

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



Pacific
Community
Communauté
du Pacifique



EQAP PROGRESS AND RESULTS REPORT 2024

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Assessment Programme
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Pacific
Community
Communauté
du Pacifique

Suva, Fiji, 2025

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www.spc.int | spc@spc.int

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ABBREVIATIONS

ACER	Australian Council for Educational Research
CRGA	Committee of Representatives of Governments and Administrations
CCEM	Conference of Commonwealth Education Ministers
DFAT	Department of Foreign Affairs and Trade, Australia
EQAP	Educational Quality and Assessment Programme
EQIRIS	Educational Quality Integrated Reporting Information System
IRT	Item Response Theory
KFA	key focus area
MEC	Ministry of Education and Culture, Samoa
MEL	monitoring, evaluation and learning
NZQA	New Zealand Qualifications Authority
PALS	Pacific Assessment for Lower Secondary
PacREF	Pacific Regional Education Framework
PacSIMS	Pacific Schools Information Management System
PBEQ	Pacific Board for Education Quality
PICs	Pacific Island countries
PQAB	Pacific Qualifications Advisory Board
PQF	Pacific Qualifications Framework
PQRP	Pacific Qualifications Recognition Project
PILNA	Pacific Islands Literacy and Numeracy Assessment
SDG	Sustainable Development Goal
SPFSC	South Pacific Form Seven Certificate
SPC	Pacific Community
UIS	UNESCO Institute for Statistics

Foreword



Across the Pacific region, education remains one of the most powerful tools for shaping the future — empowering individuals, strengthening communities and driving national development. This report

captures the Pacific Community's role in the latest stage of the region's collective journey in strengthening the foundational pillars of education.

The achievements of the Educational Quality and Assessment Programme (EQAP) over the past year — from its support for the systematic collection and application of education data to its development of micro-qualifications that meet the needs of diverse learners — reflect the deep commitment by Pacific Island countries and territories (PICTs), regional institutions and partners to ensuring that education systems are not only functional, but transformational.

In 2024, EQAP continued to support education ministries and institutions to use data and evidence to inform policy-making, and assisted in strengthening planning and management structures. The activities implemented by the EQAP team, whether providing training on data quality assessment or implementing field trials, have built on actions in previous years to substantially advance evidence-based decision-making in the region's education systems.

As part of our efforts to ensure that assessments for Pacific learners are inclusive and curriculum-aligned and are conducted regularly and reliably, in 2024 the EQAP team supported the quality assurance of national exams, conducted technical working group meetings and facilitated the contextualisation of leadership and teacher standards. The EQAP team also worked on developing and assuring qualifications, which helped build trust among learners and employers and demonstrated that

education is not just about putting in place the structures and processes that enable students to pass exams, it is also about preparing youth for employment, entrepreneurship and lifelong learning.

In 2024, our efforts also contributed to making education information more accessible and visible. Whether through enhancements to digital platforms or broader efforts to support reporting and infrastructure development, our activities played a key role in keeping stakeholders across the region informed and engaged. Through participation in these activities, and many others, PICTs have invested in systems that meet their learners' specific needs and are aligned with regional education goals.

The achievements presented here are not just a collection of activities — they represent the collective efforts and vision of leaders, ministries, educators and partners working together for stronger, more effective education systems in the region. They also remind us that progress in education is not always loud or headline-grabbing; it often happens quietly — in workshops, policy meetings and surveys — where ideas and information are shared, refined and transformed into actions and results.

As you explore the pages that follow, I invite you to reflect on our accomplishments and engage further with EQAP in the continuing journey to advance education in the region. Together, we can ensure that every learner, in every country and territory of the Pacific region, has the opportunity to thrive. ▲

Dr Michelle Belisle
Director — Educational Quality and
Assessment Programme
Pacific Community

1

How we work

The Educational Quality and Assessment Programme (EQAP) is the division in the Pacific Community (SPC) that leads efforts to improve the quality of regional and national education in the Pacific region. Across SPC programmes, EQAP is recognised as delivering on education and its important role in developing the next generation of Pacific leaders and policy makers.

SPC supports sustainable development by applying a people-centred approach to science, research, and technology across all the United Nations Sustainable Development Goals (SDGs). EQAP is committed to the concept of One SPC, delivering integrated programmes through streamlined services. Education and learning cut across all key focus areas in the SPC Strategic Plan 2022–2031, while having particular relevance for key focus area 4, which is centred on equity, education and social development. EQAP collaborates across SPC to ensure that education quality is reflected in all SPC themes and teams.

EQAP supports SPC member countries' efforts to strengthen their education systems, providing education services for regional and national education systems where the necessary systems, processes and capabilities are absent. EQAP works with the education systems of 15 Pacific countries and territories to provide the region's learners with high quality education that helps them achieve their full potential and promotes lifelong learning, securing prosperity and peace for themselves and their communities.

The programme is governed by the Pacific Board for Education Quality a subcommittee of SPC's Committee of Representatives of Governments and Administrations (CRGA) which sets the strategic direction for all SPC.

The regional programme focuses on four key outcomes to fulfill SPC's development objective of improving the quality of education in the Pacific region. Three out of the four outcomes listed in this section are the goals. The fourth outcome enables EQAP to strengthen its knowledge. ▲

OUTCOME [1]

Ministries and other key institutions increase the use of information for policy development, implementation, planning and management.

OUTCOME [2]

Inclusive and accessible performance assessments of Pacific learners occur frequently, reliably and against curricula.

OUTCOME [3]

Quality assured qualifications are taken up by employers and learners.

OUTCOME [4]

Information and expertise in Pacific education are available and stakeholders are aware of it.

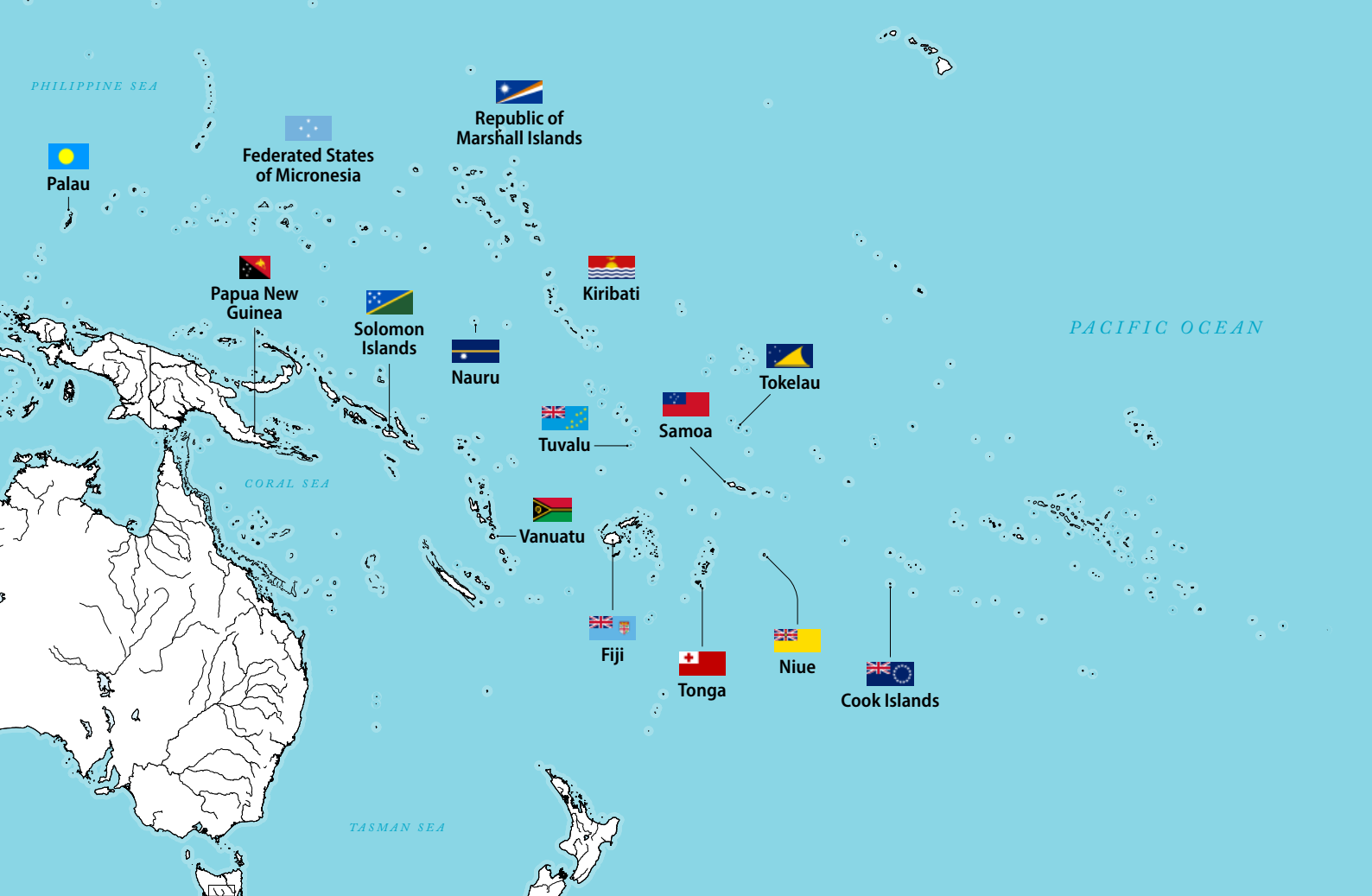


Figure 1. Map of EQAP's 15 member countries.

EQAP Stakeholders

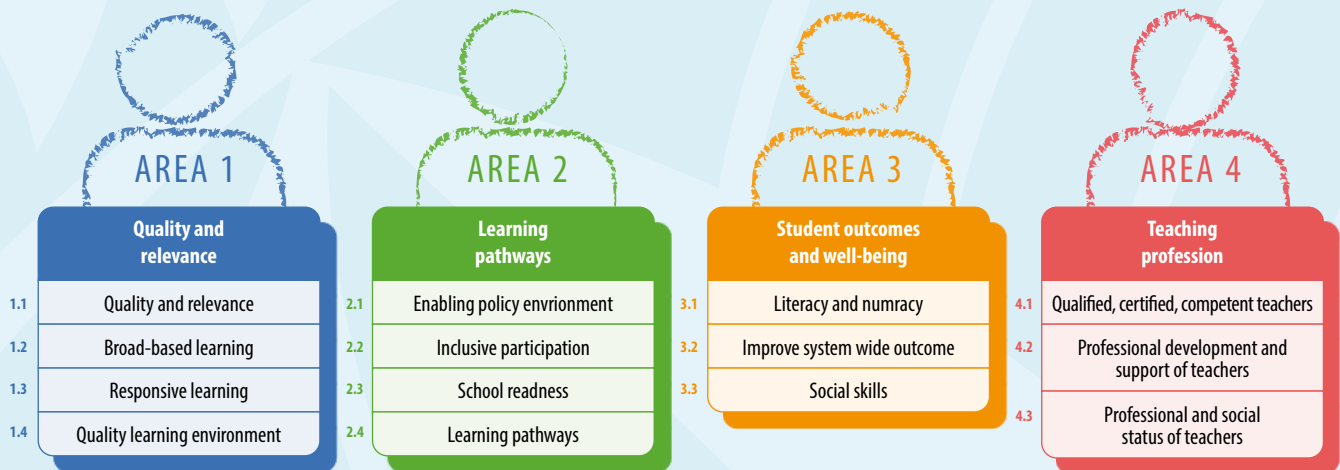
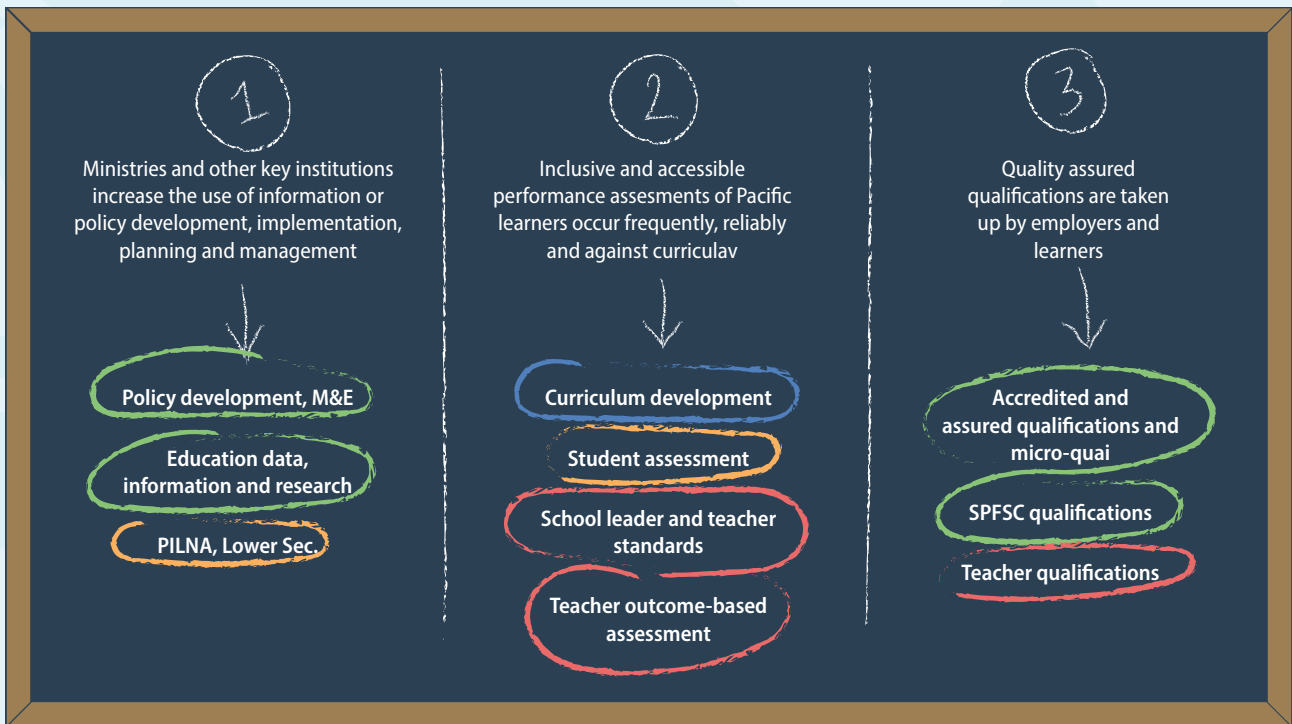
Stakeholders

- Cook Islands** – Ministry of Education
- Federated States of Micronesia** – Department of Education
- Fiji** – Ministry of Education
- Kiribati** – Ministry of Education
- Nauru** – Department of Education
- Niue** – Department of Education (Ministry of Social Services)
- Palau** – Ministry of Education
- Papua New Guinea** – Department of Education
- Republic of Marshall Islands** – Ministry of Education, Sports and Training
- Samoa** – Ministry of Education, Sports and Culture
- Solomon Islands** – Ministry of Education and Human Resources Development
- Tokelau** – Department of Education
- Tonga** – Ministry of Education and Training
- Tuvalu** – Ministry of Education, Youth and Sports
- Vanuatu** – Ministry of Education and Training

Education sector partners

- Australian Council for Educational Research
- Australian Department of Foreign Affairs and Trade
- Australia Pacific Training Coalition
- Asian Development Bank
- Bishop Patteson Theological College
- Fiji Meteorological Services
- Fiji National University
- Higher Education Commission – Fiji
- New South Wales Education Standards Authority
- New Zealand Ministry of Foreign Affairs and Trade
- New Zealand Qualifications Authority
- Oceania National Olympic Committees
- PacREF Facilitation Unit
- South Pacific Association of Theological Schools
- 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

EQAP's classroom



Sustainable development goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

PacREF

	AREA 1		AREA 2				AREA 3			AREA 4				
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3
4.1 Universal primary and secondary education	4.1		4.1	4.1	4.1	4.1			4.1					
4.2 Early childhood development and universal pre-primary education	4.2				4.2	4.2	4.2	4.2				4.2	4.2	
4.3 Equal access to technical/vocational and higher education	4.3				4.3				4.3			4.3		
4.4 Relevant skills for decent work	4.4.1	4.4							4.4			4.4		
4.5 Gender equality and inclusion	4.5.1					4.5	4.5.1			4.5	4.5			
4.6 Universal youth literacy										4.6	4.6.1			
4.7 Education for sustainable development and global citizenship		4.7	4.7	4.7									4.7	4.7.1
4.a Effective learning environments				4.a										
4.b Scholarships														
4.c Teachers and educators												4.c	4.c	4.c
												(4.c)	(4.c)	(4.c)



Year 9 students of Sacred Heart College, Fiji, engaged in classroom learning.



