

**FIFTY-FOURTH MEETING OF THE
COMMITTEE OF REPRESENTATIVES OF GOVERNMENTS AND ADMINISTRATIONS**
(5–6 November 2024, Papeete, French Polynesia)

Information Paper

**INFORMATION PAPER NO. 4: REPORT FROM THE PACIFIC BOARD FOR EDUCATIONAL QUALITY
(PBEQ): A CRGA SUBCOMMITTEE**

(Paper presented by the Secretariat)

Paper summary

1. This paper presents the outcomes of the ninth annual meeting of the Pacific Board for Educational Quality (PBEQ), a subcommittee of CRGA, as agreed by its members on 21 and 22 March 2024. The full outcomes document is available in **Annex A**.
2. The Subcommittee:
 - i. accepted the 2023 EQAP Results Report with recommendations for the inclusion of additional information to enhance the clarity of the report;
 - ii. agreed on a strategy to help facilitate the release of PILNA national reports on the EQAP website. The discussion helped countries better understand the benefits of sharing their reports. As a result, a majority of countries agreed to publicly share their national reports on the EQAP website with the security features disabled, but noted that individual country consent would need to be obtained by anyone wishing to access the relevant data sets;
 - iii. agreed to the nomination of two member representatives to the Pacific Qualification Recognition Governance Group;
 - iv. endorsed the 2024 work plan and countries were given the opportunity to update and negotiate their work plans where necessary;
 - v. agreed to separate annual PBEQ meetings out from the Conference of Pacific Education Ministers (CPEM) and the Pacific Heads of Education Systems (PHES) meeting. The primary objective was to ensure that the absence of heads of education systems from official duties was limited to the shortest time possible and reduce associated costs. The timing of the PBEQ meeting would shift from March to July annually, starting in 2025;
 - vi. revised the terms of reference (ToR) of the PBEQ CRGA Subcommittee, which were subsequently endorsed out of session. The ToR was amended to include additional functions and roles and included a terminology update. The endorsed revision is available in **Annex B**; and
 - vii. elected Tonga's Ministry of Education and Training and Solomon Islands' Ministry of Education and Human Resources Development to Chairperson and Vice-Chairperson respectively for the 2024-25 period.

Key points

3. The ninth meeting of the PBEQ CRGA Subcommittee was presided by SPC's Deputy Director General – Science and Capability, Dr Paula Vivili. His participation honoured the meeting and signalled the importance of this specially-mandated CRGA Subcommittee.
4. The Subcommittee accepted the Director's report, which highlighted EQAP's 2023 achievements against its business plan, and expressed appreciation for EQAP's work to date.
5. The Subcommittee noted with appreciation the updates on various areas of work, including: EQAP's structure following the 2023 redesign; the Psychometrics Support, Policy and Research work; the Regional Year 13 qualification – South Pacific Form Seven Certificate (SPFSC); the qualifications accreditation process; the Pacific Regional Education Framework (PacREF) MEL work; the PacSIMS developments (an internally-developed assessment software); the regional leadership capabilities; and the regional teacher standards contextualisation.
6. The Subcommittee heard that the benchmarks for Sustainable Development Goal 4 could be widened to include post-secondary data, if it were available, which was a current challenge.
7. The Subcommittee noted the progress of the Qualifications Recognition Project jointly managed by EQAP and the New Zealand Qualifications Authority (NZQA).
8. The Subcommittee noted the plan for the development of an EQAP Gender Strategy anticipated to be operational by 2025.
9. The Subcommittee endorsed the work planning methodology with a suggestion to consider using the newly approved Sector Strategic Plans to inform work planning.
10. The Subcommittee endorsed the report from the PILNA/PALS Steering Committee meeting, which was held three days ahead of the PBEQ meeting.
11. The PacREF research activities that were being undertaken in collaboration with the Asian Development Bank (ADB) requested participation from additional volunteer countries. The research lines were being aligned to the PacREF research framework and the work was anticipated to begin in March 2024.
12. The Subcommittee welcomed the reappointment of Dr Michelle Belisle as EQAP's Director and offered its congratulations.

Recommendations

13. CRGA is requested to:
 - i. note the updated PBEQ CRGA Subcommittee Terms of Reference; and
 - ii. note the report from the ninth annual meeting of the Pacific Board for Education Quality (PBEQ CRGA Subcommittee).

