



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Relationships and Learning Adviser (PacMEL)</b>
<b>Division /Programme:</b>	<b>Director General's Office; Strategy, Performance and Learning Unit (SPL)</b>
<b>Location:</b>	Suva
<b>Reporting to:</b>	Team Leader Monitoring, Evaluation and Learning
<b>Number of Direct Reports:</b>	0
<b>Purpose:</b>	<p>To develop and strengthen relationships between the partners and stakeholders for Pacific MEL, including high level government officials from member countries, MEL professionals in the region, donor and implementing partners, civil society and NGOs.</p> <p>To lead engagement, partnership development, and socialization of the <i>Pacific Monitoring, Evaluation and Learning Capacity strengthening Rebbilib<sup>1</sup></i> roadmap with stakeholders.</p>
<b>Date:</b>	November 2020

### Organizational Context and Organization Chart

The Pacific Community has been providing scientific and technical services to the Pacific region, since 1947. We are an international development organisation owned and governed by our 26 country and territory members. In pursuit of sustainable development to benefit Pacific people, our organisation works across more than 20 sectors. We are known for our knowledge and innovation in such areas as fisheries science, public health surveillance, geoscience, and conservation of plant genetic resources for food and agriculture. The Pacific Community Transition Plan 2021 sets out our strategic intent and plans for action to respond to, and support recovery from the shocks of 2020. We remain committed to our long-term goals for the Pacific and the goal of One SPC:

- Goal 1: Pacific people benefit from sustainable economic development
- Goal 2: Pacific Communities are empowered and resilient
- Goal 3: Pacific people reach their potential and live long and healthy lives
- Goal 4: One SPC delivering integrated programmes through streamlined services.

The Strategy, Performance & Learning (SPL) is a specialised unit within the Office of the Director-General, with responsibilities for developing methodology, capability and practice for monitoring and reporting against the SPC Strategic Plan. SPL has staff based at our headquarters in Noumea, as well as our regional office in Suva. We provide whole of organisation service (Secretariat and member) through: i) Strategy and

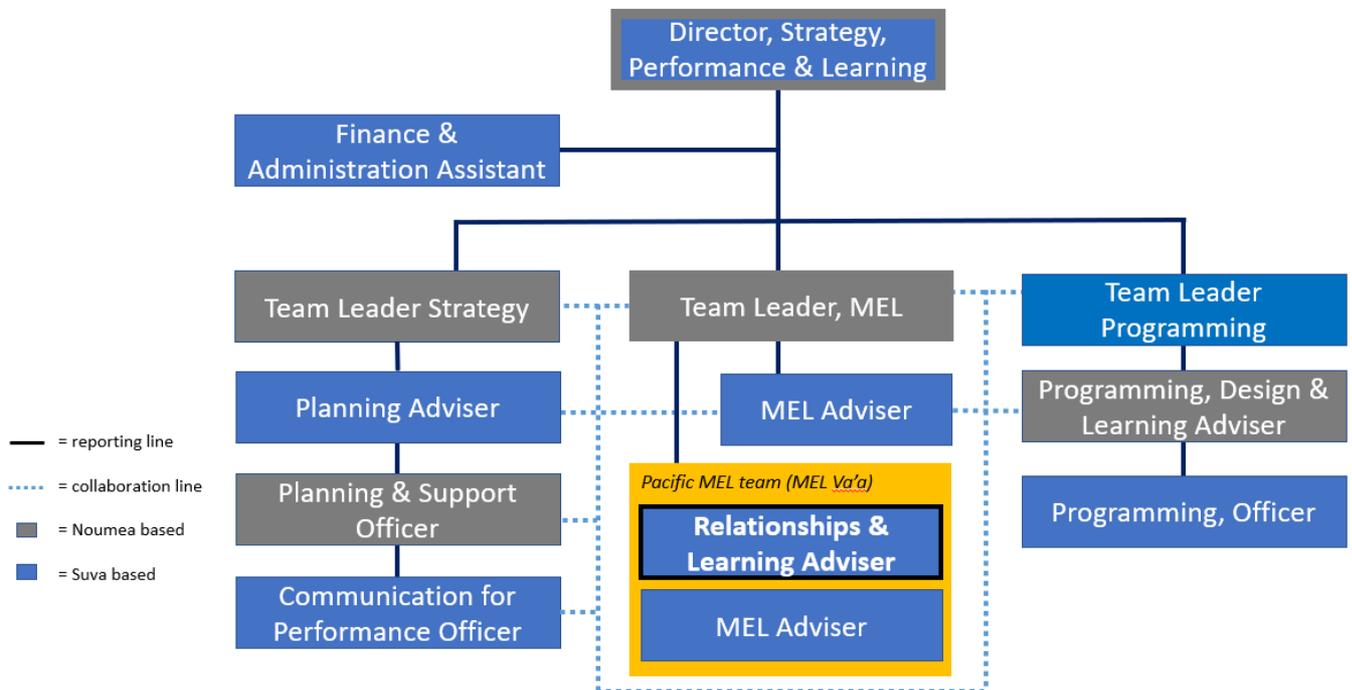
<sup>1</sup> <https://www.spc.int/updates/blog/2020/08/pacific-mel-rebbilib-report-on-mel-capacity-available-for-download>