A young boy and girl attending class in Palau.



A Year 9 teacher of Sacred Heart College, Fiji, conducting a science class.

2

Work update for 2024

2024 brought with it a new set of opportunities to elevate and further strengthen the quality of education across the Blue Pacific continent. Through the commitment, support and leadership of EQAP's 15 member countries, donors and partners, the programme was able to complete work on multiple regional goods and, at the same time, make significant progress in upcoming country commitments.

Quarter one saw the launch of the Pacific Islands Literacy and Numeracy Assessment (PILNA) TV Fiji series and the convening of the Pacific Board for Education Quality (PBEQ). Quarter two marked the conclusion of the Samoa Phonics programme (Synthetics Systematic Phonics) and the commencement of the Pacific Qualifications Recognition Project. During its International

Literacy Day celebrations in quarter 3, EQAP launched the region's first Education Research Bank and its first poetry booklet, titled *Voices of the Pacific youth: A literacy learning tool*. This quarter also saw the development of the psychometrics work and marked the 20th anniversary of the South Pacific Form Seven Certificate (SPFSC) programme. The year end saw the beginning of the early childhood education (ECE) work, bringing with it new opportunities for 2025.

The hybrid working environment, established in response to the pandemic, was still the norm in 2024, and allowed EQAP and its stakeholders to fulfill their commitments to the region.

Table 1. outlines some of the key activities that have taken place since the 2024 PBEQ meeting. ▲



Year 1 students in Samoa participating in a phonics lesson as part of the Samoa Systematic Synthetic Phonics programme.

Table 1. Key achievements in 2024

OUTCOME [1]	KEY ACHIEVEMENT		
<p>Ministries and other key institutions increase the use of information for policy development, implementation, planning and management.</p>	<ul style="list-style-type: none"> ✓ The collection and review of education data for 15 PICs was submitted to UNESCO Institute for Statistics (UIS). ✓ 32 literacy videos in English and French were produced as a literacy intervention based on 2021 PILNA coding data, with support from the Department of Foreign Affairs and Trade, Australia (DFAT) (innovation funding). ✓ 12 PICs were supported in a science capacity-building workshop for the Pacific Assessment for Lower Secondary (PALS). ✓ Eight PICTs were supported with design and validation of school readiness measurement tools, including a post-pilot reflection workshop. ✓ In-country training was provided to three PICTs on the policy development toolkit. ✓ Technical support and training was provided to three PICTs on standardisation of test items. 	<ul style="list-style-type: none"> ✓ In-country training was provided to eight PICTs on the Data Quality Assessment Framework and the Pacific Schools Information Management System. ✓ An SPFSC tracer study and survey instrument implementation was conducted for two PICs. ✓ In-country education research workshops to strengthen national capacity were conducted for two PICs. ✓ A teacher induction manual and policy was developed for one PIC with support from DFAT (innovation funding). ✓ In-country training was provided for two PICs on features of micro-qualifications, qualifications and the accreditation process. ✓ A workshop for regional capacity development on international education data and statistics for monitoring the Pacific Regional Education Framework (PacREF) and SDG4 was conducted with 12 PICs. 	<ul style="list-style-type: none"> ✓ An in-country workshop was conducted on psychometrics support and analysis for one PIC. ✓ A workshop was conducted for 13 PICs on Foundations in Applied Measurement in Education, enhancing psychometrics ConQuest software and technical aspects of item response theory (IRT) measurement. ✓ Conducted training on PILNA coding and data entry with 15 PICs to support the coding process of examination, supervision and data entry. ✓ An in-country PILNA field trial was conducted for 15 PICs on assessment and improvement of literacy and numeracy in Years 4 and 6. ✓ An in-country PALS was piloted in 10 schools in four PICs for assessment and improvement of literacy, numeracy and science in Year 9.
OUTCOME [2]	KEY ACHIEVEMENT		
<p>Inclusive and accessible performance assessments of Pacific learners occur frequently, reliably and against curricula.</p>	<ul style="list-style-type: none"> ✓ Three PICTs were supported with assessment instrument development, enhancing outcomes-based education. ✓ Supported Phase 2 of Samoa's systematic synthetic phonics intervention to improve literacy skills and comprehensive understanding. 	<ul style="list-style-type: none"> ✓ Supported seven PICs with a workshop on contextualisation of regional leadership standards. ✓ Four PICs were provided with technical support to develop and provide quality assurance of their national exams. ✓ Four PICs were provided with support on the development and moderation of exam papers. 	<ul style="list-style-type: none"> ✓ Strategy for Monitoring and Improving School Leaders Effectiveness (SMILE) phase 2 training was provided to seven PICTs. ✓ Technical support on contextualisation of regional teacher standards into the national standard was provided to two PICTs.

OUTCOME [3]

KEY ACHIEVEMENT

Quality assured qualifications are taken up by employers and learners.

- ✓ Three PICs were supported with the development and moderation of their national examination papers.
- ✓ Two PICs were provided with technical support for the internal and external assessment tasks of the SPFSC programme and one PIC was provided with support for the internal assessment tasks.
- ✓ Four PICs were supported with established frameworks and national quality assurance agencies to align their national qualifications frameworks with the Pacific Qualifications Framework (PQF).
- ✓ Tailored support was provided to five PICs in benchmarking to assist them in compiling detailed descriptions of their qualifications and quality assurance systems. 12 schools in two PICs were verified and accredited to offer the SPFSC qualification.
- ✓ Eight foreign high school qualifications were assessed for five international countries.
- ✓ 12 micro qualifications and six qualifications were developed.
- ✓ Eight micro qualifications and two qualifications were accredited.
- ✓ One micro qualification and two regional qualifications were approved for delivery.
- ✓ 33 qualifications were registered on the Pacific Register of Qualification Standards (PRQS).
- ✓ Two technical working group meetings for the Pacific Qualification Recognition Project were held with nine PICs to strengthen the PQF.
- ✓ A workshop was conducted for external evaluators and industry experts to enhance capacity in accreditation and evaluation processes in the region.
- ✓ An Accreditation Committee meeting was held on the initiatives and efficiency of accreditation processes.
- ✓ Training was conducted on qualification development with 14 qualification industry experts.
- ✓ In-country training on features of micro-qualifications and qualifications for accreditation processes was provided to two academic institutes in two PICs.
- ✓ A Pacific Qualification Advisory Board (PQAB) meeting was held with 13 member countries.
- ✓ An on-site audit and external review of a regional university in one PIC was conducted.

OUTCOME [4]

KEY ACHIEVEMENT

Information and expertise in Pacific education are available and stakeholders are aware of it.

- ✓ The International Day of Education and International Literacy Day were recognised and celebrated with launches of PILNA TV.
- ✓ Literacy Day was recognised and celebrated with the launch of *Voices of the Pacific youth: A literacy learning tool*, a poetry booklet for the region.
- ✓ The Education Research Bank, a digital infrastructure, developed and launched for the region.
- ✓ PacREF mid-year and annual reflection workshops were conducted with 15 PICs.
- ✓ Features on the EQAP website were upgraded and enhanced and for information sharing and visibility.
- ✓ The Pacific Schools Information Management System (PacSIMS) was given a technical update and enhancement in four PICs.
- ✓ PacREF's Integrated Reporting Information System (IRIS) for monitoring and reporting of 15 PICs was developed for seven implementing agencies.
- ✓ A gender strategy was developed for integration, monitoring and reporting on gender equality and equity in EQAP's workplans.
- ✓ Three PICs were supported by EQAP and the World Bank in implementing the Pacific Secondary School Program to gain insight into remedial practices in schools.

3

EQAP business continuity

The EQAP team was able to fulfill most of its 2024 workplan commitments through virtual and in-person modalities. This provided flexible options for member countries, ensuring that they were able to participate through their preferred modality.

3.1

Activities completed by level

Table 2 shows the breakdown of completed national, sub-regional, regional and international activities for outcomes 1, 2, 3 and 4. A total of 511 activities were completed under EQAP's four outcomes: 203 activities were completed at

the national level, 76 at the sub-regional level, and 170 at the regional level. Internally at SPC, 53 activities were successfully carried out and, on the international level, nine activities were completed. ▲

Table 2. Activities for outcomes 1 to 4 in 2024

OUTCOMES	National	Sub-regional	Regional	Internal SPC	International	Total	Percentage
OUTCOME 1	69	9	37	38	4	157	31
OUTCOME 2	74	20	0	2	0	96	19
OUTCOME 3	44	46	12	4	1	107	21
OUTCOME 4	16	1	121	9	4	151	29
Total	203	76	170	53	9	511	100
Percentage	40	15	33	10	2	100	

3.2

Activities completed by outcomes

Table 2 shows the activities completed by outcomes as defined by EQAP’s Business Plan 2023–2026. A total of 157 activities were completed under Outcome 1. They focused on ministries of education and other key institutions, increasing the use of information for policy and implementation, planning and management. Under Outcome 2, 96 activities were completed. They focused on schools increasing and improving the assessment of student performance against curricula. Under Outcome 3, 107 activities were completed. They focused on PICT national agencies, employers and learners’ increasing use of recognised quality-assured qualifications. A total of 151 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. ▲



A Year 1 teacher in Samoa delivers a phonics lesson to early learners.

DID YOU KNOW?

Assessment Instrument Development (AID)

155

Teachers and Education Officers (84 women and 71 men) from 3 PICs undertook the Assessment Instrument Development micro-qualification with 47 women and 26 men achieving the MQ.

Qualification and Micro-qualifications

6

qualifications and 12 micro-qualifications were developed in 2024.

PRQS

33

accreditations were processed, registered, and promoted through the Pacific Register for Qualifications and Standards.

EQAP virtual tools

EQAP continued to employ virtual tools to fulfill its workplan commitments to the programme's member countries. The EQAP team is continually upgrading their skills in the use of virtual tools to strengthen their services when responding to member country requests. ▲



CAMPAIGN MONITOR
This application is used to create and disseminate newsletters to stakeholders, education sector partners and subscribers.



CANVA
This application is used for short video editing and graphic designing of infographics.



FILMORA
This application is used for video editing.



FINAL CUT
This application is used for long video editing and graphic designing.



GOOGLE DRIVE
This application is used for data storage.



KOBO TOOLBOX
This application is used for data collection on workshop and training participants.



MOODLE
This platform hosts teaching and learning resources for South Pacific Form Seven Certificate (SPFSC) examination.



MS FORMS
This application is used for data collection on participant registration.



MS SHAREPOINT
This application is used for data storage, collaboration and sharing of files with stakeholders, education sector partners and internal EQAP.



MS TEAMS
This application is used to communicate with stakeholders, education sector partners and within internal EQAP.



MS NOTE
This application is used for consultations and group work with stakeholders, education sector partners and during internal EQAP triannual reflection workshops.



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.



SLIDO
This interactive tool was used to facilitate participant question and answer polling in between training.



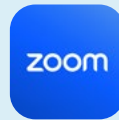
SPROUT SOCIAL
This platform is used for social media publishing and analytics.



SURVEY SOLUTIONS
This software was used to collect data for PILNA, PALS, School Readiness and Teacher Questionnaire for Tuvalu Early Grade Reading Assessment



SYNCFUSION
This user interface tool integrated into EQAP's existing applications to have compatible control and future addition into new application development.



ZOOM
This application is used to communicate with stakeholders and education sector partners.

Item Response Theory: A step towards mastering psychometric fundamentals in the Pacific region

OUTCOME [1]

Ministries and other key institutions increase the use of information for policy development, implementation, planning and management.

To equip governments, systems and organisations with the Item Response Theory (IRT) and its application in educational measurement, the Australian Council for Educational Research (ACER) provided modular accredited short courses to 13 Pacific countries as part of the Foundations in Applied Measurement in Education (FAME) programme at a regional convening, in July 2024.

The Pacific Community, through the Pacific Regional Education Framework (PacREF), was able to secure ACER's support to build the technical capacity of

its member countries and to further strengthen its professional staff's knowledge of measurement theory and its application.

IRT is an assessment model that describes how examinees respond to items in a test, showing the relationship between the examinees' stress, knowledge and attitudes and the items of measure in an unobservable continuum.

Tuivaelagi Milovale, Senior Assessment Officer at Samoa's Ministry of Education and Culture, explained:



Participants engaged in a group discussion during the FAME programme workshop.



Australian Council for Education Research facilitators leading a session on Item Response Theory during the Foundations in Applied Measurement in Education programme workshop.

“Through this workshop, I have learnt about features of the IRT software that are useful for informing improvements to assessment items and students’ performances. It is important to have this knowledge as it enables me to report on the decisions to be made to enhance the quality of assessment items and student’s parameters.”

The FAME programme contains eight courses that are designed to build the region’s expertise and enable high-level analysis and reporting of large-scale educational data trends. This involves using ConQuest software to conduct psychometric analysis on assessment items.

David Jeffries, Research Fellow at ACER and the workshop facilitator, said: “We hope the training that we have provided was able to allow the participants to gain foundational working knowledge and understanding of IRT concepts and how to apply them using the ACER ConQuest software – going beyond having an understanding of how it works in the PILNA context by applying it to their own national assessments”.

The July workshop was the second convening of the cohort and was expanded to include a total

of 13 Pacific Island countries: Cook Islands, Fiji, Federated States of Micronesia, Kiribati, Nauru, Palau, Papua New Guinea, Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

The regional workshop introduced the foundational concepts of educational assessment and provided an overview of technical aspects of constructing measures. It also allowed country representatives to conduct and interpret a psychometric analysis using the ConQuest software and explore validity and comparability through an IRT paradigm.

The SPC team will monitor the implementation of the knowledge and skills gained by country representatives and work with its ACER counterparts to develop future programmes that will benefit the region. In the meantime, SPC, through its Educational Quality and Assessment Programme (EQAP) will support further capacity-building of the participating countries at a national level.

SPC’s capacity-building and capacity-supplementation training on psychometrics contributes directly to the achievement of Outcome 1 under the EQAP Business Plan. The

training significantly enhances data analysis capabilities of ministries and key institutions in enabling more evidence-based decisions in policy development, planning, and management. The Pacific's diverse cultural and linguistic landscape presents unique challenges for psychometric assessments, calling on the need for more culturally relevant and linguistically appropriate literacy and numeracy standardised tests.

Limited awareness and advocacy for psychometrics in educational assessment and policy-making highlight the need for promoting its value to gain support from policy-makers and stakeholders in member countries. Addressing these challenges requires ongoing efforts in capacity-building, resource allocation, and developing culturally and contextually appropriate assessment tools. A seed has been planted, SPC and ACER will now take delicate and crucial steps in slowly nurturing and strengthening psychometric capabilities of member countries in educational assessment.