Background

14. The Ninth Conference of the Pacific Community endorsed changes to the governance of the former Pacific Board for Educational Assessment. The programme was renamed the Educational Quality and Assessment Programme (EQAP), and the role and function of the Pacific Board for Educational Quality, as a subcommittee of CRGA, were approved. Terms of reference (ToR) were developed and endorsed by PBEQ at its first meeting in March 2016. The ToR were endorsed by CRGA out of session in late 2017.
15. The ToR states that the Subcommittee is responsible for providing advice to EQAP and assisting it with some of its delegated functions, to ensure the good governance of the programme. The following points from the ToR are provided as context for this report:
 - i. it is expected that all Subcommittee members and member representatives have the expertise and authority to represent their nominating country or organisation with respect to the business of the PBEQ. It is expected that Subcommittee members and member representatives will in turn keep their national CRGA member representatives informed on PBEQ matters;
 - ii. the Subcommittee shall make provision to convene an Issues Meeting at least 12 weeks before CRGA each year; and
 - iii. in all meetings of the Subcommittee, outcomes shall be arrived at through discussion and consensus. Outcomes shall be agreed on by all members of the Subcommittee and shall be transmitted to CRGA.
16. The Subcommittee met for the ninth time on 21 and 22 March 2024. The outcomes are appended as Annex A.

Recommendations

17. CRGA is requested to:
 - i. note the updated PBEQ CRGA Subcommittee Terms of Reference; and
 - ii. note the report from the ninth annual meeting of the Pacific Board for Education Quality (PBEQ CRGA Subcommittee).

Annex A:

**Minutes and Outcomes of the Ninth (9th) Meeting of the Pacific Board for Education Quality (PBEQ)
CRGA Subcommittee**

Thursday 21 and Friday 22 March 2024

In Attendance

18. The Ninth (9th) meeting of the Pacific Board for Education Quality (PBEQ) CRGA Subcommittee was attended by the Heads of Education Systems and senior education representatives from: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Republic of Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu as well as education partner representatives from the Australian Council for Educational Research (ACER), Australian Department of Foreign Affairs and Trade (DFAT), New Zealand Ministry of Foreign Affairs and Trade (MFAT), New Zealand Qualifications Authority (NZQA), PacREF Facilitation Unit (PFU), Pacific Islands Forum Secretariat (PIFS), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), and the University of the South Pacific (USP).

Welcome and Opening Remarks

19. The Ninth (9th) meeting of the PBEQ CRGA Subcommittee (Subcommittee is referenced to in this document as 'the Board') convened at 0900 on Thursday 21 March 2024 with a prayer from Samoa. The meeting was chaired by Palau and vice-chaired by Tonga. In welcoming the member representatives, the Chairperson acknowledged the presence of the Pacific Community's (SPC) Deputy Director General – Science and Capability (DD-G S&I), Dr Paula Vivili, the country representatives and partners as well as the Secretariat represented by EQAP.

20. In his opening remarks, the DD-G S&I stated that the Educational Quality and Assessment Programme (EQAP) was unique in that it was a Subcommittee of SPC's governing body, the Committee of Representatives of Governments and Administration (CRGA), which reflected the importance of education in SPC's work, and that SPC was proud of the work that EQAP does. He reminded the Board that the work of SPC was an extension of the work members do in their countries and education was just as important as other priority areas such as climate change, gender, and so forth. He also acknowledged the support from donor partners, especially Australia and New Zealand, which enabled SPC's work.

21. In his response, the Chair expressed appreciation on behalf of all countries to EQAP for their assistance.

Apologies and Endorsement of Agenda

22. Apologies were received from the New South Wales Education Standards Authority (NESA) and from Tokelau for not being able to attend in-person, although Tokelau's Director of Education participated virtually.

23. The agenda was considered and adopted as circulated by FSM and Cook Islands.

Matters Arising from the Outcomes of 2023 PBEQ Meeting

24. The minutes and outcomes of the 2023 meeting were endorsed following the meeting in Auckland but were revisited for any matters arising.
25. The wording was revised to show the numerals '7th' in relation to the seventh meeting of the PBEQ.
26. One page 5 and 6, words were unspaced in several places.
27. The Board was informed that the National Quality Assurance (NQAs) agencies in the countries had not yet been included as members of the PBEQ but that this would be discussed later in the agenda item on Qualifications Recognition.

