



## JOB DESCRIPTION

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| <b>Job Title:</b>                                       | Education Data and Education Management Information System (EMIS) Officer  |
| <b>Division/Programme and Section/Project (if any):</b> | Educational Quality and Assessment Programme (EQAP)  |
| <b>Location:</b>  | Suva, Fiji   |
| <b>Reporting to:</b>                                    | <i>Education Data Team Leader</i>  |
| <b>Number of Direct Reports:</b>                        | n/a  |
| <b>Purpose of Role:</b>                                 | The role of the Education Data and EMIS officer is to provide advice and support on Data and EMIS initiatives to ensure the delivery of high-quality services to member countries as guided by the current and future strategic plans. |
| <b>Date:</b>  | July 2023  |

### Organisational Context and Organisation Chart

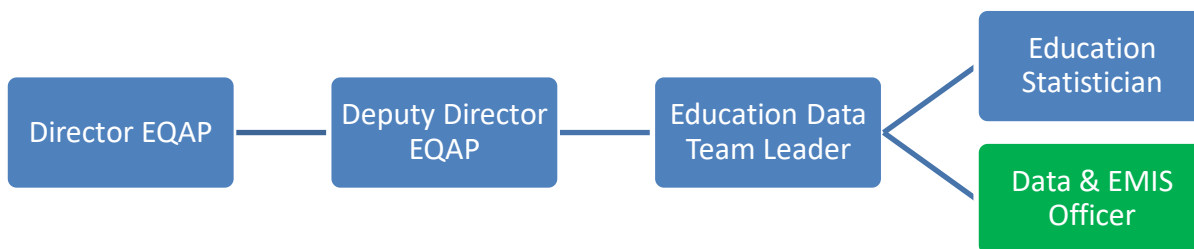
The Pacific Community (SPC) is an international organization working for the well-being of Pacific people through the effective and innovative application of science and knowledge, guided by a deep understanding of Pacific Island contexts and cultures. SPC has 26 member countries and territories including 22 Pacific Island members

### Background information concerning the position

The vision of the **Educational Quality and Assessment Programme (EQAP)** is to be ‘the agency for educational quality in the Pacific region’. Its mission is to enhance the quality of education and training for Pacific learners, so they realise the benefits of lifelong learning. Under the SPC Strategic Plan and EQAP Business Plan, there is a strong commitment to support countries in meeting national, regional (PacREF) and global (SDGs) targets in education.

This role will be based in the Data Team of and will support the work of EQAP by:

- i. Providing advice on data and EMIS related work
- ii. Providing support in the EMIS implementation and advancement in countries
- iii. Providing training and capacity building on data management, analysis skills, education data development, testing, documentation and support
- iv. Providing advice and support to the Education Data Team, to member countries, other EQAP initiatives and to the broader SPC



The structure is primarily under Key Result 1.1 which is under output 1 of the EQAP Business Plan.

**Key Result Areas (KRAs):**

1. **Data advice and support (25%)**
2. **Provide training and capacity building (25%)**
3. **Data Management, Analysis and Reporting (25%)**
4. **Data Quality Assurance (25%)**