EXPLORE MORE



WEBSTORY

Item Response Theory: A step towards mastering psychometric fundamentals in the Pacific



VIDEO

Foundations in Applied Measurement in Education (FAME) | Meet Peteli Paulo



VIDEO

Foundations in Applied Measurement in Education (FAME) | Meet David Jefferies



VIDEO

Foundations in Applied Measurement in Education (FAME) | Meet Tuvaelagi Milovale



Assessment officers from 13 Pacific Island countries together with SPC's assessment experts photographed during the Foundations in Applied Measurement in Education (FAME) workshop in July 2024

4 EQAP business plan indicators 2024

4.1 Business plan indicators overview

The EQAP Business Plan 2023–2026 and the Results Framework form the basis for reporting execution and progress for 2024. These documents provide a structure against which to measure annual progress and results. In 2024, EQAP’s workplan management was guided by the business plan outcomes, coupled with the in-house-built Educational Quality Integrated Reporting Information System database. A total of 40 indicators track how each key result area (KRA) under the four outcomes of EQAP’s business plan is performing (Figure 2). Each indicator captured the goals set by EQAP team leaders in 2024. The conscientious management of EQAP’s workplans ensures that the team’s goals are aligned with those of its member countries and the objectives of its Business Plan 2023–2026. ▲

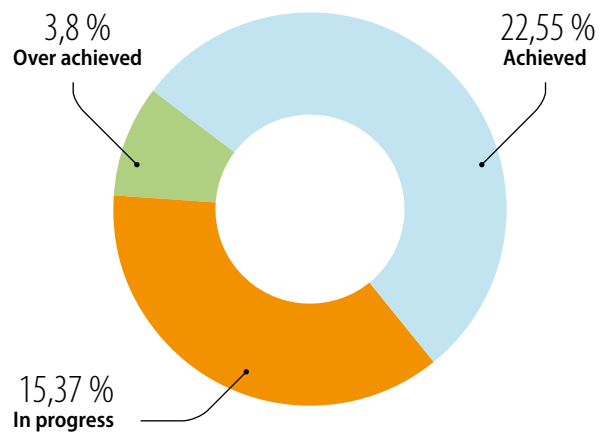


Figure 2. Overall achievement of EQAP’s business plan indicators

4.2 Overall progress of business plan key result areas

Overall progress towards the 2023–2026 Business Plan indicators is based on four-year targets that are annually reported on. The 22 KRAs in Table 3 measure the progress of EQAP’s four outcomes listed in its business plan that are reported annually. In 2024, a *significant change* in achieving the

yearly targets of three KRAs was reported, whilst a *moderate change* was achieved for 19 KRAs. A guide on the overall outcome assessment and business plan targets can be found in Appendix 4 and 5 respectively. ▲

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)	→	Moderate positive change On track to achieving targets
1.2 Ministries conduct good quality education research using existing and new data	→	Moderate positive change On track to achieving targets
1.3 Ministries make evidence-based decisions to revise policies and interventions to address policy gaps	→	Significant positive change On track surpassing targets
1.4 Ministries use regional literacy and numeracy comparative assessment data	→	Moderate positive change On track to achieving targets
2.1 Ministries improve the clarity of curricula	→	Moderate positive change On track to achieving targets
2.2 Teachers improve teaching of curriculum	→	Moderate positive change On track to achieving targets
2.3 Ministries improve the quality of student assessments	→	Moderate positive change On track to achieving targets
2.4 Education systems increase the frequency and quality of teacher and school head performance assessment	→	Moderate positive change On track to achieving targets
2.5 Ministries regularly conduct school quality assessments	→	Moderate positive change On track to achieving targets
3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications	→	Moderate positive change On track to achieving targets
3.2 National quality assurance agencies improve the systems and protocols on the development of qualifications and quality assurance of providers and programmes	→	Moderate positive change On track to achieving targets
3.3 Employers and institutions use the Pacific Register of Qualifications and Standards (PRQS) information on accredited qualifications and qualified persons	→	Moderate positive change On track to achieving targets
3.4 Learners' foreign qualifications are recognised by employers and training providers	→	Moderate positive change On track to achieving targets
3.5 Ministries design and implement interventions based on the school head or teacher competency and professional development frameworks	→	Moderate positive change On track to achieving targets
3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications	→	Moderate positive change On track to achieving targets
3.7 EQAP collaborates with the New Zealand Qualifications Authority (NZQA) on the recognition of Pacific qualifications across borders under the PACER Plus agreement	→	Moderate positive change On track to achieving targets
4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders	→	Significant positive change On track surpassing targets
4.2 EQAP enhances the capabilities of its people, systems and processes	→	Moderate positive change On track to achieving targets
4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region	→	Moderate positive change On track to achieving targets
4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework	→	Moderate positive change On track to achieving targets
4.5 EQAP improves its planning, prioritisation, evaluation, learning and innovation	→	Significant positive change On track surpassing targets
4.6 EQAP contributes to SPC's connected approach across disciplines to deliver on agreed outcomes	→	Moderate positive change On track to achieving targets

PERFORMANCE STORY 2

Samoa's phonics project success: It's exactly how it sounds!

OUTCOME [2]

Inclusive and accessible performance assessments of Pacific learners occur frequently, reliably and against curricula.

Proficient reader, aspiring writer and increased love for reading are some of the words used by Samoan teachers to describe students who participated in the phonics project, Synthetics Systematic Phonics.

Prior to the project implementation in 2023 across 10 schools in Samoa, these students faced educational challenges as they attained low literacy levels in their national literacy tests. This low achievement was

also confirmed by the Pacific Islands Literacy and Numeracy Assessment (PILNA) results.

Phonics is a method of teaching reading skills by correlating the sound with a symbol of an alphabet of a particular language. SPC, together with Samoa's Ministry of Education and Culture (MEC), literacy experts from the Australian Council for Educational Research (ACER), Educators International and experts from the region, collaborated to design Samoa's phonics project.



Year 1 Samoan teacher conducting a phonics lesson as part of the Samoa Systematic Synthetic Phonics programme.

The project design focused on strengthening the role of teachers in facilitating learning between themselves and the students in the early years of the students' language acquisition period. This meant that the project included teacher training on how to teach reading and understanding in the Samoan language using phonics.



Read more about Samoa's phonics activities

In August 2024, after more than a year of implementation of the phonics project in Samoa, several positive outcomes were noted.

In addition to student assessment showing positive impacts of the phonics project, teachers have also responded optimistically.

Most of the new graduate teachers responded in their evaluation that they can now confidently use diacritical marks in their writing, as well as when teaching distinct indigenous sounds. Diacritics are a fundamental part of the Samoan language as they determine the pronunciation of the majority of its written and spoken words.

Teachers were also appreciative of the detailed assessment reports they received after each assessment. They were particularly impressed with the individual student reports which identify areas of strength and weakness for each child. Some teachers have included these reports in their students' portfolios which they share with parents during their parent-teacher interviews.

At the ministry level, MEC officials utilised this opportunity to upskill themselves with the phonics approach in teaching literacy. SPC conducted training with MEC officials, focusing on the seven-part phonics approach, development of comprehension passages and assessment tools, lesson observations and monitoring of project implementation.

As part of this project, several literacy resources were created and shared with MEC: a list of guiding words for each of the 32 sounds in the Samoan alphabet, sentence strips, reading and listening comprehension passages and questions for each passage, poems, and songs.

Through this project, SPC also developed the Phonics App which is a web-based application to support teachers and MEC officials to access resources, as well as assessment information. The app provides



Year 1 Samoan teacher conducting a phonics lesson as part of the Samoa Systematic Synthetic Phonics programme.



Year 1 students engaged in a phonics lesson as part of the Samoa Systematic Synthetic Phonics programme.

customised reports for individual students, classes and schools, and can be accessed by the head of the Curriculum Division of MEC and the MEC Language Specialist, school principals and teachers.

While SPC's phonics project in Samoa is now complete, MEC has included phonics activities in their 2024/2025 workplan. It aims to implement the phonics approach in more schools across Samoa in the coming months. SPC will continue to provide support for Samoa's efforts in sustaining the achievements of the phonics project, especially in the areas of data analysis and reporting in 2025, and at the same time train local staff to take on lead roles.

After seeing Samoa's literacy improvements through phonics, SPC encourages more countries to adopt the phonics approach to improve the literacy achievements of Pacific students and teachers across our Blue Pacific continent.

This initiative is linked to Outcome 2 of EQAP's Business Plan. Assessment of student performance was a key component of the phonics project and was administered every three months to all students in the targeted year levels in the 10 pilot schools. The components of the assessment were based on the level of vocabulary specified in the curriculum for each participating year level. ▲

EXPLORE MORE



WEBSTORY 📖

Samoa's phonics project success: Its exactly how it sounds!



WEBSTORY 📖 / **VIDEO** 🎥

Empowering young girls by building strong foundations in literacy



WEBSTORY 📖

Empowering young minds through phonics: A teacher's success story



WEBSTORY 📖

Strengthening literacy in Samoa



VIDEO 🎥

Samoa Phonics: Tuiloma Simanu, Samoa's Ministry of Education



VIDEO 🎥

Samoa Phonics: Ifagia Vaifou, School Teacher at Lalomalava Primary School in Samoa



VIDEO 🎥

Samoa Phonics: Meieme Save, School Teacher



VIDEO 🎥

Samoa's Phonics Programme | Rasela Scheck

5

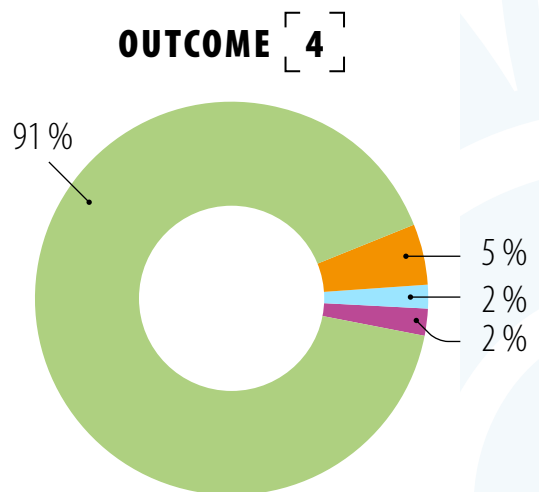
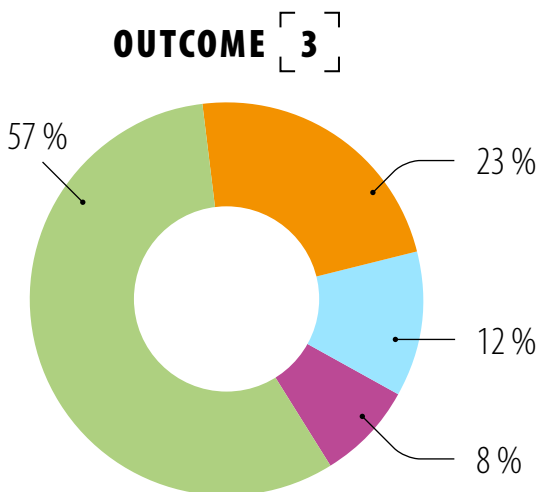
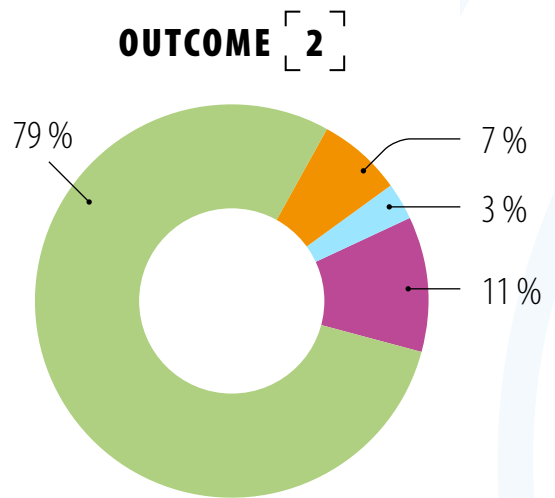
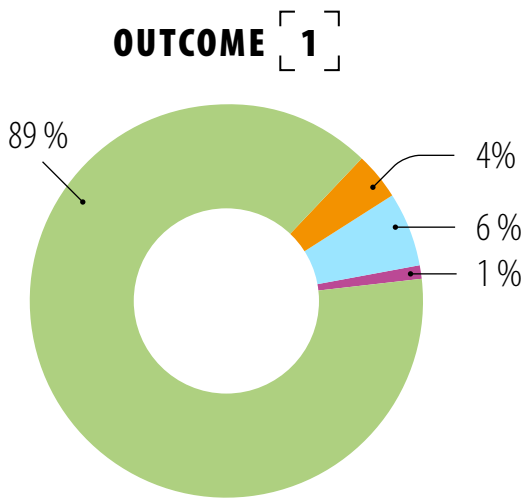
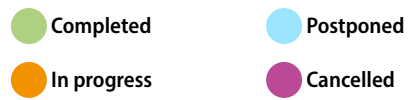
EQAP progress in 2024

5.1

2024 workplan updates

EQAP maintained a high workplan execution rate in 2024, echoing the Pacific’s commitment to strengthening its education systems. Figure 3 shows the execution rate broken down by outcome; all EQAP activities are marked as completed, in progress, postponed or cancelled. ▲

Figure 3. Execution of activities per outcome



5.2

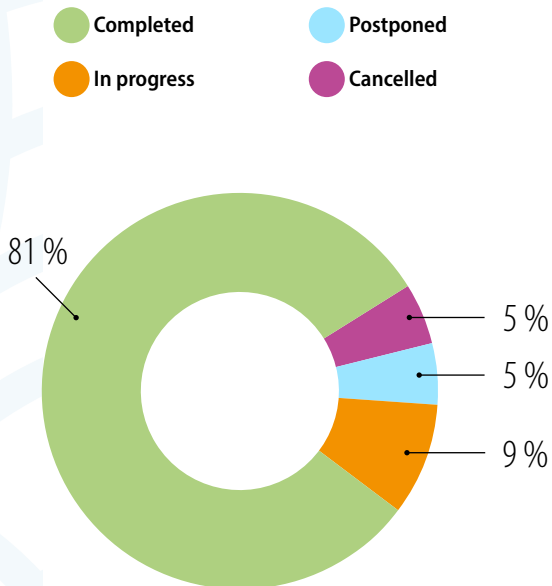
Activity status

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. Definitions of the “count of activities” can be found in Appendix 1. ▲

Table 4. Status of activities by outcomes in 2024

Count of activities	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Total
Completed	139	76	61	137	413
In progress	7	7	25	8	47
Postponed	9	3	13	3	28
Cancelled	2	10	8	3	23
Total	157	96	107	151	511

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 2024. A total of 511 activities were implemented, out of which 413 were completed and 47 remain in progress for a total of 457 (81%) activities delivered according to plan. ▲

5.4 Activities in progress

Figure 4 shows that 9% of activities were still in progress in 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 2024 were postponed through mutual agreement. Issues such as natural disasters led to the postponement of activities requiring site visits, and 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 2024 stood at 5%. 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 and is presented in detail in Appendix 1. ▲

5.7

EQAP training and workshops per outcome

Table 5 highlights the percentage of training and workshops under each outcome for 2024. Overall, 39% of the annual activities fell under Outcome 1, 17% under Outcome 2, while Outcome 3 and Outcome 4 recorded 30% and 14% respectively. ▲

Table 5. Training and workshops per outcome

EQAP outcome	Training	Workshop	Percentage
1. Ministries and other key institutions increase the use of information for policy development, implementation, planning and management.	22	17	39
2. Inclusive and accessible performance assessments of Pacific learners occur frequently, reliably and against curricula.	14	3	17
3. Quality assured qualifications are taken up by employers and learners.	5	25	30
4. Information and expertise in Pacific education are available and stakeholders are aware of it.	4	10	14
Total	45	55	100

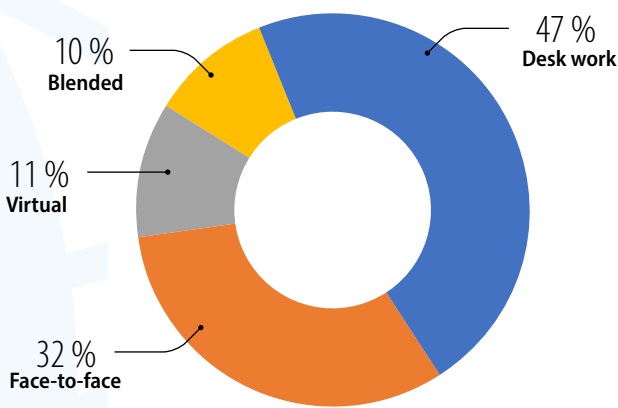
5.8

Activities by engagement mode

A combination of modes was used in EQAP's 2024 workplan, allowing the sustainable flow of the programme's work that helped strengthen education systems in the Pacific region. Figure 5 shows the number of activities implemented in each engagement mode by the EQAP team. ▲

Engagement mode

Figure 5. Percentage of activities in each engagement mode



Regional participants engaging in a group discussion during a regional workshop.