Planning; ii) Monitoring, Evaluation & Learning; iii) Programming and Design. Our work is focussed on creating the conditions for change, grounded in contextually relevant and culturally responsive practice.

### Pacific MEL

In 2018, SPC began to explore partnerships to look at strengthening monitoring, evaluation and learning (MEL) capacity in the Pacific in order to supply and increase the demand for evidence to support decision-making. In 2019, a partnership was formed with the New Zealand Government Ministry of Foreign Affairs and Trade, SPC and BetterEvaluation to co-design a participatory process to assess and understand the current MEL system and opportunities for capacity strengthening. Over the next 12 months the partnership extended to Pacific stakeholders from national governments, civil society, academic institutions, development partners and donors.

This participatory process led to the *Pacific Monitoring, Evaluation and Learning Capacity Strengthening Rebbilib<sup>2</sup>*, which acts as a roadmap for the Pacific region and commits the Pacific Community (SPC), Pacific Island countries and territories (PICTs), and development partners to strengthen capacity in the Pacific region for contextually and culturally appropriate monitoring, evaluation, research and learning to support improved governance and decision making. The Pacific MEL team within SPL will continue to support the voyage ahead for Pacific MEL.



### Key Result Areas (KRAs):

The **Relationships and Learning Adviser** is a specialist position within the SPL team and is critical to furthering the regional dialogue, needs analysis and design for Pacific MEL development across the region. The following KRA's have been designed based on "the voyage ahead" outlined for Pacific MEL in *rebbilib* (pp.29-32):

The functions and Key Result Areas are below.

1. KRA 1 - Pacific-led va'a for co-ordination
2. KRA 2 – MEL culture
3. KRA 3 - MEL collaboration
4. KRA 4 - Evidence for resilient development

<sup>2</sup> <https://www.spc.int/updates/blog/2020/08/pacific-mel-rebbilib-report-on-mel-capacity-available-for-download>

