



JOB DESCRIPTION

Job Title:	Social Citizenship Education (SCE) Assistant - Kiribati
Division/Programme and Section/Project (if any):	Human Rights and Social Development/ Pacific Partnership to End Violence against Women and Girls (PPEVAWG)
Location:	Kiribati
Reporting to:	Senior Project Officer, Pacific Partnership to End Violence against Women and Girls
Number of Direct Reports:	0
Purpose of Role:	Provision of support for the implementation of HRSD's PPEVAWG formal and informal education work at the national level
Date:	October 2026

Organizational Context and Organization Chart

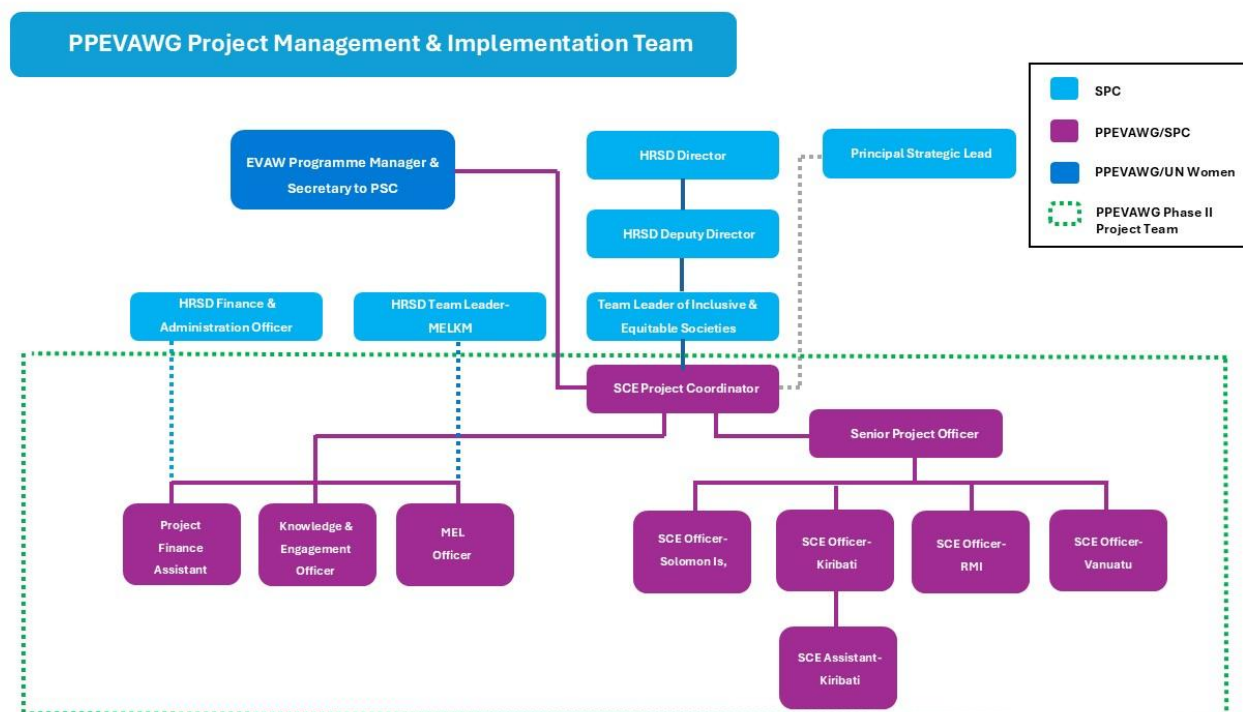
The Pacific Community (SPC) is the principal scientific and technical organization in the Pacific region, dedicated to supporting development since 1947. As an international development organization, it is owned and governed by its 27 member countries and territories. Committed to promoting sustainable development for the benefit of Pacific people, SPC operates across more than 25 sectors and is renowned for its knowledge and innovations.

The Human Rights and Social Development (HRSD) Division spearheads SPC's work in human rights, gender equality, social inclusion, youth development, and culture for development. Guided by its updated Business Plan for 2021-2026, HRSD envisions a just, equitable, and resilient Pacific societies advancing human rights, gender equality, and social inclusion for all Pacific people, rooted in cultural values and principles.

In line with its vision, the work of HRSD encompasses the following objectives:

- **Objective 1:** Pacific governments and state institutions are strong, transparent and responsive for upholding and advancing human rights and good governance, gender equality, social inclusion, and positive expressions of Pacific culture
- **Objective 2:** Pacific *civil* society is able to advocate for and realise human rights and good governance, gender equality, social inclusion, and the right to practice positive expressions of Pacific culture.
- **Objective 3:** Positive expressions of Pacific culture are safeguarded, promoted and integrated across our work to support human rights, gender equality and social inclusion.
- **Objective 4:** SPC programs and operations apply the people-centred approach and uphold and advances human rights and good governance, gender equality and social inclusion, and positive expressions of Pacific culture.
- **Objective 5:** HRSD works collaboratively, coherently and efficiently to deliver quality outcomes that uphold and advance human rights and good governance, gender equality and social inclusion, and positive expressions of Pacific culture.