DID YOU KNOW?

PILNA and PALS

3471

students (1777 girls, 1694 boys) participated in the PILNA field trial in 15 PICs and the PALS pilot in 4 PICs.

Education Data

15

Pacific Island countries provided inputs via the UIS Data Collection Questionnaires which were used to compile the SOPER24.

SPFSC

1431

students (880 girls and 551 boys) in two PICs participated in the SPFSC with a pass rate of 86%.

Capacity Building

1289

country representatives (709 females, 579 males and 1 non-binary) from 15 PICs participated in EQAP workshops and trainings.

5.9

Categories of engagement

The EQIRIS platform captured the planning, reflection and reporting requirements of each workplan activity in 2024. Table 6 shows the categories of engagement type, definitions and examples. ▲

Table 6. Categories of engagement type

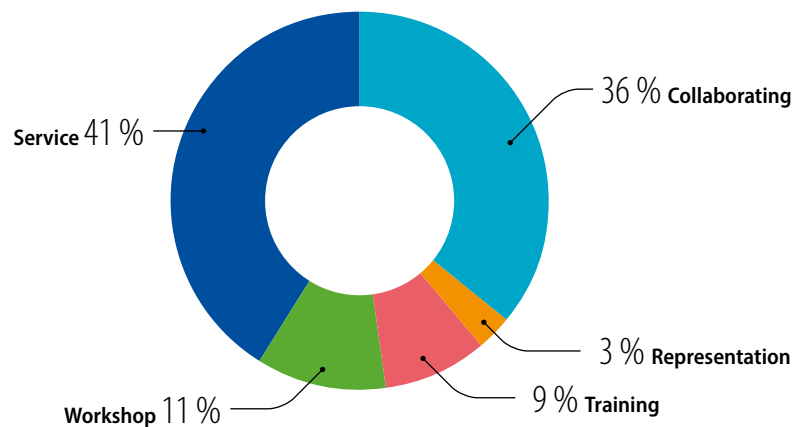
Engagement type	Definition	Example
Training	Training is an act of providing information and instruction to participants through capacity development. The transfer of information from an expert is one way	SPFSC Moodle training
Workshop	A workshop can be a seminar or discussion group that includes capacity 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 (CEEM)

5.9.1

Activities by engagement type

Figure 6 shows the percentages of activities by engagement type. ▲

Figure 6. Percentage of activities by engagement type



Pacific Qualifications Framework: Achieving strengthened regional qualifications goals one criterion at a time!

OUTCOME 3

Quality assured qualifications are taken up by employers and learners.

Quality assurance and education leaders from 11 Pacific Island countries, along with Australia and New Zealand, convened for the Pacific Qualifications Advisory Board (PQAB) meeting in Wellington to discuss progress in strengthening the Pacific Qualifications Framework (PQF). SPC, with support from the New Zealand Qualifications Authority (NZQA) facilitated the PQAB meeting, which was held in late October 2024.

The PQF is a regional qualifications framework that aims to build trust in qualifications from the Pacific region, create transparency around quality assurance in Pacific national and regional education systems, and support the recognition of Pacific qualifications

as pathways to skilled employment and further education within and outside of the Pacific region.

The PQAB brings together leaders of Pacific, New Zealand and Australian national quality assurance agencies and ministries of education to ensure that the PQF, as well as the regional connections it could support, are responsive to the needs of Pacific countries. PQAB's role includes giving oversight to work that aims to reference and benchmark national qualifications frameworks and systems to the PQF – a process that fosters trusted connections between national systems that could support improved recognition of Pacific qualifications. This last aspect was the other key focus for the October 2024 meeting.

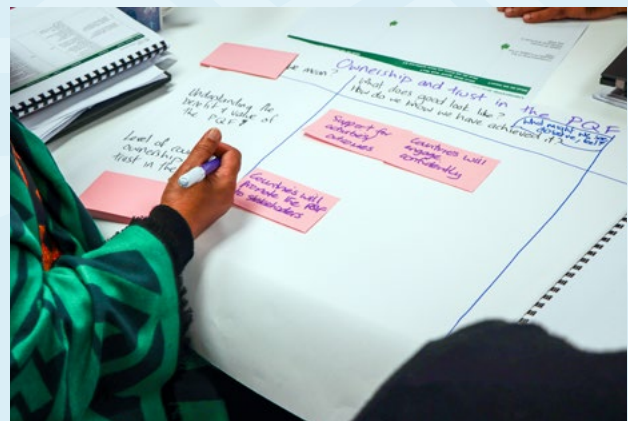
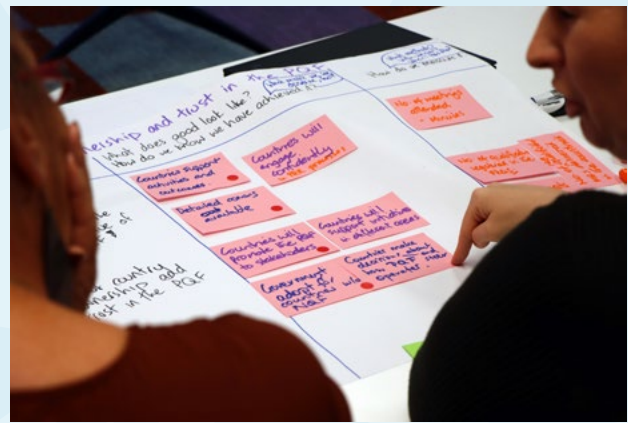


Selai Waiqainabete-Nainoca, EQAP's Professional Officer - Qualifications Recognition, delivering her presentation at the Technical Working Group meeting in Wellington, New Zealand.

PQAB's role is important to support major work under way to build connections between the PQF and the qualifications systems of nine Pacific Island countries and New Zealand, supported by the Pacific Qualifications Recognition Project (PQRP). The intention of the PQRP is to strengthen the role of the PQF in enabling improved recognition of Pacific qualifications.

Pauline Moa, Acting Chief Executive Officer of the Tonga National Qualifications and Accreditation Board and the PQAB Chair for 2024, said: "The meeting discussed the roles of the Pacific Qualifications Advisory Board in relation to the referencing and benchmarking project that is undergoing between the national qualification frameworks of the countries, as well as the Pacific Qualifications Framework. There were also proposed changes to some of the criterion that we were given time to work on and provide our comments for the next meeting."

The step-by-step construction of the criteria work is led by the PQRP, a five-year project that is jointly implemented by SPC and the NZQA.



PQAB participants providing feedback on various components of the PQF through a group discussion.

The PQRP work has focused on exploring regional interests and priorities for strengthening the PQF and strengthening the connections and trust between national qualifications systems. This has included the PQAB agreeing on the process and steps for referencing and benchmarking and reviewing progress in this work.

The journey of strengthening the PQF has led to greater collaboration among participating countries and has boosted peer-to-peer learning opportunities, especially for those members who do not have a national qualifications authority.

Tematang laoniman, Deputy Secretary of Education in Kiribati, explained: "The value of building and sustaining trusted relationships resonates deeply with me, as Kiribati collaborates with fellow Pacific Island countries on the implementation of the PQF. This is especially important now, as Kiribati has recently passed its first ever Kiribati Qualifications Act, which was passed by the President earlier this year, and our next critical step is bringing this act to life.

One of our key initiatives to move forward, particularly in establishing the Kiribati Qualifications Authority (KQA), is to collaborate with EQAP for technical guidance and partner with our brother and sister Pacific Island countries that already have established their authorities."

EQAP Deputy Director, Seci Waqabaca, remarked at the end of the PQAB meeting that through this work we are "...sowing the seeds of progress but the measure of our success will be in how we nurture what we have begun, with care, attention, and finding ways of developing flexible and sustainable solutions".

Prior to the advisory board meeting, representatives from nine Pacific Island countries, SPC and NZQA, participated in the project's technical working group (TWG) workshop to progress the technical referencing and benchmarking work. This workshop focused on establishing connections between national qualifications systems and their frameworks and the PQF.

Goldie Lusi, from the Solomon Islands Tertiary Education and Skills Authority, commented: "In this workshop we have seen the big picture, especially in the area of referencing and benchmarking. We also reviewed the country progress reports that we had prepared, especially focusing on Criterion 1 and 3.

During this workshop we identified some gaps and areas of improvement which I will be working on with my colleagues after returning to my country. At the same time, we had started populating information about Criterion 4."

The outcomes of the PQAB meeting will be tabled for discussion and endorsement at the upcoming Pacific Board for Education Quality meeting scheduled for July 2025.

The referencing of qualifications frameworks and benchmarking of quality assurance practices is essential, as it will provide information on the status of the regional and national qualifications systems, and the issues that need addressing. The findings of referencing and benchmarking will feed into the strengthening of qualifications systems, which will promote understanding, trust and confidence in the quality of Pacific qualifications. This will result in the increased demand for qualifications from the learners and industries, and a higher level of employability of graduates, which is directly aligned with Outcome 3 of EQAP's Business Plan. ▲



PQAB participants providing feedback on various components of the PQF through a group discussion.



Participants of the Pacific Qualifications Advisory Board meeting held in Wellington, New Zealand, in January 2025.

EXPLORE MORE



WEBSTORY

Pacific Qualifications Framework: Achieving strengthened regional qualifications goals one criterion at a time!



WEBSTORY

Referencing and Benchmarking: The first steps towards achieving recognition of Pacific Qualifications



WEBSTORY

Reaffirming commitment: Pacific nations unite to strengthen qualifications



WEBSTORY

Paving the way for education and employment opportunities for Pacific people



WEBSTORY

Paving the way for improved recognition of Pacific qualifications



WEBSTORY

Pacific Qualifications Recognition project: Building regional capacity in education quality to support improved recognition of Pacific qualifications



VIDEO

Dr Michelle Belisle, Director of the Educational Quality and Assessment Programme (EQAP), SPC, Remarks at the Pacific Labour Mobility Annual Meeting



VIDEO

Qualifications Study Tour: NZQA



VIDEO

Qualifications Study Tour 2024: Solomon Islands



VIDEO

Qualifications Study Tour 2024: Samoa



VIDEO

Qualifications Study Tour: Vanuatu



VIDEO

TWG 2024 - Nauru



VIDEO

TWG 2024 - Samoa



VIDEO

TWG 2024 - Solomon Islands



VIDEO

TWG 2024 - Tuvalu

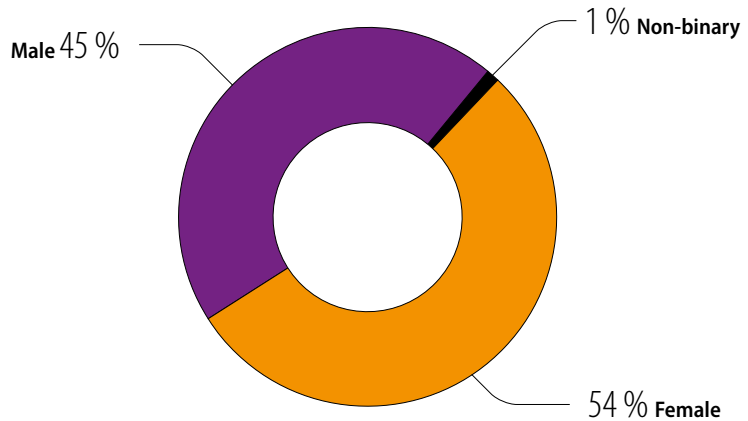
5.10

Participation of countries by gender

Figure 7 shows a gender breakdown of member participation in EQAP activities in 2024. A total of 1289 people participated in EQAP events, of which 709 (54%) were female, 579 (45%) were male and 1 (1%) participant preferred not to identify their gender. This information was captured through online forms and templates, online registration, and participant attendance forms. Overall, there were 8% more participants attending EQAP events than in 2023. ▲

Breakdown of participants by gender

Figure 7. Breakdown of EQAP participants by gender



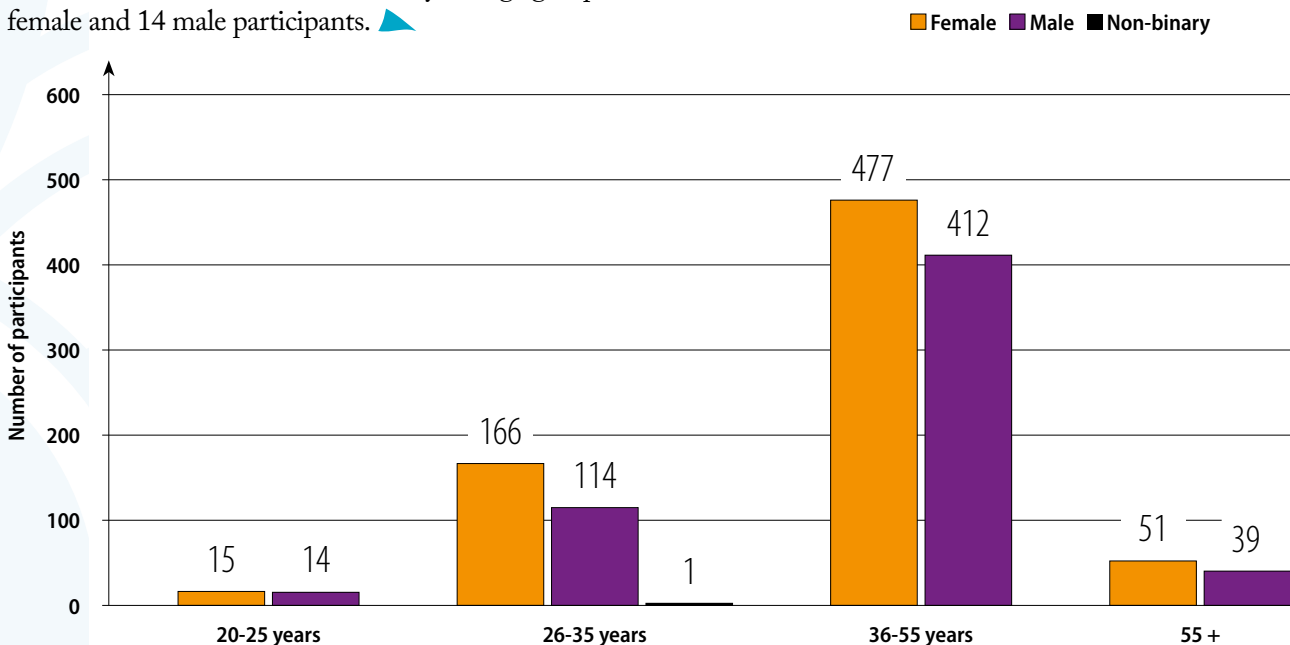
5.11

Participants by age group

Figure 8 shows the age grouping of participants by gender captured through EQAP activities. Most of the participants ranged from 36 to 55 years of age with 477 females and 412 males. The next highest group (166 females, 114 males and 1 unidentified) were between 26 and 35 years of age; the 55+ years of age participants included 51 females and 39 males, and the 20–25 years age group included 15 female and 14 male participants. ▲

