



Pacific
Community
Communauté
du Pacifique

JOB DESCRIPTION

Job Title:	Social Citizenship Education Officer, Vanuatu
Division/Programme and Section/Project (if any):	Human Rights and Social Development Division. Pacific Community (SPC)
Location:	Vanuatu
Reporting to:	SCE Senior Project Officer, Pacific Partnership to End Violence against Women and Girls programme
Number of Direct Reports:	None
Purpose of Role:	Provision of support, coordination, monitoring and facilitation of government and SPC's formal and informal education work at the national level. The role will be responsible for implementing SPC's component of the Pacific Partnership to End Violence against Women and Girls project in the Republic of Vanuatu
Date:	December 2022

Organizational Context and Organization Chart

The **Human Rights and Social Development Division (HRSD)** has a vision for just, equitable and resilient Pacific societies and it aims to achieve this by advancing human rights, equality and social inclusion for all Pacific people, grounded in cultural values and principles. The work of this Division includes work previously undertaken by the Regional Rights Resource Team (RRRT) in the area of human rights and the Social Development Programme (SDP) in the areas of gender equality and social inclusion, culture and youth development.

In line with its vision, the work of the Division will encompass the following focal areas:

- **Objective 1: Governance for human rights and social development:** Strengthen inclusive, transparent and active governance for human rights and social development.
- **Objective 2: Gender equality and social inclusion:** Mobilise, empower and build conditions for gender equality, equity and social inclusion in society and development.
- **Objective 3: Culture:** Promote, preserve and protect positive expressions of culture.
- **Objective 4: Social innovation and learning:** Enhance knowledge, learning and innovative solutions to accelerate impact on human development priorities.

In 2018, the Pacific Community (SPC) entered into a 4-year project, known as The Pacific Partnership to End Violence Against Women and Girls in partnership with UN Women and the Pacific Islands Forum Secretariat

(PIFS). The goal of this project, (herein referred to as the Pacific Partnership/ PPEVAWG), is to promote gender equality and prevent violence against women and girls. Based on a mid-term review, the European Union has signed an agreement for a phase two to the PPEVAWG programme in the Pacific.

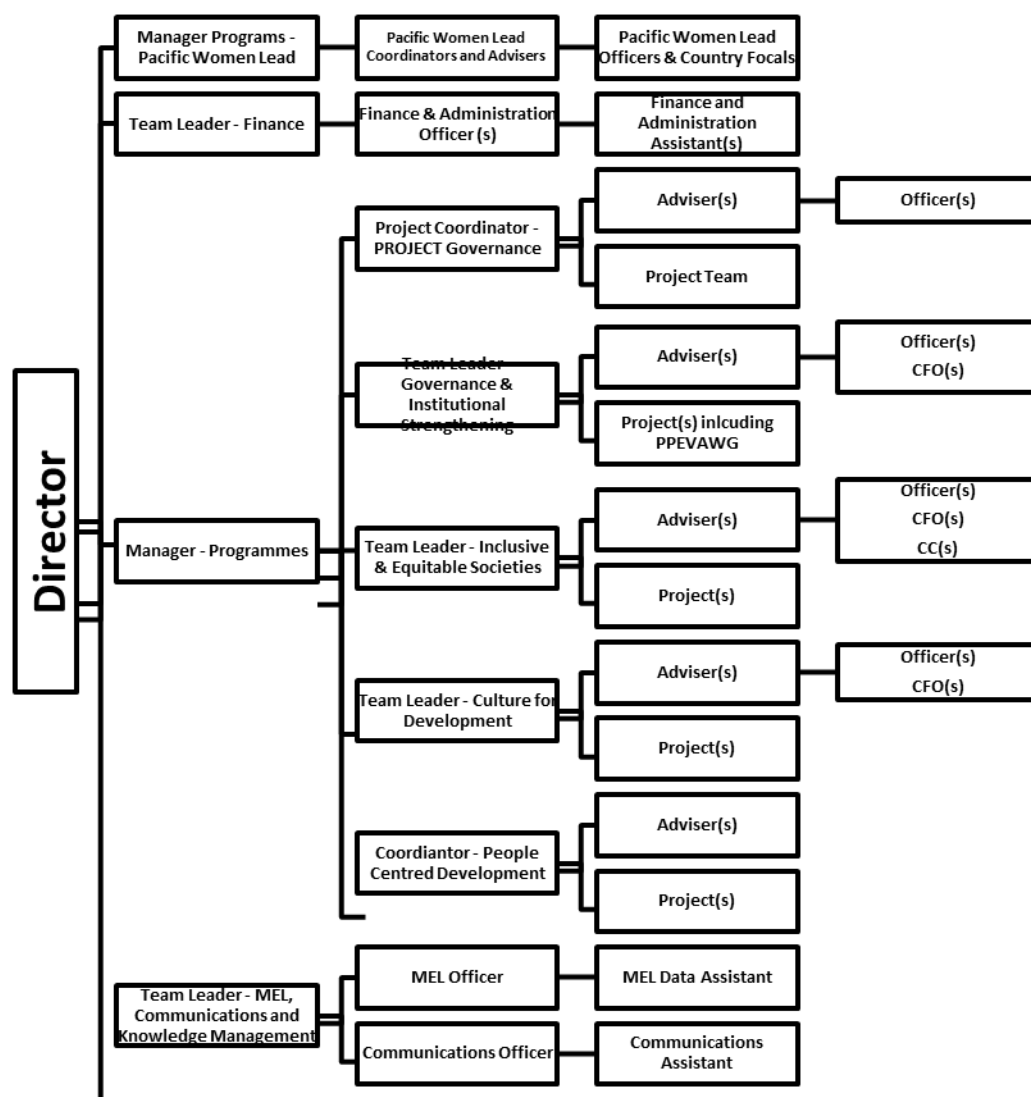
The Human Rights and Social Development Division is delivering on the SPC component of the project in collaboration with one other SPC division, the Educational Quality and Assessment Programme (EQAP).

