



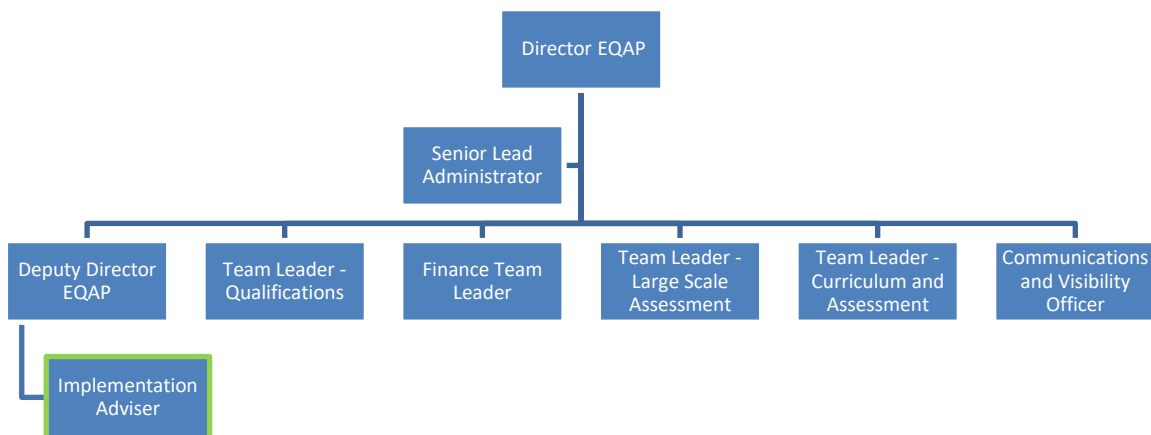
JOB DESCRIPTION

Job Title:	Implementation Adviser
Division/Programme and Section/Project (if any):	Educational, Quality and Assessment Programme (EQAP)
Location:	Suva
Reporting to:	Deputy Director - EQAP
Number of Direct Reports:	0
Purpose of Role:	<i>Liaise with senior education officials and their ministers to manage program implementation activities and deliver outputs on the project tasks allocated to SPC and EQAP. This includes PMEL work of the PacREF including regional and global reporting towards PacREF and SDG4 Indicators. Working closely with the EQAP management to provide guidance to PacREF partnerships and EQAP team to enhance program performance and development effectiveness. Working with Implementing Agencies to deliver activities under PacREF that involves facilitating collaboration, providing guidance, and ensuring effective execution of initiatives aligned with the framework's objectives.</i>
Date:	November 2023

Organizational Context and Organization 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.

The Pacific Regional Education Framework (PacREF) is a 12-year design agreed to by the Forum Education Ministers to direct education priorities across the region. EQAP, as one of the two regional institutions in the implementing partnership, has responsibility to lead the PMEL of the PacREF. This position is pivotal to the monitoring and subsequent success of the efforts. The previous framework, PEDF, from 2009 to 2015 was unsuccessful in part due to an inability to monitor activity and address needs based on tracking performance. This was a funding consideration as well as a reluctance on the part of leaders to share information about their education systems. This role is a direct response to those two concerns and will be instrumental in bringing the PacREF implementation through a successful first phase 2021-2024.



Key Result Areas (KRAs):

The position of PacREF Implementation Adviser encompasses the following major functions or Key Result Areas:

1. Implementation of Project (15%)
2. Development of relationships (15%)
3. Development of PMEL capabilities (20%)
4. Lead the development of a ‘communications for development’ approach and communication of the PacREF Framework (15%)
5. Continuous improvement and working collaboratively with program implementers (15%)

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

Jobholder is accountable for	Jobholder is successful when
<p>KRA#1 (15%) Implementation of project: Advocacy and support to elected officials and senior education leaders in driving the demand for and use of high-quality education information at the national and regional levels. Qualitative data collection analysis and reporting regarding the processes and impact of PacREF activities.</p>	<p>Member countries are actively engaged with and supportive of PMEL activities under the PacREF. Member countries willingly facilitate regular sharing of PMEL information through the monitoring plan Member countries maintain commitment to advancing educational goals and outcomes in the Pacific region through their support and participation in PacREF's MEL efforts.</p>
<p>KRA#2 (20%) Development of relationships and spirit of evidence-informed collaborative learning among PacREF partner countries and implementing stakeholders. Collaboration with UIS and other institutions to use both quantitative and qualitative data and analysis in support of PacREF.</p>	<p>Regular monitoring activity carried out and communicated to all partners Facilitation of responses and corrective actions to monitoring results lead to improve implementation. Documenting successful practices and lessons learned and disseminating them widely within the network enhances visibility and encourages replication of successful models.</p>
<p>KRA#3 (25%) 3.1 Development of PMEL capability through developing and refining PMEL tools and guidance and</p>	<p>Engage high-level decision makers and technical officers in learning processes that</p>