Breakdown of Participants by Age

Figure 8. Breakdown of EQAP participants by age



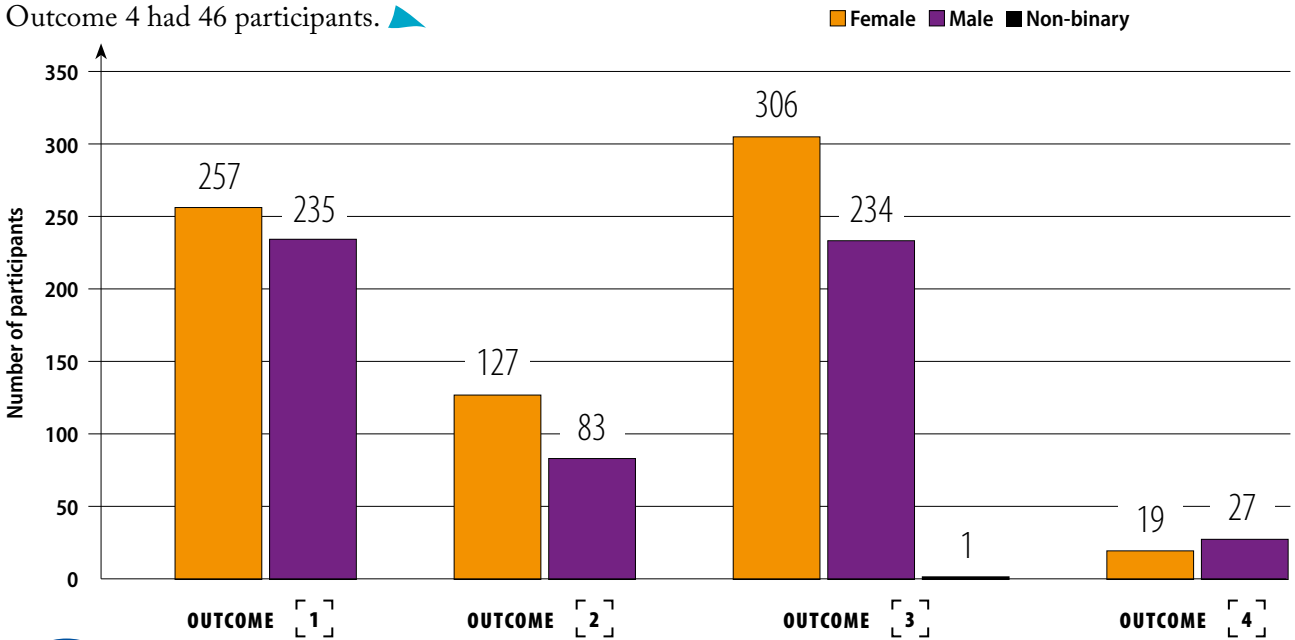
5.12

Gender breakdown of participants by outcomes

Figure 9 shows the gender classification of participants by outcomes. Outcome 3 had the highest participation of all gender categories, with 541 participants. Outcome 1 had a total of 492 participants, Outcome 2 had 210 participants and Outcome 4 had 46 participants. ▲

Participants Distribution by Outcome and Gender

Figure 9. Breakdown of EQAP participants by outcomes

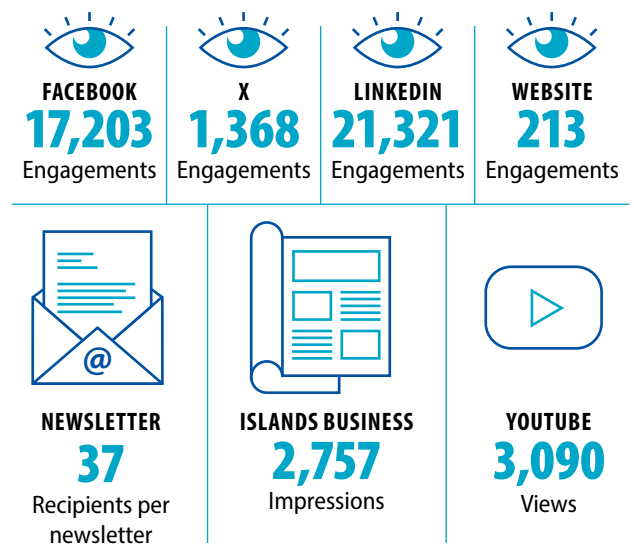


5.13

EQAP visibility

In 2024, EQAP employed innovative and strategic communications methods to strengthen its upward visibility trend since 2022. Over the 12 months, SPC’s corporate communications team worked with all divisions to reduce the overall number of posts per day and overcome the information flood of recent years. While this organisational shift led to a decline in Facebook posts, which led to a lower-than-expected engagement number, EQAP’s communications team were able to capture engagement numbers on other social media platforms, such as X, LinkedIn and YouTube. The team was also able to capture visibility numbers beyond the traditional social media platforms, such as website page views, Islands Business Magazine impressions and the number of EQAP newsletter recipients in 2024. ▲

Table 7. Visibility numbers



PERFORMANCE STORY 4

Capturing voices of Pacific youth through poetry

OUTCOME 4

Information and expertise in Pacific education are available and stakeholders are aware of it.

The Pacific Community (SPC) launched its first ever poetry booklet, a literacy intervention tool, during the 2024 International Literacy Day celebrations. Titled *Voices of the Pacific youth: A literacy learning tool*, the booklet aims to equip teachers, educators and parents with literacy intervention techniques that could help students in the region to enhance their reading skills through poetry by following the suggested activities and notes provided in the booklet.

Featuring 20 poems that were submitted as part of the 2023 Regional Poetry Competition, the booklet is an intervention effort stemming from the recent Pacific Islands Literacy and Numeracy Assessment (PILNA) findings. These findings suggested that in reading, Pacific students still struggled with the higher order skills of interpreting and critically analysing what they read. The new booklet can now be used by teachers and educators to close the literacy gaps identified in PILNA.

The booklet launch not only brought visibility to the region's budding poets, but also promoted the use of resources written by people from the Pacific to improve the literacy standards of the region.

The booklet was strategically designed with each poem being presented with illustrations, and the booklet being divided into four sections: Orientation, Vocabulary, Comprehension and Free Use Poems. Each section contains activities to assist teachers in motivating students to read poetry and improve their reading skills. The use of illustrations alongside each poem was an added feature to help students better interpret the content, and the tips and notes were another feature that teachers could use to teach reading and comprehension through poetry.

These features make this booklet useful in instilling the foundations of literacy in Pacific students at all levels of education.

The EQAP team looks forward to sharing this critical intervention tool ahead of the administration of PILNA in 2025 and hopes to see positive impacts on students' literacy performance in this largest assessment in the Pacific region.



Access the
booklet



Copies of the newly launched *Voices of the Pacific Youth* poetry booklet displayed during the 2024 International Literacy Day celebrations.

This activity is linked to Outcome 4 of EQAP’s Business Plan. EQAP worked with the region to access the talents of local poets to produce poems that reference contexts with which students are familiar. Teachers can use these poems to teach reading skills that Year 4 and 6 students struggle,

with such as interpretation of information and critical thinking. Poetry encourages creativity and imagination, and this will encourage students to think outside the poem and to address some of the reading challenges recorded in the PILNA 2021 results. ▲



Year 1 student of Yat Sen Primary School reciting a poem during the Pacific Community’s 2024 International Literacy Day celebrations.

EXPLORE MORE



WEBSTORY

Remarks of Dr Michelle Belisle at the 2024 International Literacy Day celebrations



WEBSTORY

Employing innovative interventions to improve literacy scores in the Pacific region



WEBSTORY

Voices of Pacific youth expressed in poetry



WEBSTORY

SPC launches two literacy resources on International Literacy Day



WEBSTORY

SPC launches new Pacific-specific literacy interventions tools



PHOTOS

Poetry booklet launch



VIDEO

Fiji One news broadcast covering booklet launch



VIDEO

Gold FM

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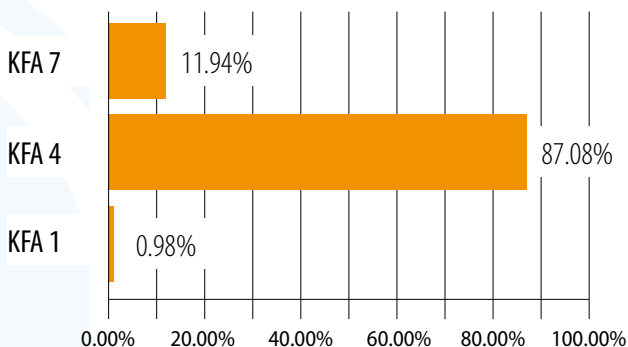
Workplan links with SPC's key focus areas and SDGs

6.1

SPC's key focus areas

EQAP's activities contribute to three of the seven key focus areas (KFAs) of the SPC Strategic Plan 2022–2031 (Figure 10). The majority, 87%, of activities related to the implementation and facilitation of quality education in PICs contribute to KFA 4: Equity, education and social development. Approximately 12% of activities contributed to KFA7: Transforming institution effectiveness, which includes the development and enhancement of transitional and innovative work, as well as flagship areas such as gender, food systems, and climate change. Approximately 1% of activities contribute to KFA 1: Resilience and climate action. The activities here included support and facilitation of disaster response management for micro-qualifications and endorsement of climate resilience regional qualifications work.

Figure 10. EQAP's contributions to SPC's key focus areas



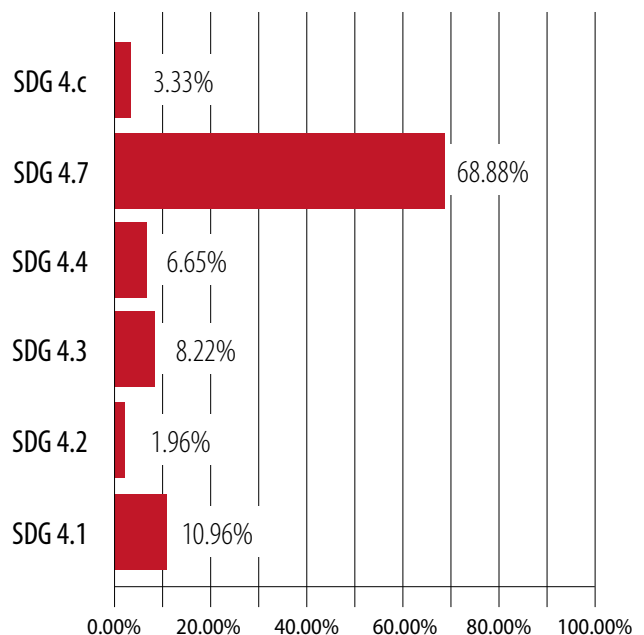
6.2

Global SDG 4

EQAP activities primarily contribute to SDG4's six target areas. This connects Pacific Island countries' national priorities and regional commitments with the global education agenda. Figure 11 shows EQAP's contribution to SDG4's six target areas.



Figure 11. EQAP contribution to SDG4 targets



The majority of EQAP's activities contributed to SDG 4 target 4.7, which focuses on sustainable development and global citizenship. EQAP activities that contributed to this target are described below.

- Activities include those that relate to internal and external assessment submissions, Moodle training and verification with technical support, training of examiners and moderators, curriculum review processes, and training provided for outcome-based learning.
- Technological support for these activities is provided through the integration of the Pacific Schools Information Management System (PacSIMS) to enable an inclusive e-learning platform and systems for students, teachers and school management.

- The Pacific Education Framework Project (PacREF) supports activities related to MEL planning, reflection on activity implementation, and in-country data collection. PacREF also contributes to the development of school leadership standards and contextualisation. Additionally, early childhood education and care curriculum support is provided through school readiness assessments and tools under the PacREF project.
- Education policy and research activities contribute through training on the Policy Development Toolkit, in-depth training and support in psychometric analysis using standardised tools, and education research analysis to inform policy and practice. Ongoing support is provided to PICs, including PILNA and PALS cognitive analysis, contextual preparation, and PILNA sampling activities.

Contributions towards SDG4 target 4.1, focusing on free education access, included administration of PILNA and PALS activities, along with psychometric analysis, support work, and interventions aimed at enhancing learning and development.

SDG4 target 4.3, focusing on affordable higher education, noted work on qualifications referencing for countries with established national qualification frameworks and benchmarking to assist in quality assurance.

A few activities contributing to SDG target 4.4, focusing on relevant skills training, included EQAP's support for the accreditation of qualifications by qualification authorities, training on micro-qualifications, and support for higher education frameworks and training programmes.

SDG4 target 4.2, on quality pre-primary education, included the integration of the Data Quality Assessment Framework into PacSIMS and enhancements to the SDG 4 questionnaire template and data management systems for PICs.

Education statistics data collection, quality assurance and reporting to UNESCO and supporting with the EMIS (Education Management Information System) contributed to SDG4 target 4.c on qualified teacher supply. ▲

DID YOU KNOW?

Interventions developed

4

interventions were completed in the literacy and research fields, including PILNA TV, Synthetic Systematic Phonics, Poetry Booklet, Research Bank

EQAP Representation at International Platforms

6

international conferences were attended to promote the Pacific's education progress.

Literacy intervention videos aim to strengthen education in Vanuatu

OUTCOME 4

Information and expertise in Pacific education are available and stakeholders are aware of it.

As the region's education systems prepare for the administration of the 2025 Pacific Islands Literacy and Numeracy Assessment (PILNA), the Pacific Community, in partnership with Vanuatu's Ministry of Education and Training (MoET) and the Teachers to Leaders team from Australia, used the PILNA 2021 data to identify areas of need and produce videos, both in English and French, as a PILNA literacy intervention strategy for Vanuatu.

The PILNA TV literacy videos aim to support teachers with teaching strategies that will help improve Vanuatu's literacy scores in the 2025 PILNA cycle.

"The release of educational videos to teachers in Vanuatu has the potential to enhance teaching effectiveness, promote professional development,

promote active learning, address diverse learning needs, and improve student outcomes and experiences," said MoET's Basic Assessment Coordinator, Winnie Timatua.

Torika Taoi, SPC's Team Leader for Large Scale Assessment, stated that this intervention work was based on the recommendations for teachers from the PILNA 2021 Regional Report and the PILNA 2021 Vanuatu report.

"The education videos are in English and French and will model best practices in teaching strategies, such as assessing knowledge of the content area and reading comprehension skills, and modelling various concepts and activities for the students to complete to demonstrate their understanding," said Taoi.



Vanuatu teachers being filmed as part of the PILNATV video production activity in 2024.

In PILNA 2021 challenges were identified in the areas of reading comprehension across the region. This meant that students at the primary school level struggled to read or understand their syllabi texts.

Primary school teacher and PILNA TV presenter, Pamina Tari, described the videos as an approach that is different from what they normally use in classrooms and is “really helping the students with their reading, especially reading comprehension and vocabulary and the text information”.

