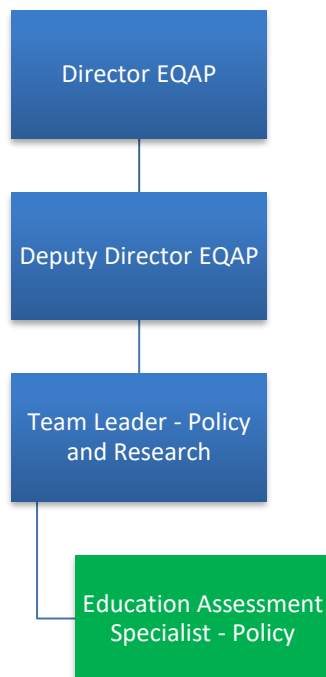




JOB DESCRIPTION

Job Title:	Educational Assessment Specialist – Policy
Division:	EQAP
Location:	Suva
Line/Hiring Manager:	Team Leader – Policy and Research
Number of Direct Reports:	0
Purpose of role:	Provide professional, technical, and advisory support for policy development and analysis to inform policy changes and practices at both system and school levels, thereby enhancing education quality. Additionally, builds capacity in the Pacific region for effective policy formulation and implementation.
Date:	June 2024

Organisational Context and Organisation Chart



Key Result Areas (KRAs):

The position of **Education Assessment Specialist – Policy** encompasses the following Key Results Areas:

1. **Policy Assessment** – conduct comprehensive diagnoses of education systems by evaluating educational policies. This includes using or adapting existing tools, such as the World Bank’s SABER tools, or developing new policy assessment tools. Additionally, conduct institutional capacity analyses to determine the readiness of education systems to implement policies effectively. (20%)
2. **Questionnaire development** – develop contextual questionnaires to gather data on factors influencing student learning in the Pacific at regional and national levels. This involves identifying and analysing the latest trends and determinants that impact student learning outcomes and utilising this data to inform targeted interventions and policy recommendations. (30%)
3. **Data Analysis and Reporting** – conduct in-depth analysis of data collected from contextual questionnaires to identify and understand the factors influencing student learning. This includes comprehensive statistical analysis and interpretation of data trends to derive meaningful insights. Prepare reports and create engaging presentations that effectively communicate findings to various stakeholders, including educators, policymakers, and the community. Additionally, provide recommendations based on the analysis to support targeted interventions and continuous improvement in educational practices. (30%)
4. **Capacity Building** – develop, coordinate, and conduct national and regional capacity-building programs focused on policy development and review processes, questionnaire development, and data analysis. Enhance the national capacity of using SABER tools by providing hands-on training and ongoing support. The capacity-building initiatives should be tailored to meet the specific needs of participants, equipping them with the skills and knowledge necessary to contribute to effective educational policy formulation, implementation, and evaluation. (20%)

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

Jobholder is accountable for	Jobholder is successful when
<p>KRA 1: Policy Assessment (20%)</p> <ul style="list-style-type: none"> • Train country focal points on using instruments/tools for conducting policy assessment. • Conduct an assessment of policy intent using tools (such as the World Bank’s SABER tools) to identify policy gaps. • Prepare a detailed report on the country’s current policy status, highlighting key findings and making evidence-based recommendations to enhance policies. • Facilitate training and provide ongoing support and technical guidance to countries on using research data in policy decision-making and formulation, ensuring policies are informed by best practices. 	<ul style="list-style-type: none"> • Country focal points are equipped with the necessary skills and knowledge to support policy assessment. • Detailed report created for the country highlighting key findings and areas of improvement based on the policy assessment. • Countries can utilise the policy intent findings to revise existing policies.