Director's Report

28. The Board noted the Director's report, which highlighted the accomplishments, and the work completed, since the last meeting. EQAP's work was guided by SPC's Strategic Plan 2022–2031 and was articulated through EQAP's business plan. EQAP continued to explore more efficient and effective ways to better serve the needs and goals of member countries. The Board acknowledged with appreciation the work done, and the accomplishments achieved in 2023 and looked forward to a productive 2024.

EQAP Results Report for 2023

29. The Board noted the *2023 EQAP Progress and Results Report* and reaffirmed 2024 targets requiring countries' participation and support.
30. With respect to cancelled activities, these were based on consultation and agreement with the countries and arose from factors beyond their control (e.g. natural disasters). These activities would be resumed when the countries were ready.
31. In response to the report, the Board made several requests:
 - i. if the report could also show which of the cancelled activities were national, subregional or regional, and the respective reallocation of resources.
 - ii. Although the hierarchy of change was determined through quantitative and qualitative measures, there was a need to strengthen the evidence for determining the level of those changes.
 - iii. In future reporting, consider the weighting of resourcing by result type (knowledge, practice, impact).
 - iv. In terms of the key result areas regarding student outcomes, a deeper probe into the indicators that matter most were needed for those outcomes in the future in terms of achievement.

Informational and Updates

- *EQAP Structure following Redesign in 2023*

32. The Board noted the update of EQAP's structure following the redesign. The main objective of the redesign had been to ensure EQAP functioned efficiently and there had been a need to create a Deputy Director position, which was normal for SPC divisions the size of EQAP.

➤ Psychometrics Support, Policy, and Research Banks

33. The Board noted the update from the Policy and Research section which looked after the research, school leadership, policies, and psychometrics. The countries were reminded of the policy bank where they could share their policies. In terms of research, EQAP had published reports and was working with countries, while psychometrics training and assistance was offered to countries who had requested assistance.

34. The PacREF Facilitation Unit (PFU) shared its four areas of research, which both USP and EQAP were expected to partner on. Countries were encouraged to participate in one of the areas of research.

➤ Regional Form 7 (SPFSC) Qualification

35. The Board noted the update on the Regional Form 7 qualification and that this qualification belonged to this Board. The results showed 78% of students were successful in English and in the best three subjects, with girls outperforming the boys. There were continuous enhancements of processes, including internal assessment processes that were now also available online through Moodle.

36. The Board requested that further research be carried out by the USP/EQAP partnership under PacREF on the underperformance of boys. PFU would include it in the ToR for future research. There was also a suggestion for the Board to consider the SPFSC qualification as a possible regional upper secondary measure as there was already a regional PILNA for Year 4 and Year 6 and a regional PALS for the lower secondary. The Board noted a correction to the figures on Table 1 of the paper while USP confirmed that their Foundation programme was continuing.

➤ Accreditation Process

37. The Board noted the update on the accreditation process and the challenges it continued to encounter due to lack of response by PBEQ members. The Board was encouraged to improve its participation in this important process and that they could also reach out to their respective national qualification agencies for assistance.

➤ *Pacific Regional Education Framework (PacREF) MEL Work*

38. The Board noted the update on PacREF and recognised that EQAP was one of the implementing agencies and responsible for the Monitoring and Evaluation framework.

➤ *PacSIMS as part of the Global Partnership in Education (GPE) System Capacity Grant (SCG) and PacREF phase 2*

39. The Board noted the update and recognised the need to build capacity and improve data management in the region as well as the expensive costs for external trainers. EQAP was working in partnership with PFU on an application to the Global Partnership in Education (GPE) through the New Zealand Ministry of Foreign Affairs and Trade (MFAT) for funding. A prototype PacSIMS

EMIS had been developed for Samoa and would be available to other countries who were interested, noting that it could be contextualised to their needs. The countries asked, in the interest of efficiency, if there could be a system where the data could be entered once and then subsequently transferred to other platforms, such as to the UNESCO Institute for Statistics (UIS) template. Kiribati requested if a PacSIMS presentation could be made to their ministry during EQAP's next visit. Earlier in the meeting, Tonga also indicated a need for PacSIMS training.

Regional Leadership Capabilities

40. The Board noted that this was a regional product which countries could use and contextualise if they did not have national standards. If countries needed to contextualise the product, they could revert to EQAP and the implementing agencies to collaborate on development.

Contextualization of Regional Teacher Standards

41. The Board noted progress and acknowledged the PacREF funding, which had enabled this work to move forward. The Board was hoping for continued support into the next phase.

