JOB DESCRIPTION

Job Title:	**Country Program Support Officer - Tuvalu**
Division/Programme and Section/Project (if any):	Educational Quality and Assessment Program, EQAP
Location:	Ministry of Education in Tuvalu
Reporting to:	Team Leader, Curriculum and Assessment (EQAP) and PS Education, Tuvalu
Number of Direct Reports:	None
Purpose of Role:	To support the coordination, development, implementation and evaluation of educational assessments; in particular literacy and early grades reading assessments; to report the achievements of early grade years in literacy in Tuvalu as well as to build capacity within Tuvalu through training of enumerators and supervisors.
Date:	January 2025

Organizational Context and Organization Chart

The Pacific Community (SPC) is an international organisation working for the well-being of Pacific people through the effective and innovative application of science and knowledge, guided by a deep understanding of Pacific Island contexts and cultures. SPC has 26 member countries and territories including 22 Pacific Island members. The Educational Quality and Assessment Programme (EQAP) provides technical support and advice to members in the areas of Assessment, Curriculum, Education Data, Policy, Research, Qualifications, Teacher Competencies and School Leadership.
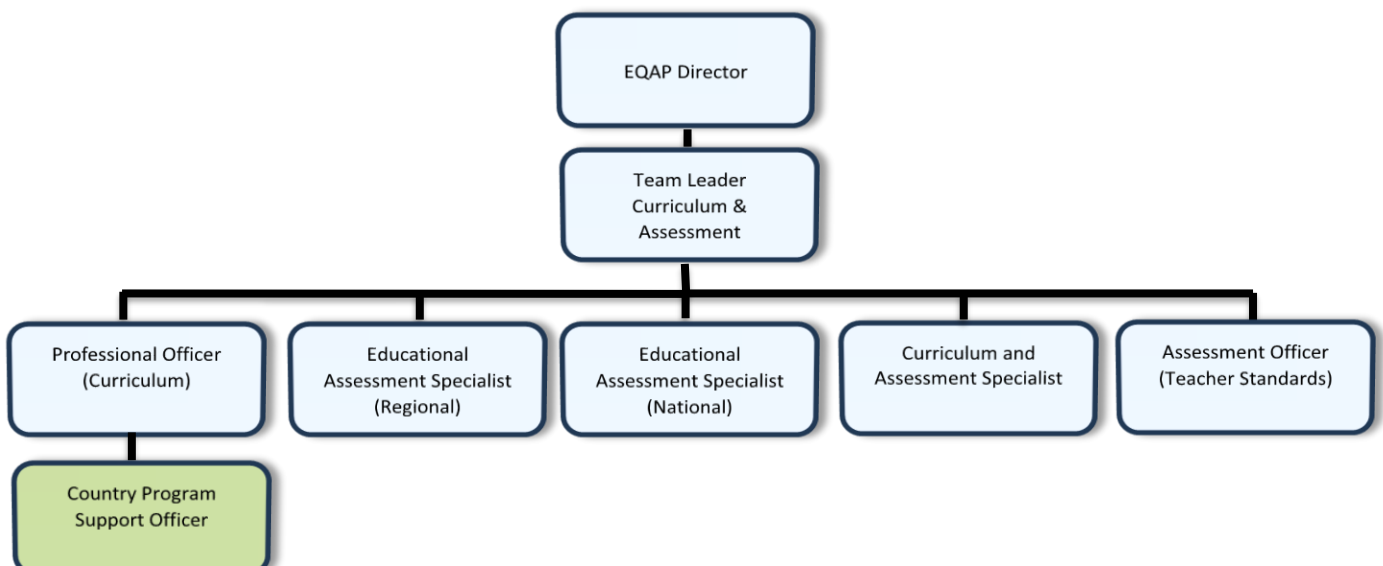
The position of **Country Program Support Officer – Tuvalu** encompasses the following major functions or Key Result Areas:

1. Support the coordination, development, implementation, monitoring and reporting of national literacy assessments.
2. Manage the collaborative relationship between the Ministry of Education and Human Resources Development in Tuvalu and EQAP as well as other development partners and stakeholders to facilitate national assessment activities that produce reliable and valid data on student achievement standards.
3. Support other regional assessments including assessment of teacher standards, SPFSC, as well as research related activities.

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

Jobholder is accountable for	*Jobholder is successful when*
Key Result Area 1: Support the coordination, development, implementation, monitoring and reporting of national literacy assessments. (40%)	
• Coordinating and supporting the review and trial of instruments in schools. • Coordinating and supporting training workshops for enumerators and supervisors. • Supporting the development of short- and long-term plans for on the ground assessment and training work in the country. • Support the development of assessment documents e.g. supervisor manuals, coding booklets, data collection schedules etc. • Monitoring the administration of assessments in schools by teams of supervisors and enumerators. • Communicating information to relevant assessment officer(s) regarding matters related to improvement of the database. • Support Tuvalu in interpreting, understanding and utilisation of the assessment data gathered. • Support the dissemination of assessment results to the MEHRD including teachers and other key stakeholders.	• Short and long-term plans documented, implemented and monitored. • Instruments review and trials completed and documented. • Training sessions completed and documented. • Assessment schedules across schools are negotiated with schools, finalised and approved by the Ministry of Education. • Assessment instruments are finalised and ready for implementation at the appropriate time, including rendering into Tangerine and other applications or databases. • Implementation of literacy and other assessments (where applicable) are monitored, and appropriately documented. • The support to Tuvalu in interpreting and using assessment data for further investigation is documented. • Assessment results dissemination strategy completed and approved.
Key Result Area 2: Manage the collaborative relationship between the Ministry of Education and other development partners and stakeholders to facilitate national assessment activities. (30%)	
• Communicating regularly with EQAP on matters pertaining to planning, implementation, monitoring, and reporting of assessment activities. • Communicating regularly with the Ministry of Education on matters pertaining to planning, implementation and monitoring of assessment activities. • Communicating regularly with stakeholders including community groups and leaders, and development partners on matters pertaining to	• Communications with EQAP are appropriately carried out, and soft and hard copies filed and registered. • Communications with the Ministry of Education and other stakeholders are appropriately carried out, and soft and hard copies filed and registered. • Logistical requirements for workshops and trainings are in place before the events. • Training and workshop programs implemented as planned. • Reliable and valid assessment data is gathered.