She further explained the importance of introducing these teaching strategies to teachers at the primary school level. “If they teach them very well at the beginning of their early childhood, they’re going to do well in future, as they approach higher levels of education,” said Tari.

Timatua added that the introduction of educational videos can effectively contribute to the improvement of Vanuatu’s education system, “by improving access to quality education, upgrading the new learning experience, supporting teachers, promoting

multilingualism, reducing the cost of resources, and preparing students for the demands of modern technology”.

The PILNA TV videos aim to bridge the gap between the issues identified in the PILNA 2021 cycle analysis and the literacy levels the region wants to achieve that align with the global Sustainable Development Goal 4 targets.

Similar videos were produced and launched in Fiji earlier this year with the same aim of improving the literacy standards in the country.



The Vanuatu
PILNA TV videos

This activity is linked to Outcome 4 of EQAP’s Business Plan. PILNA main studies provide a wealth of information to education stakeholders. In addition to seeing overall results, the PILNA coding data shared with



EQAP’s Large Scale Assessment team facilitating the filming of Vanuatu’s PILNATV videos.



Vanuatu teachers and Pacific Community (SPC) Assessment Specialists pictured during the PILNA TV video production in Port Vila, as part of efforts to support regional learning.

each country provide specific information about what concepts students struggle with and what some of the biggest challenges are. The coding information helped identify reading comprehension challenges that were widely experienced by students and informed the development of videos demonstrating ways for teachers to address those challenges directly in their classroom lessons. By working with teachers and ministry officials to create the videos, teachers are able to learn from their colleagues and see how the teaching techniques can be carried out in the classroom. The digital resources used in the videos are available to teachers for use in their own classrooms and the techniques can be applied to other texts used in the classroom. With teachers equipped with tools and resources to address areas of identified challenge, student reading comprehension should improve as the teachers improve their skills. ▲

EXPLORE MORE



WEBSTORY

Literacy intervention videos aim to strengthen education in Vanuatu



WEBSTORY

Teachers to improve the region's literacy standards through videos



VIDEO 
PILNA TV Fiji



VIDEO 
PILNA TV Vanuatu

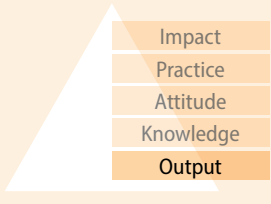
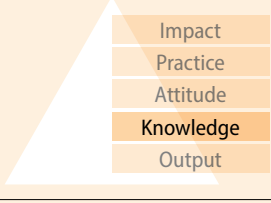
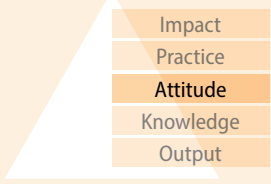
APPENDICES

APPENDIX 1: Definition of the status of EQAP activities

Educational Quality Integrated Reporting Information System (EQIRIS)

Status	Definitions
In progress	An activity that is progressing or moving forward as planned or has started and is ongoing
Completed	A planned activity that has been achieved fully or has ended successfully
Postponed	An activity that will take place later in the year or the following year, later than the initial schedule in the country agreement
Cancelled	A planned activity that will not take place at all in the country agreement

APPENDIX 2: Descriptions of levels of change

Levels of change	Description	Reporting progress
Output	The products, goods and services EQAP delivers 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 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.	

Levels of change	Description	Reporting progress
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 individual or institutional performance. Variations in practice are usually mid-term to longer-term, outcomes as the changes from action to practice take more time to emerge.	
Impact	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 clarity about the impact of EQAP's work in member 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.

APPENDIX 3: Definition of key areas of change

Source: Strategy, Performance and Learning unit, SPC

- 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).

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 more time to emerge.

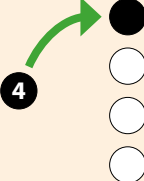
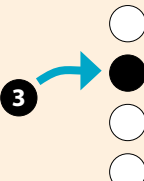
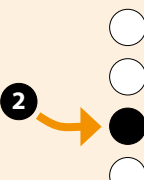
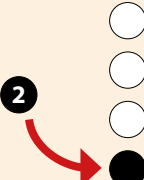
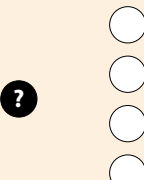
- ↳ (a) Measuring the effectiveness of EQAP's outputs will often require assessing whether the knowledge or skills gained have been applied, or whether changed intention translated into action for programme participants. These represent changes in action, which, if they are sustained, will contribute 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 that 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).

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.

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 towards result meets or exceeds expectation of achievement at this time. Learning 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 the 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
	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 are 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 cannot be assessed, due to the lack of available data. Indicates that a review of key result areas and data collection systems is required.	% target met unknown	0	0–0.4

APPENDIX 5: EQAP business plan targets

Business plan indicator

No	KRA	Indicator	2024 Targets
1	1.1	Number of countries that have adapted the use of the data quality assessment framework and the current status of EMIS in the education system	2 PICs
2	1.1	Number of countries that have data quality improvement plans in place	2 PICs
3	1.1	Number of countries that are uploading education data to UNESCO	15 PICs
4	1.1	Number of countries producing their own reports and digests that include SDG4 indicators and cohort analysis	6 PICs
5	1.1	Number of countries that produce data for the Status of Pacific Education Report	15 PICs
6	1.2	Number of reports analysed in meaningful and accessible formats	5 Reports
7	1.2	Number of member countries analysing or presenting insights based on their national student assessment data	4 PICs
8	1.2	Number of quality education research projects that apply or build on EQAP research	13 Education research projects
9	1.3	Number of countries that have adapted to improved or embedded practices and processes on the use of the EQAP Policy Toolkit in alignment with current or new policies	2 PICs
10	1.4	Lower secondary assessment tools developed, tested and piloted	1 tool – 2 nd Pilot
11	2.1	Number of countries by year levels that EQAP supports in terms of outcomes-based curriculum and assessment documents	5 PICs
12	2.2	Information gathered through surveys/ interviews on the perceptions of teachers and ministry of education staff in the implementation and use of the new outcomes-based curriculum	Survey preparations
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 exam paper development and moderation, and the number of papers requested	4 PICs
15	2.4	Number of member countries that are carrying out assessments of school heads/ teacher competencies using teacher competency standards	7 PICs
16	2.4	Number of countries that have national school teacher/teacher competency assessments that are aligned to the regional standards	9 PICs
17	2.5	Number of member countries that have implemented national tools of assessment that are aligned to PILNA processes	8 PICs
18	3.1	Number of accreditation applications processed	20 Applications
19	3.1	Number of applications from training providers to deliver regional qualifications and micro-qualifications	5 Applications
20	3.2	Number of qualification authorities seeking guidance and support on the development and implementation of higher education quality frameworks	4 Qualification authorities

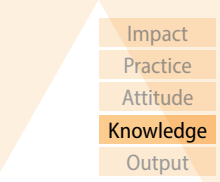
No	KRA	Indicator	2024 Targets
21	3.2	Number of national qualification authorities quality audited	Zero for 2024
22	3.3	Number of online qualifications processed, registered and promoted	70 Qualifications
23	3.4	Number of foreign qualifications assessed and reports compiled	15 Foreign qualifications
24	3.5	Number of education ministries requesting support to design and implement intervention programmes based on school head or teacher competency assessment results	1 Education ministry
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	1450 students with 75% pass rate
26	3.6	Number of new online tools developed to facilitate student and teacher engagement and support teaching and learning.	3 Online tools developed
27	3.6	Number of schools visited for verification of their capacity and deemed fit-for-purpose 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	20 December 2024
29	3.7	Regional framework on the mutual recognition of qualifications endorsed by nine participating countries with referencing and benchmarking reports published	Zero for 2024
30	4.1	Number of social media engagements and the reach of the social media for EQAP-specific posts on SPC social media channels	30000 social media engagements
31	4.2	Number of breaches in the use of mandatory SPC and donor partner templates, procedures and policies	Zero breaches
32	4.2	Number of mandated reports delivered on a timely basis	12 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 citation of research reports, publications and presentations by EQAP and international scholars and research organisations	Four citations of EQAP's research work.
35	4.4	Number of PacREF requests for collaboration and input to activities is supported and attended by EQAP	90% of total requests supported
36	4.5	Number of country requests received and support provided from the EQAP team	85% of the total requests supported
37	4.5	Number of people who 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	34 Workshop/Training analysed or 95% positive rating on feedback for the total number of evaluations conducted
40	4.6	Number of new/ ongoing/ completed joint initiatives between EQAP and other SPC divisions	6 Joint initiatives

APPENDIX 6: EQAP Results 2024

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.1 Ministries implement and maintain education management information systems.</p>	<p>15 PICTs submitted education data to UNESCO's Institute for Statistics annual survey. A data quality implementation plan was developed for Fiji and Palau. Technical support was provided to 4 PICTs (Kiribati, Nauru, Palau, Papua New Guinea) on cohort survival rates and statistical digest development. 2 PICTs (Fiji and Solomon Islands) received support for developing and publishing their latest statistical digests online.</p>	<p>SPC provided technical support to ministry of education officers to quality assure country data for UNESCO.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>1.1 Ministries implement and maintain education management information systems.</p>	<p>63 MoE officials (28 women, 35 men) from 8 PICTs were engaged in in-country training to strengthen data collection and reporting on education data, including training on the Data Quality Assessment Framework improvement plan, the new UNESCO Institute for Statistics (UIS) questionnaire, mid-term reports, EMIS policy, PacREF indicators and Pacific Schools Information Management System – EMIS assessment/ development.</p>	<p>SPC supported national education statistics officers to prepare and provide quality assurance of country data for annual submissions to UIS.</p>		<p>Cook Islands, Federated States of Micronesia, Kiribati, Nauru, Papua New Guinea, Marshall Islands, Samoa and Solomon Islands</p>
<p>1.1 Ministries implement and maintain education management information systems.</p>	<p>10 MoE officials (5 women, 5 men) from 8 PICTs participated in the sub-regional workshop for using SDG 4 tools for collecting and reporting 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 the review of the country templates submitted, the review of the education sector's data collection structure, and national data collection processes.</p>	<p>SPC coordinated and facilitated the workshop with support from UIS.</p>		<p>Cook Islands, Kiribati, Nauru, Niue, Palau, Solomon Islands, Tokelau, Tuvalu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.1 Ministries implement and maintain education management information systems.</p>	<p>22 government officials (6 women, 16 men) from 12 PICTs participated in the regional workshop <i>Pacific regional capacity development workshop on international education data and statistics for monitoring PacREF and SDG4</i>. The workshop introduced the UIS dynamic template and participants gained deeper understanding of international standards, mapped SWOT analysis, data dissemination and interactive dashboard, and identified gaps for improvement through tailored action plans for participating countries.</p>	<p>SPC coordinated and facilitated the workshop with support from UIS.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Palau, Papua New Guinea, Marshall Islands, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>51 government officials (35 women, 16 men) from 8 PICTs participated in three phases of the PacREF school readiness design, validation, and reflection workshop, to implement tools for early childhood education (ECE) for teachers to assess, respond to, track and report on school readiness.</p> <ul style="list-style-type: none"> • Phase 1: Readiness co-design phase, 16 officials (10 women, 6 men) selected and contextualised existing school readiness tools for pilot use in ECE care centres, finalise and endorse the tool, and train country focal points using a "train the trainers" approach. • Phase 2: Validation phase, 16 officials (10 women, 6 men) the same group of 16 officials endorsed the contextualised tool, trained focal points on its use, and gathered feedback on the post-pilot teacher survey's design and content. • Phase 3: Reflection phase, 19 officials (15 women, 4 men) reviewed country feedback, finalised the pilot report, and identified the next steps for the school readiness project. 	<p>SPC coordinated and facilitated the workshop.</p>		<p>Federated States of Micronesia, Fiji, Papua New Guinea, Samoa, Tonga, Niue, Solomon Islands, Tuvalu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>A South Pacific Form Seven Certificate (SPFSC) tracer study was conducted in Kiribati and Tuvalu, with SPC (EQAP) supporting the co-design and implementation of the survey instrument and the compilation of updated contact information for the 2023 SPFSC cohort. The study aimed to improve understanding of student learning pathways, inform education planning and evaluation, and guide policy development in career guidance, scholarships, workforce engagement, TVET, and alumni networks. Additionally, it will help donors assess the impact of their funding in promoting equitable access and opportunities for high school graduates across the region.</p>	<p>SPC coordinated the in-country consultation meetings and workshop.</p>		<p>Kiribati, Tuvalu</p>
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>23 MoE officials (20 women, 3 men) from Niue (10 women) and Papua New Guinea (10 women, 3 men) participated in a national research workshop supported by SPC. The workshop aimed to strengthen national capacities in education research, focusing on planning, reporting, editing, reviewing, accessing open-source tools, and adhering to ethical research principles and guidelines.</p>	<p>SPC coordinated and facilitated the workshop.</p>		<p>Niue, Papua New Guinea</p>
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>As part of ongoing efforts to make education information in the regional accessible to members and development partners, SPC launched its Education Research Bank on International Literacy Day for PICTs under SPC's Pacific Data Hub (https://research-bank.pacificdata.org/education). The research bank has housed 41 publications since the launch in September. This is in addition to the existing Policy Bank. Additionally, 10 government officials (7 women, 3 men) from 8 PICTs participated in the virtual training on the Policy and Research Banks. The participants are now able to identify; navigate and download materials from both banks.</p>	<p>SPC developed a research bank.</p>		<p>Federated States of Micronesia, Kiribati, Nauru, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tuvalu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>23 participants (8 women, 15 men) from Federated States of Micronesia participated in the national workshop on psychometrics, as part of SPC (EQAP) efforts to enhance the validity, reliability, and fairness of national assessments. The workshop focused on:</p> <ul style="list-style-type: none"> •Introduction to Rasch Modelling. •Use of various IRT software. •Generating and interpreting basic analysis. 	<p>SPC conducted the workshop.</p>		<p>Federated States of Micronesia</p>
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>19 participants (6 women, 13 men) from 13 PICTS participated in the accredited short course on <i>Foundations in applied measurement in education</i>. The course aimed to equip governments, systems, and organisations in “understanding item response theory (IRT) measurement and its application for assessment”. The workshop covered the following:</p> <ul style="list-style-type: none"> •introduction to the foundational concepts of educational assessment and measurement; •a broad overview of technical aspects of constructing measures; •conduct and interpretation of a psychometric analysis using Conquest software; and •exploration of validity and comparability through an IRT paradigm. 	<p>SPC organised and the Australian Council for Educational Research facilitated the workshop.</p>		<p>Cook Islands, Fiji, Federated States of Micronesia, Kiribati, Nauru, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<p>1.2 Ministries conduct good quality education research using existing and new data.</p>	<p>SPC conducted an in-depth analysis of the 2018 and 2021 Pacific Islands Literacy and Numeracy Assessment (PILNA) and developed three research briefs based on the insights. The reports, targeting leadership and student development, include the following topics:</p> <ul style="list-style-type: none"> •teacher professional development •exploring school leader profiles in the Pacific: Who are the school leaders taking part in the Pacific Islands Literacy and Numeracy Assessment? •getting to know our Year 4 and Year 6 teachers 	<p>SPC developed research briefs</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.3 Ministries make evidence-based decisions to revise policies and interventions to address policy gaps.</p>	<p>68 government officials from 3 PICTs— Samoa (22 women, 12 men), Tuvalu (4 women, 6 men), and Vanuatu (10 women, 14 men) participated in a workshop on policy toolkit development. The workshop focused on key stages of policy development outlined in SPC's EQAP policy development toolkit, including the education policy development cycle, the review process, the creation of monitoring and evaluation plans, and the introduction of tools to support the implementation and assessment of education policies. These three countries utilise the toolkit to enhance and strengthen the policy development processes for their national education policies.</p>	<p>SPC coordinated and facilitated the workshop.</p>		<p>Samoa, Tuvalu, Vanuatu</p>
<p>1.3 Ministries make evidence-based decisions to revise policies and interventions to address policy gaps.</p>	<p>In Vanuatu, the Ministry of Education and Training (MoET) collaborated with SPC to strengthen benchmarking and policy system assessment. SPC supported MoET in developing a teacher induction manual and policy, which was piloted in six schools. Three officials (2 women, 1 man) were involved in the development of the teacher induction manual.</p>	<p>SPC provided technical support to implement the project and training to heads of school. Funding for this innovation project was provided by DFAT.</p>		<p>Vanuatu</p>
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>20 members (9 women, 11 men) from 15 PICTs and 3 development agencies attended the PILNA steering committee meeting in Nadi.</p> <p>Key outcomes of the meeting</p> <ol style="list-style-type: none"> 1. Uses of PILNA 2021 data 2. PILNA Reporting – Digital vs printed copies and sharing of PILNA reports 3. Contextual update for 2024 4. Sampling update for 2025 5. Overview of Pacific Assessment for Lower Secondary (PALS) 2023 and PALS Work Plan activities in 2024–2025. 	<p>SPC hosted the steering committee, which is a sub-committee of SPC's CRGA and the Pacific Board for Education Quality.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>In Vanuatu, 30 literary videos (English and French) were produced through a collaboration of 7 MoE officials (4 women, 3 men) and SPC. They were developed as a literacy intervention based on the 2021 PILNA coding data, and were produced to enhance classroom learning and support teachers in improving active teaching and learning outcomes.</p>	<p>SPC provided technical and funding support to produce the videos.</p>		<p>Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>15 government officials (7 women, 8 men) from 12 PICTs participated in a science capacity-building workshop for the Pacific Assessment for Lower Secondary (PALS). They were trained in science assessment design, reviewed items from the first pilot, and created items for the second pilot for Year 9 assessments in Niue, Kiribati, Palau, and Vanuatu. The results from the second pilot guided the creation of new items, which will be presented at the 12th PILNA and PALS Steering Committee Meeting.</p>	<p>SPC coordinated and facilitated the workshop and pilot administration of PALS.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Marshall Islands, Samoa, Tonga, Tuvalu, Vanuatu</p>
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>32 MoE officials and schoolteachers (22 women, 10 men) from 6 PICTs received training and technical support to analyse national examination data. The training covered PILNA processes in Fiji (7 women, 2 men), Conquest software for analysing standardised tests in Kiribati (STAKI – 3 women, 1 man) and Solomon Islands (SISTA – 2 women, 4 men), and standard setting for Tuvalu's TUSTA (10 women, 3 men). Additionally, SPC supported data analysis for Tonga's Mathematics content knowledge under the regional Pacific Secondary School Project (PSSP) and collaborated with Vanuatu's MoE on VANSTA data analysis, strengthening assessment and data-driven decision-making.</p>	<p>SPC provided technical support to analyse national examination data, standard setting, Conquest software training and PILNA processes.</p>		<p>Fiji, Kiribati, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>162 MoE officials (93 women, 69 men) from 15 PICTS were trained on coding and data entry practices and processes for PILNA and PALS. The training focused on processes in coding of examination booklets, supervision of coders and data entry of codes.</p>	<p>SPC conducted the training.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>1.4 Ministries use regional literacy and numeracy comparative assessment data.</p>	<p>PILNA, the largest regional assessment tool for Year 4 and 6 students, measures literacy and numeracy to monitor and improve learning outcomes across the Pacific, enabling countries to compare their performance on a common scale. PALS, still in its pilot stage, is a regional assessment for Year 9 students focusing on reading, writing, numeracy, science, and critical thinking. SPC (EQAP) conducted the PILNA field trial in 15 PICTs with 2469 students from 37 schools, and the second pilot of PALS in 4 PICTs with 1027 students from 10 schools.</p>	<p>SPC conducted the assessment.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>2.2 Teachers improve teaching of curricula.</p>	<p>In Samoa, 23 government officials (13 women, 10 men) from the Ministry of Education, Sports, and Culture (MESC) participated in Systematic Synthetic Phonics (SSP) training. The training covered the 7-part phonics approach, development of comprehension passages and assessment tools, lesson observation, and resource creation for Year 1. SSP Phase 2 began in 2024 with 10 pilot schools to improve literacy skills. Year 3 students assessed in 2023 and reassessed in Year 4 showed significant improvement. SSP will be integrated into MESC's workplan to expand the phonics approach in more schools starting in 2025.</p>	<p>SPC provided technical support such as detailed assessment reports for each student, helping teachers identify strengths and areas for improvement, and training of teachers.</p>		<p>Samoa</p>
<p>2.3 Ministries improve the quality of student assessments.</p>	<p>155 teachers and education officers (84 women, 71 men) from 3 PICTs (Fiji, Samoa, Vanuatu) participated in a series of training sessions on assessment instrument development, building key skills in:</p> <ul style="list-style-type: none"> • design assessments using a blueprint, aligning them with the curriculum, and developing scoring rubrics to ensure valid scoring; • SOLO taxonomy as a metric for comparing cognitive skills across different subjects; • interpreting curriculum documents, analysing subject syllabi and providing recommendations; • outcomes-based approaches to ensure equivalence in cognitive demand across subjects; and • personal content knowledge and assessment principles and quality factors for the development of examination papers. 	<p>SPC provided technical advisory support and delivered the training.</p>		<p>Fiji, Samoa, Vanuatu</p>

