Bank

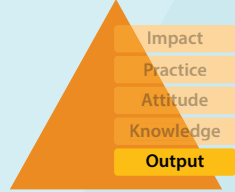
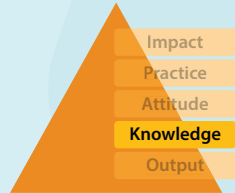

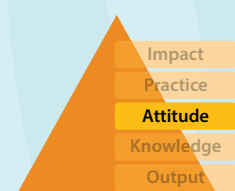

## 8.0 Appendices

### Appendix 1: Definition of the status of EQAP activities

<i>Education Quality Integrated Reporting Information System (EQIRIS)</i>	
Status	Definitions
In progress	Activity is progressing or moving forward as planned or it has started and is ongoing.
Completed	Planned activity has achieved fully or ended successfully.
Postponed	Activity to take place later in the year or the following year, later than the initial schedule in the country agreement.
Cancelled	Planned activity will not take place at all in the country agreement.

## 8.0 Appendices

### Appendix 2: Descriptions of levels of change

Levels of change	Description	Reporting progress
Output	The products, goods and services EQAP deliver internally and to our members.	
Change in knowledge	The individual skills and capacities acquired or reinforced as a result of EQAP's interventions. Changes in knowledge are often short-term outcomes as they typically occur immediately or soon after an activity is completed.	
Change in practice	The application of acquired information, skills, capacities, or new behaviour leads to (i) changes in action; and (ii) new or improved practices for individuals 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.	
Change in attitude	Evolutions in people's beliefs, opinions, motivations, intentions, that 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 completed.	
Impact	The long-term outcomes at the individual, institutional or population level that EQAP aims to inspire.	

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 or accessible. There is also a level of subjectivity, where opinion and interpretation may not always be consistent across evaluators. Definitions for the types of change and method of measurement are provided in the following pages.



## 8.0 Appendices

### Appendix 3: Definition of key areas of change

Source: *Strategy, Performance and Learning unit, SPC*

#### Definition of key areas of change

- 1. Change in knowledge:** This refers to the individual skills and capacities acquired or reinforced as a result of EQAP's actions. Changes in knowledge are often short-term outcomes as they typically occur immediately or soon after an activity is completed.
  - a. Measuring the effectiveness of EQAP's outputs will often require assessing whether levels of awareness or knowledge of its programme participants have evolved. It is best to measure learning outcomes both before and after capacity development or technical assistance, based on one's learning or assistance objectives, in order to assess changes.
  - b. Suggested standard indicators to include in results frameworks to measure changes in knowledge are:
    - i. the number of people involved in capacity development (M/F) (specify subject);
    - ii. the number of people receiving technical assistance (M/F) (specify nature of assistance); and
    - iii. the number and percentage of supported people with increased knowledge and awareness (M/F).
- 2. Change in attitude:** This refers to evolutions in people's beliefs, opinions, motivations and intentions that 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 completed.
  - a. Measuring the effectiveness of EQAP's outputs will often require assessing whether the attitudes, beliefs, opinions, motivations or intentions of its programme participants have evolved as a result of its work.
  - b. Suggested standard indicators to include in results frameworks to measure changes in attitude are:
    - i. the number and percentage of supported people showing a change in attitude (M/F) (specify the change based on the change in attitude terminology below); and
    - ii. the number and percentage of supported national or sub-national institutions and other entities showing change in attitude (specify the change based on the change in attitude terminology below).

## 8.0 Appendices

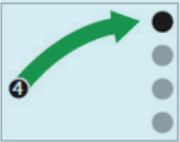
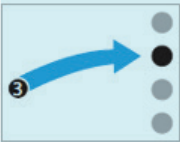

- 3. Change in practice:** This refers to the application of acquired information, skills, capacities or new behaviour that leads to (i) changes in action; and (ii) new or improved practice for individual or institutional performance. Changes in practice are usually mid-term to longer term outcomes as the changes from action to practice take further time to emerge.
- a. Measuring the effectiveness of EQAP's outputs will often require assessing whether the knowledge or skills gained have been applied, or whether changed intention translated into action for programme participants. These represent changes in action, which, if they are sustained, will contribute to:
    - i. changes in practice, i.e. improvements in individual or institutional ways of working;
    - ii. new or improved transferrable skills or competencies; and
    - iii. new or improved structures, processes, systems and equipment.
  - b. Suggested standard indicators to include in results frameworks to measure changes in practice are:
    - i. the number and percentage of supported people using skills/knowledge received in training or technical support, six months later;
    - ii. the number of supported institutions which implemented (new/upgraded) systems/tools/procedures/processes/equipment/working methods;
    - iii. the number of PICTs adopting policies, laws, plans, etc., based on evidence or assistance provided by SPC; and
    - iv. the number of PICTs implementing policies, laws and plans based on assistance provided by SPC (implementation includes budget development, plans or priorities enacted, programmes developed, resources allocated).

## 8.0 Appendices

- 4. Impact at SPC:** This refers to the long-term outcomes that SPC aims to inspire at the individual, institutional and population level.
- a. Evidence of the outcomes of EQAP's work is the last step in our results hierarchy towards contributing to its members' development priorities. As outcomes are best assessed through rigorous 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 long-term outcomes are:
    - i. the effect of applied skills/knowledge on a country's systems;
    - ii. the effect on targeted populations; and
    - iii. the effects of a programme or project on groups of individuals.