HRSD provides a comprehensive suite of policy and legislative advice, technical assistance, and capacity building through a team comprising a Director, Deputy Director, Manager Programmes PWL, Team Leaders, Advisers, Officers, Programme and Project Managers based in Suva, and Country Programme Associates, SCE Country Coordinators, PYEEP Officers, and PWL Officers located across the Pacific. The team offers advice, technical assistance, and capacity building to national ministries, civil society, regional partners, and other national/regional partners, as well as through mainstreaming within SPC programmes.



The PPEVAWG Programme

The Pacific Partnership to end Violence against Women and Girls Programme (PPEVAWG) 2024 – 2027 -Phase 2(herein referred to as the Pacific Partnership 2 or PPEVAWG 2) continues the work begun under phase 1 (PPEVAWG 2018- 2023). It is a regional and multi-country action aimed at promoting gender equality and preventing violence against women and girls in the Pacific Island Countries.

The goal of the PPEVAWG 2 is to promote the understanding and practice of responsible citizenship and gender equality; promote the practice of social inclusion to prevent discrimination and gender-based violence. The SPC component of the project is led by HRSD and implemented in collaboration with SPC's Education and Quality Assessment Programme (EQAP) division. This component aims to **equip school students, schools and communities to understand and apply principles and practices of human rights and responsibilities, gender equality, social inclusion and non-violence.**

Implemented in five (5) Pacific Island Countries (Fiji, Kiribati, RMI, Solomon Islands and Vanuatu), the focus is around the integration of social citizenship education learning outcomes in the national curriculum and teacher training curriculum; complemented by SCE-specific school policies; students' extra-curricular activities and SCE-specific community engagement.

The SCE Assistant Kiribati will be based within the *Kiribati Teachers College* with a matrix reporting to the Director Education, Ministry of Education Kiribati, and to the HRSD Social Citizenship Education (SCE) Senior Project Officer, based in Suva, Fiji.

Key Result Areas (KRAs):

The position of SCE Assistant, Kiribati under the PPEVAWG project encompasses the following major functions or Key Result Areas:

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

Note that this position would involve substantial travel to the outer islands.

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

Jobholder is accountable for	Jobholder is successful when
Key Result Area 1: Country Plan Implementation [20%] • Support the Programme Coordinator (Kiribati) to develop results-focussed, accurate and realistic annual work plans, activity plans and relevant budgets. • Support the alignment of the annual work plan to both the PPEVAWG project objectives and national education priorities. • Work with the Programme Coordinator (Kiribati) on the effective implementation of activities and programs in the annual work plan through tracking and timely reporting. • Help the Programme Coordinator (Kiribati) in maintaining accurate financial records evidenced by accurate and compliant financial reports to HRSD. • Communicates with SCE Senior Project Officer (supervisor) on a weekly basis, at a minimum. • Assist the Programme Coordinator (Kiribati) in providing relevant narrative and financial reports to the Senior Project Officer in Suva. • Assist the Programme Coordinator (Kiribati) with planning of PPEVAWG project activities for Kiribati. • Assist in providing the SCE team of education system and practices changes in-country in close consultation with Programme Coordinator (Kiribati) and Director Education.	• Relevant stakeholders are consulted in the development of annual work plans. • Support is given for plans to be effectively implemented and achieve results, as evidenced by M & E data. • Progress under plans is regularly monitored and assistance is provided for financial and narrative reports to be submitted in a timely manner. • Budget acquittals are accurate and submitted on time. • Support is given for narrative reports to be submitted in a timely fashion. • Information is provided as required, evidenced by communications, email exchanges etc.
Key Result Area 2: Training and capacity building [25%] • Assist with in-country capacity development programs for teachers and students and ancillary staff in schools; out-of-school youth and school communities in the project pilot sites, involving substantial outer island travel. Capacity building content includes human rights, gender equality, social inclusion and EVAWG.	• Contribute in ensuring that capacity building and training approaches and material have a participatory framework and meet participants' needs. • Capacity assessment is completed for each training, mentoring or other capacity building intervention, evidenced by good evaluation feedback.