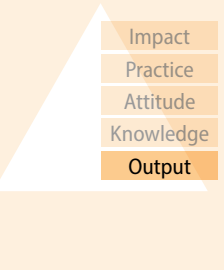
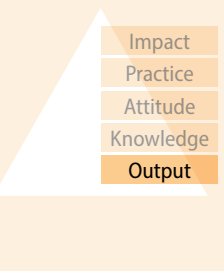
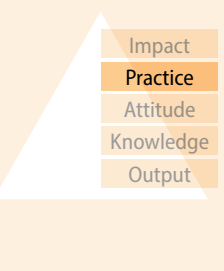
Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>2.3 Ministries improve the quality of student assessments.</p>	<p>4 PICTs (Nauru, Samoa, Tuvalu, Vanuatu) benefited from technical support to develop and provide quality assurance of their national exams:</p> <ul style="list-style-type: none"> •Nauru Secondary Scholarship Examination •Samoa School Certificate •Tuvalu Senior Secondary School •Vanuatu National Secondary Certificate, Vanuatu University Entrance Certificate. 	<p>SPC provided technical advice and quality assurance to strengthen national exams.</p>		<p>Nauru, Samoa, Tuvalu, Vanuatu</p>
<p>2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.</p>	<p>15 Government officials (9 women, 6 men) from 7 PICTs participated in the sub-regional workshop on contextualisation of regional leadership standards. The workshop enhanced the participants' knowledge of processes of contextualisation and alignment of the regional school leadership standards. The workshop explored thoroughly ways to adopt and adapt specific domains that can be customised to meet the needs of their own country.</p>	<p>SPC coordinated and facilitated the workshop.</p>		<p>Cook Islands, Federated States of Micronesia, Samoa, Nauru, Tonga, Tuvalu, Vanuatu</p>
<p>2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.</p>	<p>65 MoE officials (48 women, 17 men) from 7 PICTs engaged in the training and phase 2 development of the Strategy for Monitoring and Improving School Leaders' Effectiveness (SMILE), an appraisal tool for leadership in schools.</p> <p>MoE officers were trained on:</p> <ul style="list-style-type: none"> •components of the system; •developing a SMILE prototype remotely; •testing the country prototype using dummy data; •hosting the SMILE application under the ministry servers; and •a review of standards (access, management and quality). 	<p>SPC provided technical advice and support to develop the digital tool.</p>		<p>Cook Islands, Federated States of Micronesia, Nauru, Samoa, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.</p>	<p>2 PICTs (Nauru, Tonga) benefited from technical support to contextualise regional teacher standards into national teacher standards. In Nauru, SPC collaborated with Department of Education officials to develop the draft national teacher standards document. The technical support is expected to continue in 2025, in phases of development of the national assessment policy framework and the curriculum policy framework, re-scoping the curriculum and classroom-based interventions. In Tonga, SPC completed the first draft of the national teacher standards and shared it with MoE officers for in-country consultation and finalisation.</p>	<p>SPC provided technical support to contextualise regional to national standards.</p>		<p>Nauru, Tonga</p>
<p>2.4 Education systems increase the frequency and quality of teacher and school head performance assessments.</p>	<p>17 government officials (7 women, 10 men) from 8 PICTs participated in the sub-regional workshop for Pacific Regional Teacher Standards (PRTS). The PRTS was developed under PacREF to enhance and support teacher quality in the region (revised).</p> <p>The key outcomes of the workshop were:</p> <ul style="list-style-type: none"> •enhanced shared understanding between participants on the role of teacher standards in facilitating teacher development and improving student outcomes; •shared commitment by teacher training institution (TTI) representatives to share the vision of including teacher standards as targets in teacher education courses in their countries; •shared commitment by participants to collaborate on shared results; •mapping of regional teacher standards to teacher education courses; and •development of draft action plans for ministry officials and TTIs to incorporate the way forward into their current programmes. 	<p>SPC conducted the workshop.</p>		<p>Federated States of Micronesia, Fiji, Kiribati, Papua New Guinea, Tonga, Samoa, Solomon Islands, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro qualifications.</p>	<p>SPC collaborated with national quality assurance agencies, training providers, and industry organisations to develop 6 qualifications and 12 micro-qualifications. The status of the accreditation includes the following: 2 qualifications have been accredited; 2 qualifications applications that were received in December 2024 are still in process for accreditation. In addition, a total of 8 micro-qualifications have been accredited and 4 micro-qualifications applications for accreditation are still in process.</p>	<p>SPC provided training and coordinated the development and endorsement of regional qualifications and micro-qualifications.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro qualifications.</p>	<p>44 SPC staff and industry experts (26 women, 18 men) participated in the development and endorsement of the first micro-qualification for the Kiwa Initiative, focusing on enhancing adaptation and resilience using nature-based solutions. The process included training 11 Industry Advisory Committee members (7 women, 4 men) from five organisations on micro-qualification features and processes. Twelve industry experts (6 women, 6 men) reviewed and finalised the draft. In the final endorsement phase, 21 industry experts (13 women, 8 men) from 11 organisations and five agencies participated. This achievement resulted from collaboration between SPC (EQAP, and the Climate Change and Environmental Sustainability Division, CCES) and industry experts.</p>	<p>SPC provided technical support to develop micro-qualifications for SPC's CCES division.</p>		<p>Federated States of Micronesia, Fiji, French Polynesia, Kiribati, Marshall Islands, Nauru, New Caledonia, Niue, Palau, Papua New Guinea, Solomon Islands, Samoa, Tonga, Tokelau, Tuvalu, Vanuatu, Wallis and Futuna</p>
<p>3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications.</p>	<p>18 participants (4 women, 14 men) from 6 tertiary institutions and agencies were trained in a training of trainers and facilitators for the Articulated Resilience (Level 2) qualification on climate change adaptation and disaster risk reduction which is administered by SPC's GEM Division in the region.</p>	<p>SPC facilitated the workshop on training of trainers, an internal collaboration initiative between its EQAP and GEM Divisions.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.1 Accredited institutions deliver good quality, relevant and current qualifications and micro-qualifications.</p>	<p>36 industry experts and SPC staff (10 women, 26 men) contributed to the development and accreditation of Certificate IV and Diploma VI in Sustainable Energy Qualifications for the Pacific Adoption of Waste-to-Energy Solutions project. The process involved 14 experts (5 women, 9 men) from 14 organisations, agencies, and universities, who participated in qualification development training and provided feedback on four qualification booklets. Additionally, 22 experts (5 women, 17 men) from 20 organisations and universities participated in finalising and endorsing the qualifications. This collaboration involved SPREP and SPC's GEM and EQAP Divisions.</p>	<p>SPC provided technical assistance to Secretariat of the Pacific Regional Environment Programme (SPREP) and SPC's Geoscience, Energy and Maritime division.</p>		<p>Marshall Islands, Papua New Guinea, Samoa, Solomon Islands, Tuvalu</p>
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>30 participants (17 women, 13 men) from 3 academic institutions in Fiji and Kiribati were trained in key processes in the development and accreditation of micro-qualifications and qualifications.</p> <ul style="list-style-type: none"> • Fiji - 8 participants (5 women, 3 men) from the Fiji National University now have increased capacity and knowledge of a micro-qualification's features, development and accreditation process. • Kiribati - 22 participants (12 women, 10 men) from the Kiribati Institute of Technology and Kiribati Teachers College now have increased capacity and knowledge of a qualification's features, development, standards, criteria, and accreditation process. 	<p>SPC conducted the workshop.</p>		<p>Fiji, Kiribati</p>
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>13 members (8 women, 5 men) from 10 national qualifications authorities and ministries attended the Pacific Qualifications Advisory Board (PQAB) meeting. The meeting focused on providing updates on each country's progress, identifying emerging needs, and addressing issues and challenges. Discussions covered referencing and benchmarking for the Pacific Qualifications Recognition Project and promotion of the Pacific Qualifications Framework as a translation device to compare qualifications and national frameworks with the PQF. SPC also discussed the 2025 workplan with countries, confirming technical support and aligning EQAP's assistance with national priorities.</p>	<p>SPC hosted the meeting of the Pacific Qualifications Advisory Board.</p>		<p>Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