Sharing of Data – *PILNA, PALS and Status of Pacific Education Report*

42. The Board discussed the public sharing of reports. Tokelau suggested taking an individual country approach rather than making the reports public, but most countries agreed that the PILNA reports—national and regional—be publicly shared but that the use of the relevant data sets would be subject to a set of guidelines that set conditions on data usage. The guidelines must include the need to obtain prior approval from countries (owners of the data) either through EQAP (the repository) or directly through the countries concerned. This decision supported the Ministers' decision to publicly share reports as one of the outcomes at the Auckland CPEM meeting in 2023. In addition, a copy of any report based on this data must be provided to the relevant country (owner of the data) for their information and perusal. The Board further agreed that this approach would also apply to the PALS reports in due time.

SDG4 Benchmarking

43. The Board noted the progress, and the work completed to date. It also noted that PacREF was working with the Asian Development Bank (ADB) to identify a consultant to work closely with the PacSIMS team to monitor the progress, and the Board urged countries to work together on this approach. The Board also heard that the benchmarks could be widened to include post-secondary if data was available, which was the current challenge. Palau thanked EQAP and UIS for their assistance, which had enabled their ministry to move ahead in terms of data maintenance.

Qualifications Recognition Project

44. The Board noted the progress of work since the project's commencement in 2023. The Chairperson also extended the appreciation of the Board for this work. A point was made about the inclusion of technical programmes that were under the formal schooling sector. The relationship between this work and the recognition of national qualifications for young people who partake in labour mobility schemes to Australia and New Zealand was questioned. The New Zealand Qualifications Authority (NZQA) responded that this work would enable the recognition

of qualifications from the Pacific. The Board acknowledged the possibilities that a regional framework offered in addressing some of the recurring qualification recognition issues within and across Pacific countries aside from just facilitating Pacific emigration mobility.

45. As Board representatives to the two Qualification Recognition Project governance groups: Vanuatu was nominated for countries with agencies while Tuvalu was nominated for countries with no agencies. The Board approved the nominations and congratulated the two nominees. The Chairperson advised the two appointed representatives of the high-level nature of their roles and the necessity for senior officers to attend meetings. The meetings would occur twice annually in July and February beginning in July 2024.

Gender Strategy

46. ACER presented an overview of plans towards the development of a gender equity and inclusion strategy, which would include a gender analysis, review of relevant literature, and stakeholder consultation to identify entry points for mainstreaming gender in EQAP's work, with a view to having a draft report by July for circulation, and final strategy by December in time for EQAP's work planning week. UNESCO highlighted the relevance of this work to PacREF activities and looked forward to receiving the information when it is available. The Forum Secretariat (PIFS) shared information about similar work already going on at international and regional levels which needed to be incorporate into this work. The Board noted the information shared by ACER as well as points raised by UNESCO and PIFS.

Work Planning Methodology

47. The Board endorsed the EQAP work planning methodology and provided directions to ensure context relevant collaborations and responsive interventions on EQAP's work programming methodology. The Board also noted the suggestion from Kiribati to use newly approved Sector Strategic Plans to inform work planning as this document normally contain required activities, challenges, and priorities. The Chairperson looks forward to receiving the mission to Palau in September, in particular the EQAP Director and extends the appreciation of the Board for the face-to-face modality of work programming.

2024 Work Plans

48. The Board analysed the information provided to them in the '2024 Workplans' paper and the following were raised and noted:
- i. Palau – PALS and PILNA administration dates had been discussed with the Team Leader for Large Scale Assessment.
 - ii. RMI – confirmed that they would take part in the PILNA/PALS trials and the Teacher Standards and School Leadership Standards.
 - iii. Kiribati and Fiji – School Leadership: were the two countries part of this? This was a PacREF activity, so only countries indicated in the rolling plan were part of this, but the activity would extend to include other countries in due course.

- iv. Nauru – Teacher Standards: was Nauru part of this? This was an activity with Teacher Training Institutions (TTI), so only countries with TTIs were involved in the 2024 workshop, but other countries would be included in due course.

49. In addition to the above responses, the Board noted and endorsed the 2024 plan of activities and that for effective implementation, countries would tailor their commitments in supporting the implementation of these activities towards achievement of shared goals in the region. Countries would also proactively identify potential conflicts or concerns and suggest strategies for their prevention or resolution.

CPEM and PBEQ Meeting 2025

50. The Director outlined suggestions for new meeting dates for PILNA/PALS SC and PBEQ in 2025 and presented four requests for the Board direction. The Board endorsed that:

- i. the PILNA/PALS SC and PBEQ meetings be kept together but separated from the PHES and CPEM meetings; and
- ii. the meeting be convened in early July from 2025 onwards.