<p>KRA 2: Questionnaire Development (30%)</p> <ul style="list-style-type: none"> • Develop questionnaire items aligned to the purpose of the study, research or assessment project. • Adapt or modify existing questionnaires to identify valid questions and formats or develop new questions to address emerging issues in education. • Nationalise of country questionnaires. • Conduct field trials, analyse feedback, and make necessary adjustments to improve the questionnaires. • Refine the questionnaires using statistical analysis and expert review to ensure accuracy and reliability. • Prepare final questionnaires for the main study, including clear instructions and any supporting materials needed for successful administration. 	<ul style="list-style-type: none"> • Questionnaires are developed that are aligned with the objectives and goals of the study, research, or assessment project. • Questionnaires are successfully administered without encountering any serious issues, indicating clarity, comprehensiveness, and respondent engagement.
<p>KRA 3: Data Analysis and Reporting (30%)</p> <ul style="list-style-type: none"> • Investigate socio-economic, demographic, educational, and environmental variables that may impact student outcomes by conducting a comprehensive analysis of contextual data, including but not limited to: <ul style="list-style-type: none"> – Descriptive analysis – Exploratory and confirmatory factor analyses – Construction of simple indices and composite scales – Item Response Theory (IRT) scaling – Equating (both vertical and horizontal) – Regression models (Multiple regression linear and logistic regression) – Multi-level modelling analysis – Cluster analysis • Regularly update and refine analyses to reflect the latest trends and emerging factors affecting student performance. • Prepare detailed reports and presentations to communicate findings and their implications for policy and practice to educational leaders, policymakers, and other relevant stakeholders. 	<ul style="list-style-type: none"> • In-depth statistical analyses, such as regression models and factor analyses, were carried out to uncover relationships between student performance and potential determinants. • Detailed reports prepared at regional and national levels, highlighting the key findings from the analyses. • Findings are disseminated to relevant stakeholders in easily understood and actionable formats.
<p>KRA 4: Capacity Building (20%)</p> <ul style="list-style-type: none"> • Conduct needs assessments to identify specific training needs at national and regional levels. 	<ul style="list-style-type: none"> • Training needs are identified, and training programs are developed and facilitated to address these needs of the country.

<ul style="list-style-type: none"> • Design training programs covering policy development, questionnaire development, and data analysis. • Develop instructional materials, guides, and toolkits to support training sessions. • Organise and facilitate workshops on policy formulation, questionnaire development or data analysis. • Provide support and technical guidance to countries on policy formulation and implementation. • Develop tools and templates that countries can use in policy development. • Facilitate the sharing of policy documents to support the development of policies. 	<ul style="list-style-type: none"> • Relevant training materials are developed to support countries in policy formulation and implementation. • The Pacific Policy Repository is updated systematically and in a timely manner, with updates conducted every six months.
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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 (Work Complexity):

<ul style="list-style-type: none"> • Ensuring that activities are coordinated with other EQAP teams, country programs and differing country requests. • Working on KRAs and outcomes that depend on country responses/feedback. • Ensuring that all outcomes are well founded on evidence and communicated in clear and precise language to stakeholders.

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"> • Pacific member countries – Ministry of Education • Partner agencies – UNESCO, UNICEF • Donor Agencies-DFAT, MFAT 	<ul style="list-style-type: none"> • Coordination of in-country activities, provision of training and reporting • Collaborated with external partners on the administration and implementation of regional initiatives
<p>Internal</p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> • Director of EQAP • Team Leader Policy and Research • Critical Assessment Partners - ACER 	<ul style="list-style-type: none"> • Reporting on Policy and Research activities and financial acquittals where relevant • Reporting on KRAs

Level of Delegation:

Routine Expenditure Budget: 0

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

Person Specifications:

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 an equivalent level of learning through experience or key skills, attributes, or job-specific competencies.

Qualifications

Essential:	Desirable:
<ul style="list-style-type: none"> • A degree in a major teaching area of formal education; and • Postgraduate qualification in education. 	<ul style="list-style-type: none"> • Master or PhD in a relevant field with experience in educational assessment research.

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none"> • At least 10 years of experience working in the area of education with at least 5 years in assessment, preferably in the Pacific. • At least 7 years of experience working in the area of educational policy assessment as well as in literacy and numeracy assessment. • Experience in data gathering, analysis, interpretation, and reporting. • Knowledge and competency in using SPSS, MPlus, and ConQuest software. • Sound knowledge of current Pacific and International educational and research issues. • Proven verbal and written presentation and communication skills in English, both at a technical level and in the preparation of information for the public. • Experience in liaising, negotiating, and training people from different ethnic, cultural and educational backgrounds. 	<ul style="list-style-type: none"> • Ability to work independently and meet multiple project deadlines. • Ability to learn and quickly master new information technologies as they develop. • Demonstrated work experience with producing manuals or guidelines. • Extensive experience in data analysis • Advanced competency skills in the use and application of SPSS.

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"> • Expert knowledge and skills in education sector diagnosis and educational assessment research analysis. • Positive professional attitude for the provision of high-quality service.
Advanced level	<ul style="list-style-type: none"> • Advanced skills in statistical analysis and technical reporting writing • A flexible approach and a willingness to assist with a variety of other tasks within the Secretariat.
Working knowledge	<ul style="list-style-type: none"> • A high level of interpersonal skills and cultural sensitivity. • Ability to set priorities successfully, working with minimal supervision. • Ability to work within timelines and to respond to stakeholders' needs. • Commitment to continuous improvement.
Awareness	<ul style="list-style-type: none"> • Ability to work well with the Corporate Services team and with other Secretariat 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 stakeholders and to maintain neutrality as a professional officer.

Key Behaviours

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

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

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated a high level of 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.