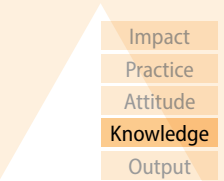
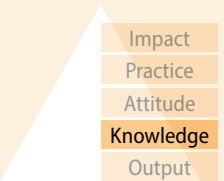
Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>SPC collaborated with the Secretariat of the Pacific Regional Environment Programme (SPREP) to provide technical support on development of a qualification in hazardous waste management for Pacific hazardous waste. Eight industry experts (3 women, 5 men) from 8 organisations and agencies participated in the qualification development training for the IAC. The training focused on enhancing knowledge and understanding of the key features of a regional qualification, and developing the draft qualification, including preliminary statements for each required feature.</p>	<p>SPC provided technical assistance to SPREP and SPC's Geoscience, Energy and Maritime Division.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>In Fiji, 18 industry experts (11 women, 7 men) from the national quality assurance body, tertiary institutions (Fiji National University), the public sector, 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 (to prepare, review and report) of qualifications and micro-qualifications for accreditation.</p>	<p>SPC conducted the annual evaluators workshop.</p>		<p>Fiji</p>
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>Three members (3 men) of the Pacific Board for Education Quality (PBEQ) Accreditation Committee from 3 PICTs met in Nadi to discuss improving the efficiency of the accreditation process, the quality of evaluation carried out by the evaluators and the initiatives to improve the accreditation process. To date, the committee has reviewed 87 applications for accreditation.</p>	<p>SPC conducted and coordinated the accreditation committee meeting.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>3.2 National quality assurance agencies improve the systems and protocols on development of qualifications and quality assurance of providers and programmes.</p>	<p>As a result of SPC's external review of the University of the South Pacific (USP) to support the Vanuatu Qualifications Authority (VQA), USP Vanuatu's registration was recommended for renewal for five years with a set of conditions. The review process included a desktop audit and an on-site audit visit, ensuring compliance with quality assurance standards.</p>	<p>SPC conducted an external review of University of the South Pacific (USP) with support from VQA.</p>		<p>Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.3 Employers and institutions use the Pacific Register of Qualifications and Standards (PRQS) information on accredited qualifications and qualified persons.</p>	<p>10 new qualifications were registered on the Pacific Register of Accreditation System (PRAS) and 3 regional qualifications were approved for delivery. 33 qualifications on PRQS have been received by SPC, Samoa Qualifications Authority, Tonga National Qualifications and Accreditation Board and Vanuatu Qualifications Authority.</p>	<p>SPC manages and maintains the Pacific Register of Qualifications and Standards system and Pacific Register of Accreditation System.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>3.4 Learners' foreign qualifications are recognised by employers and training providers.</p>	<p>8 foreign high school qualifications from Australia, England, New Zealand, Nigeria, and Samoa were assessed for equivalence in tertiary admissions, increasing the total number of accredited qualifications to 76 over the past six years. The qualifications assessed were:</p> <ol style="list-style-type: none"> 1. Senior Secondary Academic Certificate (Australia) 2. National Certificate of Educational Achievement Levels 1, 2 & 3 (New Zealand) 3. Mastery of Management Diploma on Management and Leadership (England) 4. Bachelor of Agriculture (Crop Protection) (Nigeria) 5. Samoa Secondary Certificate (Samoa) 6. High School Advanced Certificate with Honours Level 3 Endorsed (Australia) 7. Senior Secondary Certificate Level 3 Endorsed (Australia) 8. Senior Secondary Academic Certificate (Australia) 	<p>SPC conducts ongoing assessment of foreign qualifications (on request) for students looking to enrol in tertiary qualifications in the Pacific region.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.</p>	<p>176 examiners and moderators (102 women, 73 men, 1 other) from Fiji, Samoa and Tuvalu were trained to develop high-quality assessment instruments for more reliable and consistent scoring.</p> <ul style="list-style-type: none"> • Fiji - 78 MoE officials and schoolteachers (44 women, 34 men) were trained on the examination cycle and related responsibilities. • Samoa - 44 primary and secondary school teachers (23 women, 21 men) from 10 pilot schools were trained as examiners and moderators under SPC's Phonics Project for Year 1. • Tuvalu - 54 MoE officials and schoolteachers (35 women, 18 men, 1 other), including Year 10 examiners and moderators, were trained in developing high-quality outcome-based assessments. 	<p>SPC conducted the refresher training for examiners and moderators.</p>		<p>Fiji, Samoa, Tuvalu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.</p>	<p>134 MoE officials and teachers (71 women, 63 men) from three PICTs received technical support to strengthen their capacity in implementing the South Pacific Form Seven Certificate programme and nationalisation of the Form 7 certificate programme.</p> <ul style="list-style-type: none"> • Kiribati and Tuvalu - 117 MoE officials and schoolteachers (63 women, 54 men) were trained on internal and external assessments through instructional videos and face-to-face methods. • Vanuatu - 17 schoolteachers (8 women, 9 men) from the MoE were supported in reviewing IA tasks for 14 Anglophone and 12 Francophone subjects, with ongoing assistance for the nationalisation of its Form 7 certificate programme. 	<p>SPC conducted the internal and external assessment training and reviewed the internal assessment tasks.</p>		<p>Kiribati, Tuvalu, Vanuatu</p>
<p>3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.</p>	<p>12 schools in 2 PICTs (Kiribati: 10 schools, Tuvalu: 2 schools) have been verified and accredited with the basic requirements to offer the SPFSC qualification. The verification process includes ensuring adequate resources, including teachers. A total of 1374 students in 2 PICTs; (Kiribati 806 girls, 502 boys; and Tuvalu: 46 girls, 20 boys) were enrolled in the SPFSC programme for 12 schools in Kiribati and Tuvalu.</p>	<p>SPC reviewed the SPFSC curriculum for examination administration.</p>		<p>Kiribati, Tuvalu</p>
<p>3.6 Secondary school students in Pacific countries and territories have access to accredited secondary school qualifications.</p>	<p>3 government officials (3 women) from 2 PICTs (Kiribati, Tuvalu) participated in the <i>South Pacific Form Seven Certificate Data Assessment</i> workshop in Pacific School Information Management Systems using the Data Quality Assessment Framework (DQAF). The outcomes of the workshop were:</p> <ul style="list-style-type: none"> •enhanced data integrity and reliability for SPFSC enrolments and fees; •identification and address of improvement areas in three main assessment pillars of institutional environment, statistical processes and educational statistical outputs; •strengthened collaboration and knowledge-sharing for managing SPFSC data; and •development of action plans based on the DQAF assessment. 	<p>SPC conducted the workshop.</p>		<p>Kiribati, Tuvalu</p>

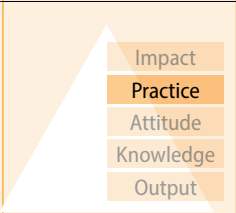
Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>3.7 EQAP collaborates with the New Zealand Qualifications Authority (NZQA) on the recognition of Pacific qualifications across borders under the PACER plus agreement.</p>	<p>17 government officials (11 women, 6 men) from 9 PICTs, including 5 quality assurance agencies and 1 development partner, participated in an SPC-supported regional workshop: <i>Qualifications framework referencing</i>. The workshop aimed to enhance understanding of referencing frameworks to support qualification recognition across education and training systems. Key topics included the purpose and impact of referencing, criteria and rationale, data collection, outcome reporting, and responding to referencing results.</p>	<p>SPC coordinated and facilitated the workshop with support from NZQA.</p>		<p>Cook Islands, Kiribati, Nauru, Niue, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<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>	<p>9 PICTs received tailored support to advance their national frameworks following the regional workshop <i>Qualifications framework referencing</i>.</p> <ul style="list-style-type: none"> • 4 PICTs (Solomon Islands, Samoa, Tonga, and Vanuatu), with established frameworks and national quality assurance agencies, were supported to align their national qualifications frameworks with the Pacific Qualifications Framework. • 5 PICTs (Cook Islands, Kiribati, Nauru, Niue, Tuvalu) were supported in benchmarking to assist in compiling detailed descriptions of their qualifications and quality assurance systems. Ongoing support, including weekly monitoring, helps referencers and benchmarkers compile and review country responses to Criteria 1 and 2 while addressing Criteria 4. 	<p>SPC coordinated and facilitated the workshop with support from NZQA.</p>		<p>Cook Islands, Kiribati, Nauru, Niue, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>

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<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>	<p>9 PICTs participated in two technical working group meetings under the Pacific Qualifications Recognition Project (PQRP). The first meeting brought together 12 participants (7 women, 5 men) from 6 quality assurance agencies, 5 ministry officials, and 2 development partners to review and provide feedback on draft reports for Criterion 1, enhancing understanding of Criterion 2 through sample reports, and deepening awareness of project results, values and partnerships. The second meeting involved 8 PICTs (4 women, 5 men) from 4 ministries, 3 quality assurance agencies and 2 development partners, focusing on country progress reports for Criteria 1 and 3, drafting Criterion 4, and identifying gaps for further improvements. The PQRP aims to strengthen the Pacific Qualifications Framework (PQF) and national qualifications frameworks across these 9 PICTs.</p>	<p>SPC coordinated and facilitated the workshop with support from NZQA.</p>		<p>Cook Islands, Kiribati, Nauru, Niue, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<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>	<p>A communications strategy for the Pacific Qualifications Recognition Project (PQRP), was developed in 2024. The PQRP is an ongoing project until 2029, in partnership with the NZQA. The strategy aims to:</p> <ul style="list-style-type: none"> •boost the project's visibility; •improve the quality of the communications content; •provide guidance in disseminating communications products (video, audio, media release, etc.). 	<p>SPC developed communications strategy for the Pacific Qualifications Recognition project.</p>		<p>Cook Islands, Kiribati, Nauru, Niue, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu</p>
<p>4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders.</p>	<p>28 members (14 women, 14 men) of the Pacific Board for Education Quality (PBEQ) from 15 PICTs and 10 development agencies attended the PBEQ meeting in Nadi, Fiji. The meeting deliberated on SPC's (EQAP) progress in 2023, the work planning process, EQAP restructure, gender strategy and other business opportunities and activities.</p>	<p>SPC hosted the PBEQ meeting, which is a sub-committee of SPC's Committee of Representatives of Governments and Administrations (CRGA).</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders.</p>	<p>SPC participated in 7 international conferences, sharing key achievements and best practices on regional education priorities, challenges, and initiatives, such as PILNA and education statistics. Contributions included:</p> <ul style="list-style-type: none"> · a panel discussion on SDG4 monitoring at the UNESCO Conference, Paris; · a PILNA data presentation with ACER at the National Council on Measurement in Education (NCME) meeting, Philadelphia; · insights into Pacific education systems at the Commonwealth Education Ministers Conference, London; · a presentation on education and culture in the Blue Pacific at the 13th Festival of Pacific Arts and Culture, Hawaii; · A panel discussion at the Asia Pacific Education Data Meeting, Bangkok; · A presentation on <i>National School Leadership in the Pacific</i> at the British Educational Research Association, Manchester; and · a presentation on workshop-based research in comparative education at the Oceania Comparative and International Education Society Conference, Melbourne. 	<p>SPC presented education data and information at international meetings, conferences and festivals.</p>		<p>Regional</p>
<p>4.1 EQAP strengthens its engagement and collaboration with PICT education stakeholders.</p>	<p>EQAP representatives participated in the Data Governance Steering Group meetings to discuss and adopt the data governance policy for divisions to implement and practice. SPC's Data Governance Policy aims to improve data collection, availability and usage across SPC. Steering group representatives from EQAP have shared the policy and meeting updates with all EQAP staff.</p>	<p>SPC participated in Data Governance Steering Group Meetings.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>4.2 EQAP enhances the capabilities of its people, systems and processes.</p>	<p>The Ministry of Education and Culture of Samoa, in collaboration with SPC, conducted consultations on the Education Management Information System (EMIS) under the Pacific School Information Management System. The first internal consultation focused on mapping of current processes, recommendations, and an EMIS development roadmap. The second involved training key personnel and gathering requirements for module development and system deployment.</p>	<p>SPC provided technical support to implement the project.</p>		<p>Samoa</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>4.2 EQAP enhances the capabilities of its people, systems and processes.</p>	<p>SPC (EQAP) provided ongoing support to develop and enhance online applications on education to support management and learning in the region.</p> <ul style="list-style-type: none"> • 4 PICTs (Kiribati, Tuvalu, Tonga, Vanuatu) were provided with a technical update on enhancement of the Pacific School Information Management System (PacSIMS) and Moodle. • SPC is developing a Pacific higher education management system for Vanuatu Institute of Technology. • PacREF Integrated Reporting Information System for online monitoring and reporting has been developed for 7 implementing agencies (UNICEF, UNESCO, Australia Pacific Training Coalition, Pacific Technical and Further Education, USP Institute of Education, USP School of Education and PacREF Facilitating Unit) and 15 PICTs. Implementing agencies now use the PacREF IRIS for monitoring and updating their activities status, which is used for reporting by SPC EQAP and PacREF Facilitating Unit (PFU). 	<p>Manage and oversight Moodle, PacSIMS (EMIS, SPFSC and national exams), development of Pacific Higher Education Management System and implementation of PacREF Integrated Reporting Information System.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>4.3 EQAP strengthens its regional and international leadership in education quality in the Pacific region.</p>	<p>3 PICTs (Fiji, Kiribati, Marshall Islands) participated in the third year of the Pacific Secondary School Programme (PSSP), which aims to address knowledge gaps in skills, competencies, and education opportunities for youth (14–18 years) in the region. A remedial project gathered data on school-based remedial practices to understand how they are implemented. Reporting for this project is expected in 2025. SPC also developed difficulty analysis reports for SPFSC English and Mathematics items to assess student performance and highlight areas of challenge in numeracy, writing, and reading based on PILNA 2021 Year 6 data.</p>	<p>SPC provided technical support for the research programme for the Pacific Secondary School programme with support from ministry focal points and the Australian Government Department of Foreign Affairs and Trade.</p>		<p>Fiji, Kiribati, Marshall Islands</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework.</p>	<p>SPC continued to lead the monitoring, evaluation, and learning (MEL) efforts for PacREF and actively coordinated and participated in PacREF meetings, such as the PacREF Implementing Agencies Fono workshop in Tonga, which discussed PacREF principles, the transition from Phase 1 (2024) to Phase 2 (2025), and updating documentation to align with regional and global education priorities. Another meeting was the Pacific Heads of Education Systems (PHES) meeting. It discussed the PacREF implementation rolling plan and the development of Phase 2 (strategy and finance). A third meeting was the Conference of Pacific Education Ministers and the presentation of the monitoring and evaluation report. Fourth was the Pacific Heads of Education Systems Steering Committee meeting, at which phase 2 implementation of the rolling plan was discussed.</p>	<p>SPC attended the PacREF workshop and meetings.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>4.4 EQAP coordinates the development and implementation of the PacREF monitoring, evaluation and learning framework.</p>	<p>SPC continued to support 15 PICTs by leading the monitoring, evaluation, and learning (MEL) for PacREF implementation and facilitating six-monthly reporting for 2024.</p>	<p>SPC coordinated the MEL and supported its implementation, in particular the activities led by EQAP of the framework, including data collection and reporting.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>
<p>4.5 EQAP improves its planning, prioritisation, evaluation, learning and innovation.</p>	<p>SPC(EQAP) developed a gender strategy specifically to guide SPC divisions' practices and processes to gender, relating to education. It aims to strengthen and enhance the visibility of EQAP's approach, monitoring and reporting on gender equality and equity. The strategy was integrated into EQAP's workplan during its annual planning and reflection workshop, with support from the Australian Council for Educational Research (ACER).</p>	<p>SPC developed and implemented a gender strategy with support from ACER.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Divisional key result area	Result achieved	What was SPC's contribution to the result?	Result type	Which Pacific PICTs benefited from this result?
<p>4.6 EQAP contributes to SPC's connected approach across disciplines to deliver on agreed outcomes.</p>	<p>SPC celebrated the International Day of Education under the global theme <i>Learning for lasting peace</i> and International Literacy Day with the localised theme <i>Enhancing literacy through multilingualism: promoting peace across the Blue Pacific Continent</i>. The event featured the launch of SPC's PILNA TV, showcasing classroom videos based on 2021 PILNA data. The event also reflected on initiatives like PacREF, PILNA, and PALS. In addition, 172 participants (114 women, 58 men) attended the International Literacy Day celebration, where SPC launched <i>Voices of the Pacific youth: A literacy learning tool</i>, a poetry booklet with top poems from a regional competition, supporting literacy development.</p>	<p>SPC hosted the event.</p>		<p>Internal (SPC)</p>
<p>4.6 EQAP contributes to SPC's connected approach across disciplines to deliver on agreed outcomes.</p>	<p>SPC's EQAP website (https://eqap.spc.int/about-eqap) was updated with additional education data and information. A new section on the Pacific Qualifications Recognition Project and PILNA TV was added. Ongoing updates are being made to the PacREF and focus area sections, covering data, information technologies, research and policy, qualifications, and accreditations. These updates aim to enhance knowledge management and the digital library through publications, news, speeches, and videos.</p>	<p>Enhancement of the SPC-EQAP webpage.</p>		<p>Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu</p>

Produced by the Pacific Community (SPC)
Pacific Community
B.P. D5 - 98848 Noumea Cedex, New Caledonia
Telephone: +687 26 20 00
Email: spc@spc.int Website: www.spc.int
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