## 8.0 Appendices



### Appendix 4: Performance assessment toll guide

Revised scale rating	Results Framework and reporting template	Criteria	Revised criteria definition	Quantitative criteria	Numerical value	Revised numerical range
	Significant progress has been made towards this result.	Significant positive change.	Progress toward result meets or exceeds expectation of achievement at this time. Learnings about what to do more of will be shared to promote adaptation and improvement in other programmes.	100% or exceeded target.	4	3.5–4
	Some progress has been made towards this result.	Moderate positive change.	Some progress has been made towards meeting achievement expected at this time. Progress toward result is likely to meet expectation with minor adaptation in practice.	50–99% target met.	3	2.5–3.4
	No overall progress has been made towards this result.	Little to no change.	No overall progress has been made towards the result expected at this time. Progress toward results is likely to meet expectation with moderate adaptation in practice. Opportunities for reflection and learning are presented.	1–49% target met.	2	1.5–2.4



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### Appendix 4 (continued): Performance assessment toll guide

Revised scale rating	Results Framework and reporting template	Criteria	Revised criteria definition	Quantitative criteria	Numerical value	Revised numerical range
	Moving away from making progress towards this result.	Negative change.	Moving away from making progress towards the result expected at this time. Progress toward result is not likely to meet expectation without significant adaptation in practice. Significant reflection and learning is required to mitigate risks to progressing toward the expected result.	0% target met or negative change.	1	0.5–1.4
	Insufficient data available.	No rating.	Progress toward change is unable to be assessed based on the lack of available data. Indicates that a review of key result area and data collection systems is required.	% target met unknown.	0	0–0.4

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### Appendix 5: EQAP business plan targets

Business plan indicator			
No	KRA	Indicator	2023 targets
1	1.1	Number of countries that have adapted the use of data quality assessment framework and current status of EMIS in the education system.	8 PICTs
2	1.1	Number of countries that have data quality improvement plans in place.	9 PICTs
3	1.1	Number of countries that are uploading education data to UNESCO.	11 PICTs
4	1.1	Number of countries producing their own reports and digests that include SDG4 indicators and cohort analysis.	7 PICTs
5	1.1	Number of countries that produce data for the Status of Pacific Education Report.	12 PICTs
6	1.2	Number of reports that is analysed in meaningful and accessible formats.	4 national reports
7	1.2	Number of member countries analysing or presenting insights based on their national student assessment data.	3 PICTs
8	1.2	Number of quality education research conducted by member countries that applies or builds on EQAP research.	4 education research
9	1.3	Number of countries that have adapted to improve or embedded practices and processes on the use of EQAP Policy Toolkit in alignment to current or new policies.	2 PICTs
10	1.4	Lower secondary assessment tools developed, tested and piloted.	1 tool
11	2.1	Number of countries by year levels that EQAP supports in terms of outcomes-based curriculum and assessment documents.	5 PICTs
12	2.2	Information gathered through surveys/interviews on the perceptions of teachers and ministry of education staff in implementation and use of the new outcomes-based curriculum.	Survey results
13	2.2	Types of teaching interventions that have been informed by coding of student assessment and PILNA data.	2 teaching interventions
14	2.3	Number of countries requesting for exam paper development and moderation number of papers requested.	4 PICTs
15	2.4	Number of member countries that are carrying out assessments of school heads/ teacher competencies using teacher competency standards.	2 PICTs
16	2.4	Number of countries that have national school teacher/teacher competency assessments that are aligned to the regional standards.	4 PICTs

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### Appendix 5 (continued): EQAP business plan targets

Business plan indicator			
No	KRA	Indicator	2023 targets
17	2.5	Number of member countries that have implemented national tools of assessment that are aligned to PILNA processes.	4 PICTs
18	3.1	Number of accreditation applications processed.	14 applications
19	3.1	Number of applications from training providers to deliver regional qualifications and micro-qualifications.	1 application
20	3.2	Number of qualification authorities seeking guidance and support on the development and implementation of Higher Education quality frameworks.	2 qualification authorities
21	3.2	Number of national qualification authorities quality audited.	Zero for 2023
22	3.3	Number of online qualifications processed, registered and promoted.	35 qualifications
23	3.4	Number of foreign qualifications assessed and reports compiled.	10 foreign qualifications
24	3.5	Number of education ministries requesting support to design and implement intervention programmes based on school head or teacher competency assessment results.	4 education ministries
25	3.6	Number of students enrolled in the programme in Kiribati and Tuvalu and proportion of successful students at the end of the year.	1300 students
26	3.6	Number of new online tools developed to facilitate student and teacher engagement and support teaching and learning.	4 online tools developed
27	3.6	Number of schools that have been verified of capacity and accredited to offer South Pacific Form Seven Certificate.	10 schools
28	3.6	Timely release of South Pacific Form Seven Certificate result ensuring access of successful candidates to tertiary education.	8 December 2023
29	3.7	Regional framework on the mutual recognition of qualifications endorsed by nine participating countries with referencing and benchmarking reports published.	Zero for 2023
30	4.1	Number of social media engagements and the reach of social media for EQAP specific posts on SPC social media channels.	20000 social media engagements
31	4.2	Number of breaches in the use of mandatory SPC and donor partner templates, procedures and policies.	Zero breaches