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

| <b>Jobholder is accountable for</b>  | <b>Jobholder is successful when</b>  |
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| <p><b>KRA#1 - 25% Data advice and support</b></p> <ul style="list-style-type: none"> <li>• Provide advice on data and EMIS related work to facilitate the achievement of activities related to the EQAP business plan that links directly to professional input and benefits for member countries as per work of the integrated team. This also includes establishing clear guidelines and procedures for data governance by defining data standards, ensuring data quality, establishing data sharing protocols and maintaining data security.</li> <li>• Provide advice and support to the Education Data Team, to member countries, other EQAP initiatives and to the broader SPC are consistently of high quality and links with measurable indicators on access and the quality of education in the Pacific.</li> </ul> | <ul style="list-style-type: none"> <li>• Training for EMIS and IT developers in member countries are completed.</li> <li>• Advice is applied by Data and EMIS officers in member countries and positive changes are accomplished in their systems</li> <li>• Quantitative data and indicator development and analysis tools are developed in support of PacREF</li> <li>• The use of PacSIMS and software that are being successful utilised and proposed by the IT Unit of EQAP, other SPC Divisions and development partners to support the strengthening of EMIS capacity and other data collection systems in Pacific Island countries, to produce reports and publication in various forms.</li> <li>• PacSIMS is being implemented in the countries</li> </ul> |
| <p><b>KRA#2 - 25% Provide training and capacity building</b></p> <ul style="list-style-type: none"> <li>• Conducts training and support in the development of EMIS in countries for the production, storage and reporting of high-quality data that will facilitate reporting against national, regional and international goals.</li> <li>• Conducts trainings and workshops for EMIS users in the region to enhance their data management and analysis skills and to build their capacity on effective use of the EMIS system and interpretation of education data.</li> </ul>   | <ul style="list-style-type: none"> <li>• National statistics, EMIS and/or IT officers can provide advice and support on tables and graphs that will enhance data collection and addresses validity and accuracy in information gathered and reported.</li> <li>• Tools that can harmonise data across multiple data sources is developed in SPC member countries.</li> <li>• Provide Comprehensive Training Materials: Develop comprehensive training materials that</li> </ul>  |

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|   | <p>cover all the necessary content and concepts related to EMIS development and usage.</p> <ul style="list-style-type: none"> <li>• Include practical exercises and workshops where participants can apply their learning in real-life scenarios. This could involve data entry simulations, report generation, data analysis exercises, or system troubleshooting. Practical exercises reinforce learning and build confidence in using the EMIS effectively.</li> <li>• Develop training modules that focus on data interpretation and analysis. Provide guidance on how to extract meaningful insights from the data collected through the EMIS.</li> <li>• Provide ongoing support to participants after the training to ensure successful implementation of the EMIS. Offer post-training resources, such as online forums, help desks, or mentoring, where participants can seek guidance and clarifications as they continue to work with the EMIS.</li> </ul> |
| <p><b>KRA#3 - 25% Data Management, Analysis and Reporting</b></p> <ul style="list-style-type: none"> <li>• Responsible for collecting, organizing, and managing education related data from various sources. Make analysis of the collected data to identify trends, patterns, and insights to education stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Validation and quality assurance of education statistics collected across SPC member Pacific Island Countries (PICs) according to national, regional and international standards.</li> <li>• Establish plan for data collection processes by identifying the specific data points required, defining data collection methods, and establishing protocols for data entry and validation.</li> <li>• Establish data standards, formats, and coding schemes to ensure consistency and compatibility across different data sources. This enables effective data integration and analysis.</li> <li>• Look for patterns, trends, and correlations within the data. Utilize exploratory data analysis techniques to identify relationships and derive meaningful insights that can inform decision-making.</li> <li>• Design clear and concise reports that effectively communicate the analysed data.</li> </ul>                  |
| <p><b>KRA#4 - 25% Data Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• Ensures the accuracy, completeness, and timeliness of education data by implementing data quality assurance procedures. Work closely with countries to resolve data discrepancies, and establish data validation mechanisms</li> </ul>  | <ul style="list-style-type: none"> <li>• Implement validation checks during data collection to identify and address errors, inconsistencies, and outliers. Use data validation rules, range checks, and cross-referencing to ensure accuracy at the point of entry.</li> <li>• Establish quality assurance procedures to regularly review and verify the accuracy of education data. Conduct periodic audits, spot checks, and data reconciliation exercises to identify and rectify any inaccuracies.</li> <li>• Establish mechanisms to follow up with data collectors to address missing data or</li> </ul>  |

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|  | <p>discrepancies. Provide support and guidance to data collectors to ensure they understand the importance of complete data.</p> <ul style="list-style-type: none"> <li>• Establish clear deadlines for data collection, entry, and reporting. Communicate these deadlines to data collectors and ensure that they understand the importance of meeting them.</li> </ul> |
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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 (Complexity):**