Report from the PILNA/PALS SC Meeting (of 18th – 19th March 2024)

51. The Board endorsed the report from the PILNA/PALS Steering Committee.

Discussion on PBEQ CRGA Subcommittee Terms of Reference (ToR)

52. The following changes were endorsed and approved in principle by the Board:

- i. that new functions for EQAP be added into the ToR, which included: (i) a monitoring function for PacREF; (ii) change FEDMM to CPEM; (iii) the work of the Data Team by including a reference to the work of EQAP as outlined under the EQAP Business Plan;
- ii. Chairperson/Vice-Chairperson – the relevant clause would remain;
- iii. PBEQ meeting would be held in early July from 2025 onwards;
- iv. the composition of the Executive Committee would be left as is; and
- v. the EQAP team would write the ToR and submit to PBEQ for endorsement out of session.

Pacific Secondary Schools Project (World Bank) – An Update

53. After some discussions, the Board noted the update on the project.

Nomination of Chairperson and Vice Chairperson of the PBEQ CRGA Subcommittee

54. A suggestion was made to excuse current and past Chairpersons of the PILNA/PALS SC and PHES from being nominated as the Chairperson of PBEQ. This suggestion was well received and endorsed by the Board. The possibility of a combined chairmanship across CPEM, PHES and PBEQ was also mooted.

55. The Board accepted the nomination of Tonga as the Chairperson of the PBEQ and Solomon Islands as the Vice-Chairperson for up to two years.

Any Other Matters

56. PacREF research: Four strands of research were being undertaken in response to CPEM priorities. Two outcomes from PHES were added to the research and countries that have volunteered for the study were noted. Three lead researchers had been contracted by ADB and work was expected to proceed from March 2024 with each research strand aligned to the PacREF research framework. More volunteers were requested, and the study programme would be confirmed by PHES SC in June 2024 and was expected to be completed by the end of the year.
57. The Chairperson reminded Board members to provide the required information to Mr Jitoko at PFU.
58. The information received and advice given was noted by the Board.
59. DD-G S&I reminded the Board about Divisional Directors not being 'allowed' to go out to countries for delivery of services.
60. DD-G S&I informed the Board that Dr Michelle Belisle has been re-appointed as Director of EQAP for the next three years.

Review and Endorsement of Outcomes

61. The Director of EQAP presented the draft outcomes of the meeting. The outcomes were received and endorsed by the Board.

Concluding Remarks and Closing Prayer

62. The Chairperson made some concluding remarks:
 - i. The purpose of the meeting had been achieved, without too much hassle.
 - ii. Appreciation was given to all members of Ministries of Education for their participation and contribution.
 - iii. Appreciation was given to all members of development partners for their participation and contribution, and for having the best interest of countries at heart.
 - iv. Appreciation was given to EQAP staff for the hard work in organising and managing the affairs of the two meetings.
 - v. He wished everyone safe travels back to their homes and for continued collaboration in the coming year. He also wished the new leadership (Tonga and Solomon Islands) all the best for their two-year term.
- 43 The closing prayer was delivered by Solomon Islands.

Annex B:

**Terms of Reference for the
PACIFIC BOARD FOR EDUCATION QUALITY (PBEQ)**
Updated and Endorsed: March 2024

A Subcommittee of the Committee of Representatives of Governments and Administrations (CRGA)

Background

1. As a programme within SPC since 2010, the SPBEA work base has become broader than just the South Pacific. The previous SPBEA Board was reconstituted in July 2011 as the Pacific Board for Educational Assessment (PBEA). In 2013, following an independent external review, the PBEA was renamed as the Pacific Board for Educational Quality (PBEQ).
2. At a special meeting of the PBEQ in February 2015 it was agreed that the name PBEQ will be retained and that the work programme would be named the Educational Quality and Assessment Programme (EQAP).
3. At CRGA 45, in November 2015, the Board became a specially mandated subcommittee of CRGA with a revised mandate and terms of reference, hereafter referred to as 'the Board'.