## 8.0 Appendices

### Appendix 5 (continued): EQAP business plan targets

Business plan indicator			
No	KRA	Indicator	2023 targets
32	4.2	Number of mandated reports delivered on a timely basis.	7 mandated reports
33	4.2	EQAP risk management is captured and updated at required intervals.	Monthly update of risk register
34	4.3	Evidence of citations of research reports, publications and presentation by EQAP and international scholars and research organisations.	Zero for 2023
35	4.4	Number of PacREF requests for collaboration and input to activities is supported and attended by EQAP.	18 PacREF requests
36	4.5	Number of country request received and support provided from the EQAP team.	80 country requests
37	4.5	Number of people participated or graduated in EQAP workshops, training, international qualifications or on-the-job support to enhance knowledge and skills.	1200 participants
38	4.5	Number of meetings of the governing board and technical working groups convened with outcomes.	3 governing board meetings
39	4.5	Rating achieved on the new knowledge and skills learnt from EQAP workshops, training or on-the-job support.	30 workshop/ training analysed
40	4.6	Number of new/on-going/completed joint initiatives between EQAP and other SPC divisions.	4 joint initiatives



## 8.0 Appendices

### Appendix 6: EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.1 Ministries implement and maintain education management information systems.	<p>PICTs continue to provide annual data collection on education to UNESCO Institute for Statistics (UIS), with support from SPC:</p> <ul style="list-style-type: none"> <li>- 15 PICTs submitted their questionnaires to the UNESCO UIS annual survey.</li> <li>- 8 PICTs produced their Statistical Digests for the years that education data were available.</li> <li>- 10 PICTs were provided with cohort survival rates.</li> </ul>	SPC supported Fiji and Palau to develop the data quality education framework report with the collaboration of the UNESCO Institute for Statistics.		Fiji and Palau
1.1 Ministries implement and maintain education management information systems.	A report titled: <i>A Regional Monitoring Report based on internationally comparable statistics 2022</i> was launched in May 2023, after endorsement by Conference of Pacific Education Ministers (CPEM). The report will help countries and development partners to track national progress of education systems, a key outcome of Sustainable Development Goal Four (SDG 4) and PacREF in collaboration between UNESCO and SPC to strengthen education statistics in the region.	SPC developed the 2022 Status of the Pacific Report with support from UNESCO Institute for Statistics (UIS).		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
1.1 Ministries implement and maintain education management information systems.	45 MoE officials (21 women, 24 men) from 8 PICTs were involved in various in-country training to strengthen education statistics data collection and reporting including training on Data Quality Assessment (DQA) implementation plan, statistics publication, new UIS questionnaire, data for SDG, PacREF, data quality assessment framework.	SPC supported national education statistics officers to prepare and provide quality assurance of country data for annual submissions to UIS.		Federated States of Micronesia, Nauru, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu

## 8.0 Appendices

### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.1 Ministries implement and maintain education management information systems.	<p>PICTs continue to provide annual data collection on Education to UNESCO Institute for Statistics (UIS), with support from SPC:</p> <ul style="list-style-type: none"> <li>- 15 PICTs submitted their questionnaires to the UNESCO UIS annual survey.</li> <li>- 8 PICTs produced their Statistical Digests for the years that education data were available.</li> <li>- 10 PICTs were provided with cohort survival rates.</li> </ul>	SPC provided technical support to Ministry of Education Officers to quality assure country data for UNESCO.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
1.1 Ministries implement and maintain education management information systems.	Ongoing support to 15 PICTs to strengthen education statistics and data collection on SDG 4 to UNESCO (UIS). 9 government officials (2 women, 7 men) from 6 PICTs participated in the sub-regional workshop for using SDG 4 templates in collecting international education data and statistics. The workshop introduced the SDG 4 templates, their usefulness for national planning, and the data required for reporting. The workshop also focussed on review of the country templates submitted (discussion of challenges and issues), review of the education sectors data collection structure and national household surveys and population censuses.	SPC coordinated and facilitated the workshop with support from UNESCO Institute for Statistics (UIS).		Cook Islands, Federated States of Micronesia, Fiji, Nauru, Niue, Papua New Guinea, Marshall Islands, Tonga, Samoa, Solomon Islands, Tuvalu and Vanuatu



## 8.0 Appendices

### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
<p><b>1.1</b> Ministries implement and maintain education management information systems.</p> <p>(continued from previous page)</p>	<p>24 officials (9 women, 17 men) from 12 PICTs participated in the regional workshop designed to build a clear and mutual understanding of the benchmarks indicators and identified areas for improvement in data production and reporting to support monitoring efforts on SDG 4 and PacREF. The workshop fostered a community of practice in international education data and preparation of regional inputs to the First Global Education Statistician Meeting.</p>			
<p><b>1.3</b> Ministries make evidence-based decisions to revise policies and interventions to address policy gaps.</p>	<p>37 government officials (23 women, 14 men) from 2 PICTs (Kiribati, Papua New Guinea) participated in EQAP's policy toolkit development workshop. The workshop developed into various stages of policy development outlined in EQAP's Policy Development Toolkit. Its primary emphasis was examining the education policy development cycle, the review process, the development of M&amp;E plans, and introducing tools to aid in implementing and reviewing education policies. These two countries are using the toolkit to facilitate and strengthen policy development processes of their national education policies.</p>	<p>SPC coordinated and facilitated the workshop.</p>		<p>Kiribati and Papua New Guinea</p>