• Support the HRSD Suva staff, Country Programme Associate and Programme Coordinator (Kiribati) with capacity building programmes for schools and school communities, drawing on locally available resources and skills. • Support M & E of capacity building interventions. • Contribute to Reports on capacity building outcomes.	• Increased knowledge and understanding of substantive areas by target audience, evidenced by competency tests and evaluation data analysis. • Participate in making sure that 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 HRSD management and donors.
Key Result Area 3: Providing Technical Assistance [15%] • Assist with the coordination and technical assistance to education committees working on the integration of human rights and gender equality education in schools. • Help to identify national education sector human rights and gender equality capacity needs through research, consultations and monitoring data. • Contribute to HRSD communications and publications in relation to human rights and gender equality education. • Help maintain information flow through sharing of reports and resource materials on human rights and gender equality education in schools. • Assist the youth groups under the project to engage in media campaigns and community outreach on EVAWG.	• Evidence of coordinated work in both formal and informal education under PPEVAWG such as meeting minutes, participation in school processes. • Staff is regarded as knowledgeable in human rights and gender equality topics, evidenced by the number of requests for training and technical assistance. • Information updates on education developments are regularly provided in writing. • Youth under the informal education component of the PPEVAWG feel adequately supported and can achieve their campaign and outreach objectives.
Key Result Area 4: Networking and Partnership [20%] • With the Programme Coordinator (Kiribati), represent SPC/HRSD effectively at national, regional and international forums vis-à-vis the Pacific Partnership EVAWG project. • Share information on Pacific Partnership EVAWG project progress and outcomes with key stakeholders. • Help establish, strengthen and support partnerships that advance HRSD and Pacific Partnership EVAWG project objectives at national, regional and international levels. • Support the key education stakeholders at the national level to communicate with each other towards common human rights, gender equality and EVAWG goals.	• Outcome documents of meetings and consultations reflect SPC/HRSD's interventions positively. • Stakeholders continue to request education information and support from SPC/HRSD. • Stakeholders provide positive feedback through written and oral communications. • SPC/HRSD's representation is acknowledged and documented positively through minutes and other written communications.
Key Result Area 5: Monitoring & Evaluation [20%] • Identify and document success stories, case studies and outcomes of Pacific Partnership EVAWG project, including photos demonstrating work in country under the project.	• SPC's Pacific Partnership EVAWG project internal and external reports are of a high quality, evidenced by donor, partners' and program management feedback.

• Support researches and maintain up-to-date data on core national educational priorities. • Contribute to design and implementation of effective M & E system for country work using both qualitative and quantitative indicators. • Contribute to Pacific Partnership EVAWG project donor reports. • Apply learnings to improve programme performance. • Help Identify and document performance stories, case studies and outcomes of SPC Pacific Partnership EVAWG project work in country.	• Accurate reports of all interventions including training and technical assistance 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.
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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):

• Assist in developing work plans in collaboration with the Ministry of Education (MOE). • Assist the CPA and the Programme Coordinator (Kiribati) to ensure that SPC's project work is country-led, locally owned and sustainable. • Work with the Programme Coordinator (Kiribati) to ensure that key education stakeholders at the national level are communicating with each other towards common human rights and gender equality education goals. • With the Programme Coordinator (Kiribati) provide training sessions to teachers and other education staff in schools. • Support the Programme Coordinator (Kiribati) in providing regular narrative and financial reports and updates to HRSD Suva office on progress under the project in Kiribati.
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Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
External • Relevant focal in the Ministry of Education including senior officials. • Relevant CSO partners in country • Relevant stakeholders including donor partner in-country programs • Partner agencies UN Women. • Kiribati Teachers College, School Principals, Teachers and governance bodies of the schools. • National Youth Council and youth organisations • Project workshop participants • Project consultants • Donors	• 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 • Engaging in communities of learning, information and practice
Internal • Programme Coordinator (Kiribati)	• Reporting (activity/outcome and financial) • Programme delivery against outcomes

• Senior Project Officer • SCE Project Coordinator. • HRSD staff, especially PPEVAWG project staff. • SPC Operations & Integration. • HRSD Country Programme Associate (CPA) • Other SPC programmes, especially EQAP that are involved in the project.	• Finance, MEL, results reporting.
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Level of Delegation:

Routine Expenditure Budget: *EUR 0*

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

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:
• Tertiary qualifications in education, social and gender analysis or development or equivalent body of knowledge and experience	• Bachelor degree in education, social and gender analysis or development or a relevant field.

Knowledge/Experience

Essential:	Desirable:
• At least 3 years' experience working in the fields of formal or non-formal education, community development, training and assessment, monitoring and evaluation. • Good knowledge of the Pacific Islands 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. • Proven experience in report writing, analysis, financial and narrative project reporting. • Basic accounting and financial literacy skills. • Basic computer literacy.	• Awareness of a human rights-based approach. • Human rights and/or gender equality training • Advanced computer skills • Excellent organizational skills. • Strong skills in networking, cross-cultural liaison and human rights awareness. • Interest, knowledge and commitment to human rights and gender equality. • Experience in working in areas of human rights, gender equality, and social inclusion.

Key Skills/Attributes/Job Specific Competencies

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

Expert level	• Networking, facilitation, mentoring, communication skills, ability to negotiate
Advanced level	• Adult and child education and training
Working knowledge	• Human rights and gender equality experience, understanding of national education system
Awareness	• SPC Regulations and Policies • Kiribati MOE and KTC 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

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanour
- 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.