Functions of the EQAP

4. The key functions of EQAP are to:
 - a. assist each country to improve the quality of education using good assessment procedures and practices;
 - b. provide training (or capacity building), support and advice to each country in the development and moderation of assessment procedures and instruments;
 - c. identify educational assessment priority issues and concerns in the region, and submit to the Pacific Heads of Education Systems (PHES)/Conference of Pacific Education Ministers (CPEM) for further discussion and decision;
 - d. coordinate PHES/CPEM decisions on educational assessment, translate them into action, monitor them, and report back on progress to the Ministers' Forum (CPEM) via the Subcommittee;
 - e. develop and review prescriptions including appropriate assessment methodologies for PBEQ's qualifications;
 - f. develop other regional certificates as approved by the Subcommittee;
 - g. monitor literacy and numeracy standards at the primary and lower secondary levels, and assist countries in designing and developing appropriate intervention strategies;
 - h. develop and operate an accreditation service in conjunction with the development and on-going operation of a Pacific Register of Qualifications and Standards;

- i. assist national qualifications agencies through training and technical support as necessary in relation to PRQS;
- j. liaise with all national and regional stakeholders, including teacher training institutions, in the development and administration of teacher and principal professional standards as well as the implementation of the teacher competency modules;
- k. provide national educational assessment data to member countries when requested;
- l. monitoring evaluation and learning (MEL) of the Pacific Regional Education Framework (PacREF); and
- m. collecting, analysing, and interpreting data on various aspects of education quality in the region to inform policy decisions, resource allocation, and targeted interventions to improve education outcomes and achievement of international education goals.

Composition of the Subcommittee

5. The Subcommittee shall comprise:
 - a. Representatives of Pacific Community member countries;
 - b. Representatives of partners in education; and
 - c. Representatives of the Pacific Community (Director-General [or designate] and EQAP Director).

Officers of the Subcommittee

6. The Subcommittee shall appoint a Chairperson and a Vice-Chairperson at its first and subsequent annual meetings. The Chairperson shall remain in office for a term not exceeding two (2) years. The position of Chairperson shall rotate around the regional membership as equitably as possible.
7. In the event of the absence of the Chairperson for any meeting the Vice-Chairperson shall preside. In the absence of both the Chair and Vice-Chair, the Subcommittee shall appoint a chair to preside over the meeting.
8. It is expected that all subcommittee members and member representatives have the expertise and authority to represent their nominating country or organisation with respect to the business of the PBEQ. It is expected that subcommittee members and member representatives will in turn keep their national CRGA member representatives informed on PBEQ matters.

Meetings of the Subcommittee

9. The Subcommittee shall make provision to convene an Issues Meeting in July beginning in 2025 and at least twelve weeks before the CRGA of each year.
10. In all meetings of the Subcommittee, outcomes shall be arrived at through discussion and consensus. Outcomes shall be agreed to by all members of the subcommittee and shall be transmitted to the CRGA.
11. The Subcommittee shall establish its own rules of procedure.

Functions of the Subcommittee

12. The principal functions of the Subcommittee are to:
 - a. advise the Educational Quality and Assessment Programme on:
 - i. National, Regional and International developments in educational assessment and other related issues;
 - ii. priority areas for EQAP's work, based on the Pacific Community member states' needs and SPC strategic plan, and endorse the activities under each priority area as reflected in the annual EQAP work programme.
 - b. by delegation from CRGA, be the awarding authority of educational qualifications on behalf of SPC; and
 - c. by delegation from CRGA, be the governing body for the Pacific Register of Qualifications and Standards on behalf of SPC.
13. The Subcommittee tasks the Pacific Community (SPC) via EQAP with the responsibility of implementing processes and procedures for the latter two functions (b and c above).
14. The Subcommittee shall include in its annual report decisions regarding the Awarding of Qualifications and Governance of PRQS for noting to CRGA.

Executive Committee

15. An Executive Committee shall be appointed by the Subcommittee and shall be made up of the following:
 - a. Chairperson;
 - b. Vice-Chairperson;
 - c. one member representative from a Subcommittee member country, other than the countries represented by (a) and (b) above;
 - d. EQAP Director/Programme Head; and
 - e. EQAP professional staff may be called upon at the request of the Executive Committee to provide information that supports informed decision making by the committee.
 16. The Executive Committee of the Subcommittee has delegated responsibilities for dealing with urgent issues between Subcommittee meetings.
 17. Decisions of the Executive Committee shall be made during its formal meetings, or out of session by means of official written communication. Such decisions can only be put into effect with the agreement of a majority of the members and shall be recorded by EQAP for immediate circulation to and subsequent ratification by the Subcommittee.
 18. The Executive Committee shall table a formal report of its activities to the Subcommittee each year.
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