## 8.0 Appendices

### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.4 Ministries use regional literacy and numeracy comparative assessment data.	<p>2 PICTs (Tuvalu, Vanuatu) were trained on PILNA processes and with the alignment of their national assessment systems to PILNA. 8 officials (5 women, 3 men) from the Ministry of Education in Tuvalu were trained on the PILNA process to support better alignment of the Tuvalu Standard Tests of Achievement (TUSTA) to PILNA, including learning on best assessment practices that are used in PILNA, and how it can be adopted to support the TUSTA assessment.</p> <p>30 officials (22 women, 8 men) from the Ministry of Education in Vanuatu participated in a training on Vanuatu Standardised Test of Achievement (VANSTA). With support from EQAP, Vanuatu has now agreed to adopt PILNA coding and item writing in their VANSTA.</p>	SPC provided technical advice and support to align the national assessment with PILNA assessment.		Tuvalu and Vanuatu
1.4 Ministries use regional literacy and numeracy comparative assessment data.	<p>The digital PILNA report was updated with interactive features for the 15 PICTs to:</p> <ol style="list-style-type: none"> <li>1. Improve access and usability of 2021 PILNA report.</li> <li>2. Produced multi-level reports by country-specific, in relation to the regional report.</li> </ol> <p>Small Islands States report for PILNA data developed for 6 PICTs on the progress and status of Literacy and Numeracy for aggregated small island countries.</p>	SPC provided the 2021 PILNA reports in country specific reporting format and small island state report.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu



## Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.4 Ministries use regional literacy and numeracy comparative assessment data.	20 government officials (6 women, 14 men) from 13 PICTs participated in the second phase of a workshop on data mining workshop supported by SPC and ACER. The workshop aimed to strengthen understanding of PILNA data and how it is used to inform change at the systems level, curriculum and assessment and at the classroom level, and better informed on links to national priorities and how to better use national data support planning, M&E and inform decisions on policies. The countries also learned utilising PILNA interactive reporting interface to access and use the online regional and country reports.	SPC coordinated and facilitated the workshop with support from ACER.		Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu
1.4 Ministries use regional literacy and numeracy comparative assessment data.	<p>12 government officials (3 women, 9 men) from 6 PICTs participated in the sub-regional workshop on psychometrics and item response theory (IRT). The participants now have understanding on the Rasch model and its application to better analyse examination results for students.</p> <p>In-country consultation on psychometric scale development including setting of psychometric scale and data analysis of national results was conducted in 5 PICTs (Fiji, Kiribati, Tonga, Tuvalu, and Vanuatu). The support for data analysis and consultation provided the countries with a better understanding of analysing or coordinating national large-scale assessment data.</p>	SPC provided technical support on the psychometric analysis and conQuest model training.		Fiji, Kiribati, Tonga, Tuvalu, and Vanuatu



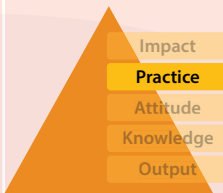
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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.4 Ministries use regional literacy and numeracy comparative assessment data.	<p>Following the 2021 PILNA administration's recommendation to revise the regional benchmarks and show clearer demarcation of students learning, the review of the PILNA benchmarking was completed and approved by its Steering Committee for the 2025 cycle.</p> <p>31 government officials (19 women, 12 men) from 15 PICTs were engaged in the review, and development of high-quality assessment item writing for literacy and numeracy. The process required creativity and careful alignment of national to regional benchmarks for literacy and numeracy through a participatory approach fostering more collaboration and learning among item writers.</p>	SPC coordinated and facilitated the workshop with support from ACER.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
1.4 Ministries use regional literacy and numeracy comparative assessment data.	<p>14 senior government officials; permanent secretaries and directors (7 women, 6 men) from 13 PICTs attended the PILNA Steering Committee meeting in Nadi. The key outcomes of the meeting include:</p> <ol style="list-style-type: none"> <li>1. PILNA 2021 regional results and accessibility.</li> <li>2. The use of PILNA results and findings for integration into PICTs education system and alignment to PacREF outcomes.</li> <li>3. Endorsement of Pacific Assessment for Lower Secondary.</li> </ol>	SPC hosted the steering committee, which is a sub-committee of SPC's Committee of Representatives of Governments and Administrations (CRGA) and Pacific Board for Education Quality (PBEQ).		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu



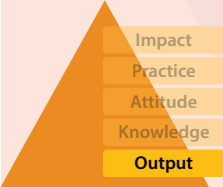
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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
1.4 Ministries use regional literacy and numeracy comparative assessment data.	29 government officials (20 women, 9 men) from 15 PICTs participated in the item creation training for Pacific Assessment for Lower Secondary (PALS). The participants were trained on item writing for literacy, numeracy and science and the creation of benchmarks and coding guides for Year 9 assessment in Fiji. The first pilot administration for Year 9 was concluded in October with 4 schools participating schools. The results will be presented to the Steering Committee and the Pacific Board of Educational Quality (PBEQ) members.	SPC coordinated and facilitated the workshop with support from Australian Council for Educational Research (ACER) and pilot administration of Pacific Assessment for Lower Secondary (PALS).		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
2.2 Teachers improve teaching of curricula.	<p>257 teachers (124 women, 133 men) in 3 PICTs (Kiribati, Tuvalu, Vanuatu) have increased capacity in using the enhanced Moodle platform for interactive assessment feature in the six subjects (Physics, Calculus, Statistics, Chemistry, Economics and Accounting) for revision purpose.</p> <p>Outcome based education was also supported with SPFSC videos on Moodle for teacher training and accessibility to internal and external assessment, learning and teaching strategies.</p>	SPC upgraded the Moodle platform and delivered the training.		Kiribati, Tuvalu and Vanuatu
2.3 Ministries improve the quality of student assessments.	62 teachers and education officers (43 women, 19 men) from Vanuatu participated in training workshops on assessment instrument development (AID) micro qualifications and coding. The training improved the participants' technical capacity and knowledge on student assessments and development at national level and its contribution at regional level.	SPC provided technical advisory support and delivered the trainings.		Vanuatu


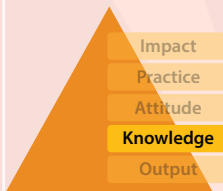
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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
2.3 Ministries improve the quality of student assessments.	54 teachers for Year 13 (20 women, 34 men) participated in the internal assessment training in Vanuatu, as part of the on-going support for the transition from the South Pacific Form Seven Certificate (SPFSC) examination to national qualification. The training enhanced the teachers understanding and implementation of the Internal Assessment (IA) component for Year 13 programme in the SPFSC Moodle platform, resolving issues of reporting and verification of results for various subjects.	SPC provided support to Vanuatu's MoET in developing systems, training and curriculum documents for 19 subjects.		Vanuatu
2.3 Ministries improve the quality of student assessments.	384 students and teachers of schools from Funafuti, Tuvalu (266 students from Nauti Primary School, 118 from SDA Primary School) took part in a reading assessment conducted by 8 (5 women, 3 men) enumerators and supervisors supported by SPC. This training included taking the participants on the contextual environment and survey tools for data collection including primary observations. The second cycle for the Early Grade Reading Assessment (EGRA) of schools in Tuvalu concluded with 2023 reporting; and improvement in results from 2016 and 2021 TuEGRA surveys.	SPC provided support with the development and embedment of instruments.		Tuvalu
2.3 Ministries improve the quality of student assessments.	4 PICTs (Nauru, Samoa, Tuvalu, Vanuatu) benefitted from technical support to develop and provide quality assurance of their national exams: <ul style="list-style-type: none"> <li>- Nauru Secondary Scholarship Examination;</li> <li>- Samoa School Certificate, Secondary School Leaving Certificate;</li> <li>- Tuvalu Senior Secondary School;</li> <li>- Vanuatu National Secondary Certificate, Vanuatu University Entrance Certificate.</li> </ul>	SPC provided technical advice and quality assurance to strengthen national exam.		Nauru, Samoa, Tuvalu and Vanuatu

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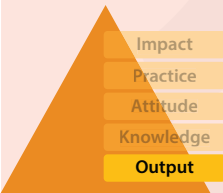
### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
2.3 Ministries improve the quality of student assessments.	<p>2 PICTs (Fiji, Tuvalu) were supported with examiners and moderators training ensuring clarity on roles, and responsibilities, and preparing of high-quality assessment instruments to support more reliability in the scoring process. 46 MoE officials, and school teachers (33 women, 12 men 1 other) in Fiji now have refreshed knowledge on the examination cycle and the responsibilities towards the examination process.</p> <p>41 MoE officials and school teachers (31 women, 10 men) from Tuvalu's Ministry of Education, including Year 10 examiners, moderators and primary school teachers were trained to increase and build capacity of potential pool of examiners and moderators to develop high quality examination documents for outcome based assessments.</p>	SPC conducted the refresher training for examiners and moderators.		Fiji and Tuvalu
2.3 Ministries improve the quality of student assessments.	<p>52 government officials (37 women, 13 men, 2 others) from Samoa's Ministry of Education, Sports and Culture, which include teachers, school principals, school review officers, curriculum officers, participated in various Systematic Synthetic Phonics (SSP) programme trainings which focused on improving literacy skills and identify gaps in teaching activities under the concept of the classroom-based assessment.</p> <p>10 pilot schools in Samoa (6 from Upolu, 4 from Savaii) were engaged through field visits to observe and identify areas for support for teachers on phonics lessons. The results of the baseline and midline reading progress report of field visit exercise were also shared with the piloted schools.</p>	SPC provided technical support to implement the project, training to teachers and school visitations.		Samoa

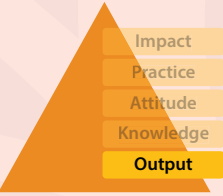
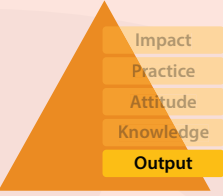