• planning, implementation and monitoring of assessment activities. • Managing logistical requirements for trainings and workshops.	• Assessment reports based on analysis of data are completed.

Key Result Area 3: Support other regional assessment and curriculum activities including assessment of teacher standards, SPFSC, and research activities. (15%)

• Supporting curriculum reviews for national qualifications. • Supporting assessment activities proposed from EQAP or Ministry, including PILNA, EHCI, national qualifications, and SPFSC. • Supporting national initiatives on the assessment of teacher competencies in collaboration with EQAP, Ministry of Education, and other stakeholders. • Support national research initiatives into educational matters in collaboration with EQAP, Ministry of Education, and other stakeholders.	• Curriculum reviews completed and documented. • Assessment activities completed and reported. • Teacher competency assessments completed and reported. • Research activities completed and reported. • Training workshops completed and reported.

Key Result Area 4: Administrative and Financial Operation Support (15%)

• Provide logistical support for programme activities, in terms of travel and accommodation logistics for POs and participants, enumerators and supervisors. • Coordinate the workflow of the project. • Maintain a system of filing of physical as well as electronic records for the project. • Provide monthly progress reports for the project. • Support preparation of meeting/training documents and record minutes of meetings and workshop proceedings. • Organise procurement of quotations, stationery and provision of payments. • Assist in the procurement of required services from various government ministries and NGOs. • Support vendors and suppliers' communications management	• Enquiries are attended to in an efficient, friendly and professional manner. • Effective support provided to finance and administration. • Ensuring meeting/workshop preparations and minute taking are completed on time. • Progress repots completed and shared with EQAP and MEHRD • Maintain an efficient filing system. • Stationeries are available when needed and vendors are paid on a timely basis. • Required services from NGOs, various government Ministries and other clients are available in a timely manner. • Efficient communications with vendors and suppliers.

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):

Most challenging duties typically undertaken:

• Ensuring that all activities are coordinated within Tuvalu, in close (virtual) collaboration with EQAP as well as the Ministry of Education to establish a supportive working environment
• Synchronising schedules to meet competing requests
• Travel demands especially when there are changes in the boat schedule for the outer islands during data collection
• Working within tight specifications and requirements dictated by EQAP, donors and partners
• Other urgent duties delegated by supervisors taking priority over core responsibilities

Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
External Key external contacts are: • Educational bodies outside the region • Ministry of Education • Vendors • Project consultants • Project workshop participants • Project partners	Receives information, communicates, negotiates, informs, facilitates, coordinates communication, attends meetings on the ground with project partners, provides security and keeps confidentiality of information.
Internal Key internal contacts are: • Relevant host-Ministry counterparts • EQAP Director • Team Leaders • SPC Administration and Procurement Section • Other divisional representatives	Liaising, facilitating and arranging administration, financial and travel items.

Level of Delegation:

Routine Expenditure Budget: *0 EUR*

Budget Sign off Authority without requiring approval from direct supervisor: *0 EUR*

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:
A degree in a relevant field such as education, business administration or commerce, or equivalent body of knowledge and experience	• Qualification in teaching English

Knowledge/Experience

Essential:	Desirable:
• At least 4-5 years of experience working in the area of education with at least 2-3 years working in the area of assessment • Experience in building teamwork • Initiative and ability to adhere to strict multiple timelines • Experience in negotiating with, and training adults from different ethnic, cultural and educational backgrounds • Experience in data gathering, analysis, interpretation and reporting • Knowledge of current Pacific and international education issues • Demonstrated ability to develop collaboration and a productive work environment with work colleagues • Excellent communication and interpersonal skills with a high standard of written and spoken English	• Experience in EGRA assessments • Good knowledge of and experience in Pacific Island Countries • A Tuvalu local, familiar with the language and culture

Key Skills/Attributes/Job Specific Competencies

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

Expert level	• Positive professional attitude for the provision of high quality service
Advanced level	• A flexible approach and a willingness to assist with a variety of other tasks within EQAP
Working knowledge	• A high level of interpersonal skills and cultural sensitivity • Ability to set priorities and work successfully with minimal supervision • Ability to work within timelines and to respond to stakeholders needs in a timely fashion • Commitment to continuous improvement
Awareness	• Ability to work well with all EQAP staff • Excellent oral and written communication skills • Ability to deal with confidential information in a professional manner • Ability to maintain confidentiality of information private to individual stakeholder and to maintain neutrality as a professional officer

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

• Demonstrating Personal Accountability
• Applying Expertise
• Working Together
• Creating Value for Customers
• Communicating Effectively
• Building Excellence

Personal Attributes

- Physically fit
- Clear and effective communicator
- Ability to effectively and efficiently handle queries from internal and external partners in any situation

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 changes 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.