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

Jobholder is accountable for	Jobholder is successful when
<p><b>KRA 1 - Pacific-led va'a for co-ordination</b>            Strengthening the ownership, coordination and cohesion of MEL in the Pacific region through solesolevaki (reciprocity, social capital, kinship and community relationships).            Key elements include:</p> <ul style="list-style-type: none"> <li>• The establishment of Pacific MEL governance arrangements, bringing together national governments, development partners, donors, civil society and academic institutions</li> <li>• Provide secretariat support to Pacific MEL, along with the Pacific MEL adviser</li> <li>• Facilitate consultative processes to co-ordinate and manage specific initiatives, relationships and collaborations, including negotiating priorities and arranging annual MEL convenings</li> <li>• Support the MEL Adviser on two other components of the voyage ahead, "MEL capacity" and "MEL implementation", as well as other recommended strategies and actions in the voyage ahead as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific MEL governance arrangements are developed, bringing together a wide range of partners and stakeholders</li> <li>• Support is provided to a Pacific MEL consortium of organisations connected by agreed principles and vision</li> <li>• Pacific MEL governance arrangements help ensure that Pacific MEL stakeholders have a regular forum through which to provide direct inputs into MEL governance in the Pacific region, and to better coordinate their actions and resources in support of MEL development.</li> </ul>
<p><b>KRA 2 – MEL culture</b>            Coordinate initiatives aimed at building (for emerging or progressing individuals or organisations) or continuously strengthening (for more established ones) MEL organisational culture. This includes building MEL awareness, MEL literacy and MEL leadership.            Key elements include:</p> <ul style="list-style-type: none"> <li>• Advocating for and mobilising resources to address Pacific MEL needs</li> <li>• Identifying the enabling conditions for MEL, and supporting their monitoring and review to make adjustments where necessary</li> <li>• Enhancing Pacific MEL leadership</li> <li>• Growing Pacific MEL literacy levels</li> <li>• Supporting the establishment of MEL units among partner organisations with dedicated and competent MEL officers</li> <li>• Supporting the development of policies, frameworks, strategic plans, theories of change at both sectoral and national levels</li> <li>• Supporting the establishment of MEL standards and SOPs .</li> </ul>	<ul style="list-style-type: none"> <li>• The development of MEL awareness, MEL literacy and MEL leadership across governments or organisations is supported</li> <li>• MEL policies, frameworks, guidelines, organisational charts, and standards for the operationalisation of MEL are developed and/or supported</li> <li>• Resources are secured to address MEL needs</li> <li>• Ensuring that the enabling conditions for MEL are monitored and reviewed to make adjustments where necessary.</li> </ul>

<p><b>KRA 3 - MEL collaboration</b></p> <p>Pursuing and expanding on the MEL partnerships and communities of practice already existing, as well as forging new ones, within countries across different MEL stakeholders, but also across the region and the globe.</p> <p>Key elements include:</p> <ul style="list-style-type: none"> <li>• Annual MEL regional convenings to share examples, discuss emerging issues, provide some structured learning opportunities and reprioritise share knowledge and experiences and strengthen supportive networks</li> <li>• Develop and support online and in-country communities of practice</li> <li>• Develop stakeholder/ partnership engagement and management strategies, strengthening existing and establish new partnerships</li> <li>• Influence and advocate cultural competence for MEL with all stakeholders and partners</li> <li>• Extend partnerships in research and evaluation – with locals/nationals driving both</li> <li>• Enhance coordination and information sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination, partnerships and information sharing is enhanced</li> <li>• Communities of practice share questions and suggestions that respond to local context, and help inform regional MEL convening and knowledge sharing</li> <li>• Stakeholder/ partnership engagement and management is strengthened</li> <li>• Cultural competence for MEL is advocated for with all stakeholders and demonstrated</li> <li>• Locals/nationals drive partnerships in research and evaluation.</li> </ul>
<p><b>KRA 4 - Evidence for resilient development</b></p> <p>Improve knowledge management and sharing, and the development of tailored knowledge products, to support evidence-based decision making for resilient development.</p> <p>Key elements include:</p> <ul style="list-style-type: none"> <li>• Link MEL with integrated programming and transdisciplinary themes (e.g. climate change, pandemic crisis)</li> <li>• Utilise national diagnostics and assessments to triangulate national needs for regional support</li> <li>• Aligning country needs with regional MEL support plans and actions across implementing and donor partners</li> <li>• Consciously apply Pacific ways of being, ways of communicating, ways of learning and ways of knowing into regional MEL practice</li> <li>• Create and produce communications and knowledge products</li> <li>• Contributing to the global transformative evaluation agenda and the gLOCAL efforts</li> <li>• Support improved utility of evaluation reports and recommendations for sectoral</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided improves systematic use of MEL evidence for improving MEL systems and strategies, programming and decision-making</li> <li>• Knowledge management and sharing is improved, with the evidence needs of different users identified</li> <li>• Tailored knowledge products are improved and/or developed, and support evidence-based decision making for resilient development.</li> </ul>

reporting, monitoring national sustainable development plans, and global commitments, including the SDGs.	
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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):**

- Leading intra and cross-organisational change processes to identify MERL capacity needs at the regional level
- Supporting member countries with the engagement in the needs analysis, event and post event engagement – balancing trust, engagement and mutual reciprocity. Understanding of the socio-political contexts of member countries
- Supporting divisions to build their capacity to engage with performance management processes that are outside of their comfort zones and areas of expertise to strengthen the foundation for business planning