- Maintaining continuous dialogue and high level of working relationship with the Data Team, EQAP Teams and partners to facilitate responsive support to member countries
- Ensuring that all activities are coordinated within EQAP units as well as Ministries of Education to establish a supportive working environment with the PICs
- Synchronizing schedules to meet competing requests from national, regional and international bodies (MoE, FEEdMM - PacREF, UIS - SDG4 and GEM report)
- Reliable data systems for data availability and soliciting up to date, valid and reliable data from countries
- Working within tight specifications and requirements dictated by stakeholders
- Other competing demands from stakeholders taking priority over core responsibilities

**Functional Relationships & Relationship Skills:**

| Key internal and/or external contacts  | Nature of the contact most typical  |
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| <p><b>External</b></p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> <li>• SPC members</li> <li>• National Education Statistics and Planning offices</li> <li>• National Development Partner “Facilities” and sector support programs</li> <li>• UIS officers and management</li> <li>• UN System</li> <li>• Global organizations</li> <li>• Consultancies and contractors</li> </ul> | <ul style="list-style-type: none"> <li>• Liaison concerning coordination of PacREF activities.</li> <li>• SDG4 data quality and reporting discussions</li> <li>• Sharing of specific contextual concerns regarding PICTs when reporting globally</li> <li>• Training, coaching and liaison</li> </ul> |
| <p><b>Internal</b></p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> <li>• EQAP Director</li> <li>• PacREF MEL team</li> <li>• IT Team on PacSIMS</li> <li>• EMIS</li> <li>• SDD SDG team</li> <li>• Technical and administration staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Liaison concerning coordination of PacREF activities.</li> <li>• SDG4 data quality and reporting discussions</li> <li>• Liaison with the use of PacSIMS as an education data tool</li> <li>• Training, coaching and liaison</li> </ul>                       |

**Level of Delegation:**

Routine Expenditure Budget: *n/a*

Budget Sign off Authority without requiring approval from direct supervisor: *n/a*

**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:  |
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| <ul style="list-style-type: none"> <li>Degree in Education, preferably on Education statistics, statistical analysis or the equivalent combination of education and experience</li> </ul> | <ul style="list-style-type: none"> <li>Post graduate degree in data management and/or education statistics or in a relevant field such as international development, evaluation, public sector policy and administration</li> </ul> |

**Knowledge/Experience**

| Essential:  | Desirable:  |
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| <ul style="list-style-type: none"> <li>At least 5 years of experience in managing EMIS, Education statistics and statistical analysis</li> <li>Experience in supporting workshops and capacity building at the individual and group level</li> <li>Working knowledge of developing and extending Education Management Information Systems (EMIS) and integrating data systems within a country and with externally such as international (UIS) systems for data validity and reporting</li> </ul> | <ul style="list-style-type: none"> <li>Strong training and facilitation skills for capacity building in technical areas</li> <li>Working knowledge of French</li> <li>At least 5 years of experience in working in a regional organisation</li> </ul> |

**Key Skills/Attributes/Job Specific Competencies**

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

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| Expert level      | <ul style="list-style-type: none"> <li>Positive professional attitude for the provision of high-quality service</li> </ul>  |
| Advanced level    | <ul style="list-style-type: none"> <li>A flexible approach and a willingness to assist with a variety of other tasks within EQAP</li> </ul>   |
| Working knowledge | <ul style="list-style-type: none"> <li>A high level of interpersonal skills and cultural sensitivity</li> <li>Ability to set priorities successfully working with minimal supervision</li> <li>Ability to work within timelines and to respond to stakeholders needs</li> </ul> |
| Awareness         | <ul style="list-style-type: none"> <li>Ability to work well with the Corporate Services team and with EQAP staff</li> <li>Excellent oral and written communication skills</li> <li>Ability to deal with confidential information in a professional manner</li> </ul>            |

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|  | <ul style="list-style-type: none"><li>• Ability to maintain confidentiality of information private to individual stakeholder and to maintain neutrality as a professional officer</li></ul> |
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### **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.