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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.	<p>30 (12 women, 18 men) ministry of education officers from 4 PICTs (Nauru, Samoa, Tuvalu, Vanuatu) were engaged in the development of the Strategy for Monitoring and Improving School Leaders' Effectiveness (SMILE), an appraisal tool for leadership in schools;</p> <ul style="list-style-type: none"> <li>- 11 MoE officials (4 women, 7 men) in Samoa were trained to enhance the existing tool and system since its introduction in 2022.</li> <li>- 13 (7 women, 8 men) MoE officials from Tuvalu were trained on using the new regional SMILE version and prototype and tested the functionality using dummy data.</li> <li>- 5 MoE officials (5 men) were consulted on the development of SMILE, along with an introduction and demonstration of the first phase of the Harmonised School System for Vanuatu.</li> <li>- A prototype was developed for one SMILE domain in Nauru following consultation on the leadership standards with the MoE.</li> </ul>	SPC provided technical advice and support to develop the digital tool.		Nauru, Samoa, Tuvalu and Vanuatu
2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.	<p>The regional standards for teachers have been revised and endorsed at the Pacific Heads of Education Systems (PHES) meeting and noted by Ministers during Conference of the Pacific Education Ministers (CPEM) in March. The revision was based on the review of audit reports from 7 PICTs with 15 participants (8 women, 7 men). The discussions at the regional workshop were around guidelines, instruments, tools, dissemination of information, and support for teachers that can be implemented such that teachers across the region benefit from the use of standards and consequently improve student outcomes.</p>	SPC provided technical advice and support to develop the Pacific Regional Standards for Teachers.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu

## Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.	<p>41 members (24 women, 17 men) from 14 PICTs and 4 development partners attended the Regional Summit to Review and Revise the Regional School Leadership Standards in Nadi, Fiji. 15 PICTs and agencies were engaged during the summit to align national leadership standards to the regional school leadership standards and re-define the regional school leadership standards to meet the current national and regional expectations of school leaders (outcome report published). The revised standards consist of four core pillars:</p> <ol style="list-style-type: none"> <li>1. School leadership,</li> <li>2. School management,</li> <li>3. Teaching and learning, and</li> <li>4. Community partnership, to assist schools and education authorities in their journey to influence the development of children.</li> </ol> <p>The review of the school leadership standards was informed by the findings of the survey on "A snapshot into national school leadership standards: insights from the Pacific region", involving 780 school principals in 15 PICTs.</p>	SPC hosted the Regional Summit to Review and Revise the Regional School Leadership Standards.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu
2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.	<p>25 MoE officials (9 women, 16 men) from 4 PICTs (Federated States of Micronesia, Palau, Papua New Guinea, Republic of Marshall Islands) participated in the national and sub-regional research workshop to support education research planning, implementation and country engagement in action research approach aiming to improve practice.</p>	SPC coordinated and facilitated the workshop on education research planning.		Federated States of Micronesia, Marshall Islands, Palau and Papua New Guinea


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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro qualifications.	<p>A total of 22 accreditation certificates have been processed for the following institutes (Oceania National Olympic Committees - 6 micro-qualifications, Kiribati Institute of Technology - 1 qualification, FNU - 9 micro-qualifications, GEM - 5 micro-qualifications, Fiji Meteorological Office - 1 micro-qualification).</p> <p>The status for accreditation application are as follows for 2023:</p> <ul style="list-style-type: none"> <li>- Approved for Accreditation - 22 applications.</li> <li>- Approved to deliver - 1 application.</li> </ul>	TBA		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Tonga, Solomon Islands, Tokelau, Tuvalu and Vanuatu
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro qualifications.	<p>2 academic institutions in Fiji received training on the features, development and accreditation process of micro-qualifications and qualifications. 66 participants (22 women, 44 men) from the Fiji National University (FNU) now have increased capacity and knowledge on the features, development and accreditation process of a micro-qualification and 14 participants (5 women, 9 men) from the South Pacific Association of Theological Schools (SPATS) were trained on improving system and protocols and development of qualifications and quality assurance of providers and programmes.</p>	SPC conducted the workshop.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu



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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications.	<p>In 2023, SPC collaborated with national quality assurance agencies, training providers, and industry organisations to develop 2 qualifications and 8 micro-qualifications.</p> <p>The collaborative efforts resulted in the following:</p> <ol style="list-style-type: none"> <li>1. Pacific MEL project, SPC's Strategy, Performance and Learning (SPL) (1 qualification) - Diploma in Monitoring Evaluation and Learning (MEL).</li> <li>2. PacREF (1 qualification) - Graduate Certificate in Teaching.</li> <li>3. USP PEUMP (2 micro-qualifications) - Micro-qualification to Scale up Community-Based Fisheries Management in the Pacific and Micro-qualification to Enhance Agricultural and Fisheries Value Chains in the Pacific Islands.</li> <li>4. SPC GEM Division (6 Micro qualifications) - Disaster Risk Reduction, Leadership in Disaster Risk Management, Disaster Response Management, Coordination of Emergency Operations, and Manage Disaster Preparedness Exercises.</li> </ol>	SPC provided training and coordinated the development and endorsement of regional qualifications and micro-qualifications.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications.	19 (13 women, 6 men) participants from the Kiribati Institute of Technology and Kiribati Teachers College were trained on features of provider qualification, procedures for the development and approval of qualifications and criteria and outcomes for the accreditation of a qualification.	SPC provided technical support to coordinate and facilitate the training for Kiribati (Kiribati Teachers College, Kiribati Institute of Technology).		Kiribati