**Functional Relationships & Relationship Skills:**

Key internal and/or external contacts	Nature of the contact most typical
<p><b>External</b></p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> <li>• CRGA and CRGA Subcommittee</li> <li>• Pacific MEL partners and practitioners</li> <li>• Pacific organisations and governments</li> <li>• Consultants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partnership building and network development</li> <li>▪ Presenting information and facilitating engagement on Pacific MEL governance, management and participatory processes</li> <li>▪ Facilitating effective information exchange</li> <li>▪ Liaising</li> <li>▪ Influencing and persuading.</li> </ul>
<p><b>Internal</b></p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> <li>• Deputy Directors General</li> <li>• Divisional Directors</li> <li>• SPL Team</li> <li>• MELnet</li> <li>• Programme staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing specialist advice, facilitation and feedback</li> <li>▪ Planning, facilitation, coordination</li> <li>▪ Giving/receiving and informing</li> <li>▪ Facilitating information exchange</li> <li>▪ Explaining and mediating</li> <li>▪ Leading and supervising development of MEL systems</li> <li>▪ Gaining cooperation, influencing and negotiating.</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**

<b>Essential:</b>	<b>Desirable:</b>
<ul style="list-style-type: none"> <li>• A post-graduate qualification in a relevant field such evaluation, international development, public sector policy, adult learning</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate qualifications in project design, monitoring and evaluation, economics</li> </ul>

**Knowledge/Experience**

<b>Essential:</b>	<b>Desirable:</b>
<ul style="list-style-type: none"> <li>• At least 7 years of experience in               <ul style="list-style-type: none"> <li>○ Understanding on Pacific ways of learning, engagement, and/or partnership building</li> <li>○ Experience developing organisational diagnostic tools</li> <li>○ Expertise in adult learning</li> <li>○ Design, leadership, and management of programmes and projects, and the project management cycle.</li> </ul> </li> <li>• Demonstrated experience in developing organizational planning frameworks</li> <li>• Demonstrated ability to influence for positive change</li> <li>• Demonstrated experience in building or supporting communities of practice / professional networks</li> <li>• Capacity development skills</li> <li>• Excellent interpersonal and organisational skills</li> <li>• Excellent communication skills (both oral and written) and experience in communicating PMEL products for development effectiveness</li> <li>• Ability to work in a multi-cultural and gender-sensitive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Broad ranging experience in monitoring and evaluation in various sectors such as organisational development, natural resource management, health, climate change, gender and social inclusion etc.</li> <li>• Skilled in quantitative and qualitative research methods and data analysis</li> <li>• Understanding of Pacific development challenges</li> <li>• Understanding of the concepts of Thinking and Working Politically, Adaptive Development and Doing Development Differently</li> <li>• Broad ranging experience in monitoring and evaluation in various sectors.</li> <li>• Working knowledge of French.</li> </ul>

**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"> <li>• Monitoring, evaluation and reporting on donor/grant-funded projects or programmes</li> <li>• Good understanding of international best practices in development effectiveness</li> <li>• Leadership</li> <li>• Project management, planning and coordination</li> <li>• Strategic thinking skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Innovation and analytical skills</li> <li>• Change management</li> <li>• Oral and written communication skills in English</li> <li>• Skilled user of databases for entering, processing, cleaning and extracting data</li> <li>• Strong influencing and relationship-building skills</li> </ul>
Advanced level	<ul style="list-style-type: none"> <li>• Capacity development</li> <li>• Facilitation skills</li> <li>• Presentation skills</li> <li>• Results orientated problem solving</li> <li>• High attention to detail</li> <li>• Familiarity with SPC Corporate policies and strategies</li> </ul>
Working knowledge	<ul style="list-style-type: none"> <li>• Financial management</li> <li>• Development effectiveness</li> <li>• SPC programme activities</li> <li>• Understanding of development issues in the Pacific region</li> </ul>
Awareness	<ul style="list-style-type: none"> <li>• French language</li> </ul>

### 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.