<p>facilitating action learning, intra-organisational networks and learning events. Delivery of learning events among PIC education leaders to promote sharing of information, experiences, challenges and solutions.</p> <p>3.2 Support the PMEL work within EQAP and SPC wide by providing evidence-based advice and strategic guidance to EQAP business plan, result frameworks, evaluations and reports as they related to PacREF.</p>	<p>draw on monitoring information and lead to positive implementation actions. Delivery of learning events among PIC education leaders to promote sharing of information, experiences, challenges and solutions</p> <p>Organize learning events with education leaders in PIC, ensuring having robust platforms for sharing knowledge, experiences, and solutions in SPC PMEL initiatives, fostering collaboration and collective advancement in education across the region.</p>
<p>KRA#4 (20%)</p> <p>4.1 Lead the development of a ‘communications for development’ approach to packaging, communicating and utilising PMEL products and learning for development effectiveness. Advocacy and support to elected officials and senior education leaders to build confidence in national education data sets and to share those data sets on national websites with access via the Pacific Data Hub or other dissemination tools.</p> <p>4.2 Communication of the PacREF Framework system through providing PacREF partners in general, and EQAP in particular.</p>	<p>Ongoing monitoring and associated learning is effectively communicated to a wide range of stakeholders using a variety of approaches driving positive change by effectively conveying the insights and learnings derived from monitoring and evaluation efforts.</p>
<p>KRA#5 (20%)</p> <p>Continuous Improvement and working collaboratively with program implementers to use MEL findings for adaptive management and program improvement. Provide support in refining strategies based on evaluation outcomes to maximize impact.</p>	<p>Integrating MEL findings into the fabric of program implementation, fostering a collaborative environment, and enabling adaptive management thus ensuring PIC remain responsive to evolving needs and challenges.</p>

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):

- Building and maintaining effective relationships with Heads of education systems, PacREF MEL contact person, and international organizations as well as regional education sector partners to support PMEL work involving influencing and changing hearts and minds without direct authority.
- Contributing to the data collection, quality assurance and synthesis in the development of reports to PacREF Steering committee, PHES, and CPEM on region-wide performance against objectives of the PacREF.
- Supporting Member countries and implementing agencies to build an evaluative and learning culture within the PacREF
- Manage competing demands and priorities across implementing agencies and countries, with competing demands for reports, information and support.

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"> • SPC members • Heads of education Systems • Country PacREF MEL contact person • Development partners • CROP agencies • UN System • Global organizations • Consultancies and contractors 	Liaison concerning coordination of PacREF activities
<p>Internal</p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> • EQAP Director • Team leaders and other staff • Technical and administration staff 	Planning, facilitation, coordination

Level of Delegation:

Routine Expenditure Budget: *Euro 0*

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

Personal Specification:

Qualifications

Essential:	Desirable:
<ul style="list-style-type: none"> • Master's degree in a relevant field such as international development, evaluation, public sector policy and administration or a combination of education and relevant experience 	

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none"> • At least 10 years of relevant experience in education system planning and monitoring. • Experience as a senior leader in a national education system as head of system or equivalent. • Significant experience in education in the Pacific and understanding of Pacific culture • Strategic thinker with well-developed analytical skills and attention to detail. • Excellent communication skills in English (both oral and writing skills) and experience in communicating PMEL products for development effectiveness. • High level of emotional intelligence. • Ability to work in a multi-cultural and gender sensitive environment. 	<ul style="list-style-type: none"> • Broad ranging experience in monitoring and evaluation • Advanced report preparation skills • Working knowledge of French

Key Skills/Attributes/Job Specific Competencies

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

Advanced level	<ul style="list-style-type: none">• Well-developed analytical skills and meticulous attention to detail• Results oriented problem solving skills• Influencing and relationship building skills• Oral and written communication skills in English and French• Understanding of international best practices in development effectiveness• Understanding of international best practices in Education systems
Working knowledge	<ul style="list-style-type: none">• Education and Development issues in the Pacific• PacREF programme activities
Awareness	<ul style="list-style-type: none">• SPC Regulations and Policies

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
- Demonstrating Personal Accountability
- Leadership
- Applying Expertise
- Working Together
- Takes Responsibility
- Passionate and adaptable
- Able to work well under pressure and to tight deadlines
- Effective communication skills
- Flexible
- Pragmatic

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.