This component aims to enhance formal in-school and informal education on gender equality and prevention of violence against women and girls primarily in four countries: Kiribati, Republic of the Marshall Islands, Tuvalu and Vanuatu. This position of Social Citizenship Education Officer for Vanuatu is a full-time position under this project, which will run until the end of 2027.

A key function of the Social Citizenship Education Officer is to provide on-site mentoring, coaching, training, technical advice and capacity building to pilot schools to integrate human rights and gender equality into the curriculum and policies of the schools.

The Social Citizenship Education Programme is implemented with funding from the European Union through the Pacific Partnership to End Violence Against Women and Girls (Pacific Partnership). The Pacific Partnership programme brings together governments, civil society organisations, communities and other partners to promote gender equality, prevent violence against women and girls (VAWG), and increase access to quality response services for survivors.

How the programme fits within SPC Human Rights and Social Development Division:



The SCE Officer Vanuatu will be based within the Ministry of Education and Training, reporting to the National Programme Coordinator, Inclusive Education, Vanuatu Ministry of Education and Training and to the HRSD Social Citizenship Education (SCE) Senior Project Officer, based in Suva, Fiji.

Key Result Areas (KRAs):

The position of **Social Citizenship Education Officer** under the Pacific Partnership EVAWG project encompasses the following major functions or Key Result Areas:

- **Key Result Area 1: Country Plan Implementation [25%]**
- **Key Result Area 2: Training and capacity building [30%]**
- **Key Result Area 3: Providing Technical Assistance and Advice [15%]**
- **Key Result Area 4: Networking and Partnership [10%]**
- **Key Result Area 5: Monitoring & Evaluation [20%]**

The performance requirements of the Key Result Areas are broadly described below

Jobholder is accountable for	Jobholder is successful when
KRA#1: Country Plan Implementation [25%] <ul style="list-style-type: none"> • In consultation with host Ministry and other relevant stakeholders, develops results-focussed, strategic, accurate and realistic annual and six-month work plans, M & E plan and budget. • Ensures annual work plan is aligned to both the Pacific Partnership EVAWG project objectives and national education priorities. • Ensures effective implementation of activities and programs in the annual work plan. • Maintains accurate financial records evidenced by accurate and compliant quarterly financial reports. • Communicates with the MOET Supervisor on a weekly basis to plan work, implement and providing regular feedback. • Provides monthly reports of work to the MOET and HRSD Supervisors. • Communicates with Pacific Partnership EVAWG Project Coordinator (supervisor) on a fortnightly basis, at a minimum. • Provides quarterly narrative and financial reports to SPC Pacific Partnership EVAWG Project Coordinator in Suva. • Supports SPC Pacific Partnership EVAWG project activities at the country level. • Research and updates Pacific Partnership EVAWG Programme Manager on education systems and practices changes in country in close consultation with Focal Person for Education. 	<ul style="list-style-type: none"> • Relevant stakeholders are consulted in the development of annual work plans and work plans are signed off by Host Ministry/Department. • Plans are effectively implemented and achieve results, as evidenced by M & E data. • Progress under plans are regularly monitored and financial and narrative reports are submitted in a timely manner. • Budget acquittals are accurate and submitted on time, evidenced by positive feedback from the division finance and program management. • Narrative reports are submitted in a timely fashion and present accurate and useful information and data for M&E purposes. • Information is provided as required, evidenced by communications, email exchanges, skype, etc. • PDS forms are completed fully and in a timely manner.
KRA#2: Training and capacity building [30%] <ul style="list-style-type: none"> • Coordinates in-country capacity development programs for pilot schools, Capacity building content includes 	<ul style="list-style-type: none"> • Capacity building and training approaches and material have a