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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.	9 participants from Fiji (4 women, 4 men) and Tonga's (1 woman) national quality assurance agencies (NQAAs) can now design a training programme and facilitate e-learning process following their participation in the regional training on "Deliver E-Learning Skill Set", supported by SPC. The two units delivered on the 4 components: 1. Scoping and researching e-learning resources, 2. Designing e-learning resources, 3. Developing e-learning resources, 4. Reviewing and evaluating the e-learning resources.	SPC facilitated the training, which was conducted by TAFE Queensland.		Fiji and Tonga
3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.	16 industry experts (7 women, 9 men) from the national quality assurance body, tertiary institutions (Fiji National University), and international and regional organisations (University of the South Pacific) were trained to assess the features of qualifications or micro-qualifications, and can now be contracted as evaluators (prepare, review and report) of qualifications and micro-qualifications for accreditation.	SPC conducted the annual evaluators workshop.		Fiji



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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.	13 members (8 men, 5 women) from 8 participating countries attended the Pacific Qualifications Advisory Board (PQAB) meeting to provide update on the work being carried out in the countries and to identify common emerging needs and specific national priorities for which EQAP's support and assistance may be required. The meeting also discussed the Pacific Agreement on Closer Economic Relations (PACER) Plus Project and its implication on the work that the agencies are currently doing and how it will add value to their national quality assurance and qualifications recognition systems. Countries confirmed participation and endorsed the referencing criteria and process for Pacific Agreement on Closer Economic Relations (PACER) Plus project.	SPC hosted the meeting of the Pacific Qualifications Advisory Board (PQAB).		Cook Islands, Fiji, Kiribati, Nauru, Samoa, Solomon Islands, Tonga and Tuvalu
3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.	4 participants (2 women, 2 men) from 4 national quality assurance agencies (NQAAs) (Fiji Higher Education Commission, Tonga National Qualifications & Accreditation Board, Vanuatu Qualifications Authority, Solomon Islands Tertiary Education and Skills Authority) were engaged in a study tour to New Zealand Qualifications Authority (NZQA), focussing on qualification recognition. The tour enabled the participants to examine its qualification recognition system as applied NZQA.	SPC provided technical support to implement the project and study tour visit to New Zealand Qualifications Authority (NZQA). Funding for this project was provided by SPL's Funding with Intent - MFAT).		Fiji, Solomon Islands, Tonga and Vanuatu



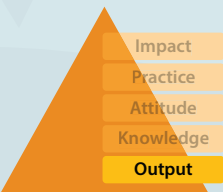
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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
<b>3.3 Employers and institutions</b> use the Pacific Register of Qualifications and Standards (PRQS) information on accredited qualifications and qualified persons.	88 new qualifications were registered on the Pacific Register of Qualifications and Standards (PRQS) system, bringing to a total of 451 qualifications registered in PRQS by the end of 2023. These qualifications were received from the following agencies: 1. Higher Education Commission of Fiji (HECF) - 63 2. Samoa Qualifications Authority (SQA) - 10 3. Tonga National Qualifications and Accreditation Board (TNQAB) - 15	SPC manages and maintains the Pacific Register of Qualifications and Standards (PRQS) system.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
<b>3.4 Learners' foreign</b> qualifications are recognised by employers and training providers.	13 foreign new high school qualifications were assessed for 5 countries (Africa Australia, England, India, New Zealand, and Tonga) to determine equivalence for admission into tertiary institutions. This brought to a total of 68 foreign qualifications accredited in the last 6 years.	SPC conducts ongoing assessment of foreign qualifications (on request) for students looking to enrol in tertiary qualifications in the Pacific.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu

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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
<b>3.6</b> Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.	10 Schools in Kiribati (9 schools) and Tuvalu (1 school) have been verified and accredited for the basic requirements to offer the SPFSC qualification. The verification of the qualification was in terms of resources, including teachers. A total of 1357 (Kiribati: 788 women, 514 men; Tuvalu: 13 female, 42 male) students were enrolled in SPFSC and PacSIMS programme for the 10 schools in Kiribati and Tuvalu.	SPC reviewed the SPFSC curriculum, developed the item bank and will administer the South Pacific Form Seven Certificate (SPFSC) programme, including the final examination between 23 October to 3 November and release of results in December to Kiribati and Tuvalu.		Kiribati and Tuvalu
<b>3.6</b> Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.	The Pacific Schools Information Management System (PacSIMS) and Moodle have been developed and lesson activities and study guides uploaded for 19 subjects, available for 3 PICTs (Kiribati, Tuvalu, Vanuatu).	SPC provided support to Vanuatu's MoET in developing systems, training and curriculum documents for 19 subjects.		Kiribati, Tuvalu and Vanuatu
<b>4.1</b> EQAP strengthens its engagement and collaboration with PICT education stakeholders.	33 members (21 women, 11 men) from 15 PICTs and 5 development agencies attended the Pacific Board for Education Quality (PBEQ) meeting in Auckland, New Zealand. The meeting deliberated on EQAP progress in 2022, work planning process, new business plan, EQAP restructure and other business opportunities and activities.	SPC hosted the PBEQ meeting, which is a sub-committee of SPC's Committee of Representatives of Governments and Administrations (CRGA).		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu


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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders.	<p>33 literacy videos were developed in collaboration with the Ministry of Education in Fiji to assist with classroom learning work on literacy intervention measures based on the 2021 PILNA coding data. The videos have been published on EQAP's website (PILNA TV) and launched at the International Day of Education event (24 January 2024).</p> <p>EQAP's Article website was improved with significant changes adding news, web stories and speeches section to enhance knowledge management through publications.</p>	Enhancement of the EQAP webpage.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.	The research on Early Childhood Education (ECE) was completed, with the research report and a knowledge product developed in the form of video animation summarising the key findings and recommendations. The two research was conducted in 15 PICTs, with the aim of underlying factors contributing to cohort survival rates, drop-out rates and re-entry rates in relation to PILNA outcomes.	SPC presented the results in a video format at the Conference of Pacific Education Ministers in March 2023.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu

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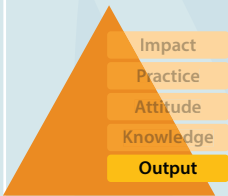

### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.	<p>SPC implemented innovation projects in 3 PICs (Fiji, Samoa and Vanuatu):</p> <p>In Samoa, the Ministry of Education Sports and Culture was supported in an intervention programme to address the concerns with students' literacy achievements through Systematic Synthetic Phonics project (SSP). 10 schools participated in the pilot programme (years 2, 3, 4) and focus was on English and Samoan language. The project included training of MESC staff and principals of the pilot schools, development of the Samoan resources, finalisation of the English resources and development of an online application. The data has shown improvements in performance between the baseline and endline assessments. With the success of this project, Phase 2 for this project is expected to commence from March 2024.</p> <p>In Vanuatu, the Ministry of Education is collaborating to work on the benchmarking and policy system assessment. The project re-commenced from July 2023, with the completion of the following activities:</p> <p>Train MoET staff on the SABER instrument to assess the intent of policies and documents related to teachers 18 participants (11 men, 7 female). Conduct the survey and verify the data by reviewing existing policies and interviewing ministry officials. Consultation and development on the teacher induction policy with 9 participants (9 men).</p>	SPC provided technical support to implement the project and training to teachers. Funding for these innovation projects was provided by DFAT.		Fiji, Samoa and Vanuatu



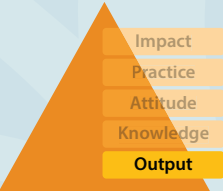

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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.  (continued from previous page)	In Fiji, the Ministry of Education collaborated to work on literacy intervention measures based on the 2021 PILNA coding data. The intervention involved developing literacy videos to assist in classroom learning and assist teachers in active teaching and learning outcomes.			
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.	5 PICs (Fiji, Kiribati, Republic Marshall Islands, Tonga) participated in the Pacific Secondary Schools Project regional research programme and interventions aiming to address the disparities in skills and competencies, education, and training opportunities of young people (14-18 years old) in the Pacific region. Teacher classroom observation has been developed to help countries collect data on teaching practices to improve teaching quality. Phase 1 has been completed and, phase 2 has been scheduled for 2024.	SPC provided technical support on the research programme.		Fiji, Kiribati, Marshall Islands and Tonga
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.	SPC collaborated with the PacREF implementation unit to develop the PacREF Integrated Reporting Information System (IRIS) for monitoring, evaluation, and reporting purposes. The system consists of monitoring and reporting components for implementing agencies and 15 PICTs. The PacREF IRIS monitoring system was showcased to implementing agencies and PICs which aims to move reporting from Excel-based to web-based. The system is in pilot testing and will be rolled out for the next reporting cycle July- December 2024.	Development of the PacREF Integrated Reporting Information System (IRIS) for the PacREF implementation unit and implementing agencies for monitoring and reporting purpose.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu

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### Appendix 6 (continued): EQAP results 2023

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which PICTs benefited from the result?
4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework.	15 PICTs continue to participate in the monitoring of PacREF implementation. The PacREF Monitoring and Evaluation six-monthly report (July–December 2022) was endorsed and shared with the PacREF Facilitating Unit. The report for January-June 2023 has been finalized and published and now available to 15 PICTs whilst July to December 2023 report has been finalised. 80% of PBEQ member provided evaluation responses towards satisfaction with engagement and collaboration from EQAP teams.	SPC coordinated the MEL and supported its implementation, in particular the activities that were led by EQAP of the framework, including data collection and reporting.		Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu
4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework.	5 MoE officials (1 woman, 4 men) from 4 PICs (Fiji, Papua New Guinea, Samoa, Vanuatu) were trained on developing sample frame to enhance understanding of different sampling strategies, procedures and proper documentation of sampling processes to support their national data collection process and reporting on PILNA.	SPC conducted the training.		Fiji, Papua New Guinea, Samoa and Vanuatu

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ISBN 978-982-00-1535-7



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