<p>human rights, gender equality and EVAWG.</p> <ul style="list-style-type: none"> • Delivers, with Suva staff and Country Focal Officer, capacity building programmes for schools and school communities, drawing on locally available resources and skills. • Plans and implements appropriate training methodologies for child and adult learners. • Implements a range of capacity building modalities to build the capacity of schools and school communities, for example through coaching, mentoring, technical assistance. • Ensures M & E of capacity building interventions. • Reports on capacity building outcomes 	<p>participatory framework and meet participants' needs.</p> <ul style="list-style-type: none"> • Capacity assessment is completed for each training, mentoring or other capacity building intervention, evidenced by good evaluation feedback. • Capacity building and training programs have clear objectives and outcomes, material and activities defined and tailored for various target audiences. • Increased knowledge and understanding of substantive areas by target audience, evidenced by competency tests and evaluation data analysis. • Capacity building intervention reports are completed in a timely manner (within 2 weeks after the event) and include outputs, outcomes and recommendations, evidenced by positive feedback from management and donors.
<p>KRA#3: Providing Technical Assistance and Advice [15%]</p> <ul style="list-style-type: none"> • Provides advice and technical assistance (TA) to Host Ministry/Department of Education, in collaboration with SPC Suva staff, regarding the inclusion of human rights and gender equality education in schools. • Provides coordination and TA to education committees working on the integration of human rights and gender equality education in schools. • Identifies national education sector human rights and gender equality capacity needs through research, consultations and monitoring data. • Contributes to the division communications and publications in relation to human rights and gender equality education. • Maintains information flow through sharing of reports and resource materials on human rights and gender equality education in schools. 	<ul style="list-style-type: none"> • TA is well received and utilised by partners, as evidenced by correspondence received and work achieved. • Evidence of coordinated work under Pacific Partnership EVAWG such as meeting minutes, participation in school processes. • Staff are highly regarded as knowledgeable in human rights and gender equality topics, evidenced by the number of requests for training and TA. • SCE officer partners and collaborates with relevant stakeholders and partners in-country. • Information updates on education developments are regularly provided in writing.
<p>KRA#4: Networking and Partnership [10%]</p> <ul style="list-style-type: none"> • Represents SPC effectively at national, regional and international forums vis-à-vis the Pacific Partnership EVAWG project; • Shares information on Pacific Partnership EVAWG project progress and outcomes with key stakeholders. • Establishes, strengthens and supports partnerships that advance Human Rights and Social Development Division 	<ul style="list-style-type: none"> • Outcome documents of meetings and consultations reflect SPC's interventions positively. • Stakeholders continue to request education information and support from SPC. • Stakeholders provide positive feedback through written and oral communications.

<p>and Pacific Partnership EVAWG project objectives at national, regional and international levels.</p> <ul style="list-style-type: none"> Ensures that key education stakeholders at the national level are communicating with each other towards common human rights, gender equality and EVAWG goals. 	<ul style="list-style-type: none"> SPC's representation is acknowledged and documented positively through minutes and other written communications.
<p>KRA#4: Monitoring & Evaluation [20%]</p> <ul style="list-style-type: none"> Identifies and documents success stories, case studies and outcomes of Pacific Partnership EVAWG project, including photos demonstrating work in country under the project. Researches and maintains up-to-date data on core national educational priorities. Contributes to design and implementation of effective M & E system for country work using both qualitative and quantitative indicators. Contributes to Pacific Partnership EVAWG project donor reports. Applies learnings to improve programme performance. Identifies and documents performance stories, case studies and outcomes of SPC Pacific Partnership EVAWG project work in country. 	<ul style="list-style-type: none"> SPC's Pacific Partnership EVAWG project internal and external reports are of a high quality, evidenced by donor, partners' and program management feedback. Accurate reports of all interventions including training and TA are delivered within 2 weeks of the activity taking place. Pacific Partnership EVAWG project financial and narrative reports are completed to a high standard and in a timely manner.

The above performance requirements are provided as a guide only. The precise performance measures for this job will need further discussion between the jobholder and supervisor as part of the performance development process.

Most Challenging Duties Typically Undertaken (Complexity):

<ul style="list-style-type: none"> Developing work plans in collaboration with the Ministry/Department of Education in country; Coordinating and monitoring implementation of the project work in country; Ensuring SPC's project work is country-led, locally owned and sustainable; Ensuring that key education stakeholders at the national level are communicating with each other towards common human rights and gender equality education goals; Mentoring and providing training sessions to teachers and other education staff in schools; Providing regular narrative and financial reports and updates to the Human Rights and Social Development Division Suva office on progress under the project in country
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Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
<p>External</p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> Relevant government counterparts, primarily Ministry of Education/Department of Women's Affairs, including senior officials Relevant CSO partners in country 	<ul style="list-style-type: none"> ➤ Responding to request for information, technical assistance and support ➤ Reporting (activity/outcome and financial), various committees and working groups ➤ Coordination & delivery of work programme, including technical assistance

<ul style="list-style-type: none"> • Relevant stakeholders including donor partner in-country programs • Partner agencies -UN Women. • Pilot School Principals, Teachers and PTA • National Youth Council and youth organisations • Project workshop participants • Project consultants • Donors 	<ul style="list-style-type: none"> ➤ Engaging in communities of learning, information and practice ➤ Representing SPC
Internal Key internal contacts are: <ul style="list-style-type: none"> • SPC finance and administration, and human resources • Supervisor: Social Citizenship Education Senior Project Officer. • Human Rights and Social Development Division staff, especially Pacific Partnership EVAWG project-related staff • HRSD Country Focal Officer • Other SPC programmes, especially EQAP that are involved in the project. 	<ul style="list-style-type: none"> ➤ Reporting (activity/outcome and financial) Programme delivery against outcomes ➤ Finance, MEL, results reporting.

Level of Delegation:

Routine Expenditure Budget: *Nil*

Budget Sign off Authority without requiring approval from direct supervisor: *Nil*

Personal Specification:

This section is designed to capture the expertise required for the role at the 100% fully effective level. (This does not necessarily reflect what the current position holder has.) This may be a combination of knowledge / experience, qualifications or equivalent level of learning through experience or key skills, attributes or job specific competencies.

Qualifications

Essential:	Desirable:
<ul style="list-style-type: none"> • Tertiary qualifications from a recognized university in education, social and gender analysis or development. 	<ul style="list-style-type: none"> • A bachelor's degree in a relevant field is highly desirable.

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none"> • At least five years' experience working in the fields of formal education, community development, training and assessment, 	<ul style="list-style-type: none"> • Excellent organisational skills. • Strong skills in networking, cross-cultural liaison and human rights awareness.

<ul style="list-style-type: none"> monitoring and evaluation in Vanuatu. • Good knowledge of Vanuatu and an understanding of education and broader development challenges in the country and region. • Proven ability to work independently. • Excellent interpersonal communications skills and a commitment to teamwork. • Competency and fluency in the English and Bislama languages. • Proven experience in report writing, analysis, financial and narrative project reporting. • Basic accounting and financial literacy skills. • Basic computer literacy. 	<ul style="list-style-type: none"> • Interest, knowledge and commitment to human rights and gender equality. • Experience in working in areas of human rights, gender equality, and social inclusion. • Awareness of a human rights-based approach. • Human rights and/or gender equality training • Fluency in the French language. • Advanced computer skills.
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Key Skills/Attributes/Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

Expert level	<ul style="list-style-type: none"> • Networking, • facilitation, mentoring, • communication skills, • Ability to negotiate
Advanced level	<ul style="list-style-type: none"> • Adult and child formal education and training.
Working knowledge	<ul style="list-style-type: none"> • Human rights and gender equality experience, • Understanding of national education system
Awareness	<ul style="list-style-type: none"> • SPC Regulations and Policies • Major human rights issues in the Pacific, • Pacific education systems

Key Behaviours

*All employees are measured against the following **Key Behaviours** as part of Performance Development:*

- Change and Innovation
- Interpersonal Skills
- Teamwork
- Promotion of Equity and Equality
- Judgement
- Building Individual Capacity

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor

- Demonstrated high level commitment to customer service

Change to Job Description:

From time to time it may be necessary to consider changes in the job description in response to the changing nature of the work environment – including technological requirements or statutory changes. Such change may be initiated as necessary by SPC. This Job Description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.