

## Public Service Commission Job Description Form

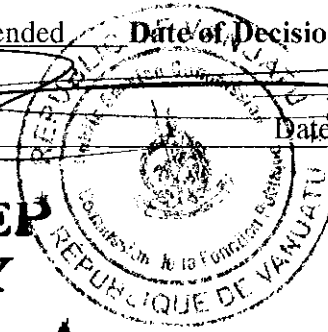
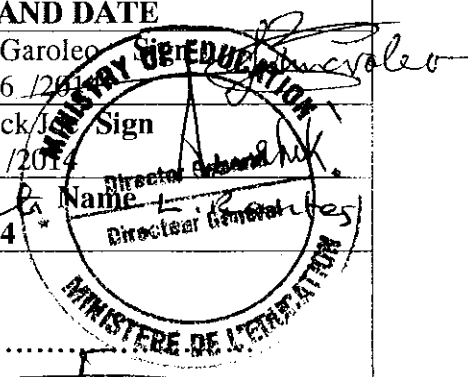
Ministry to prepare and request Approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

<b>1</b>	<b>Job title</b>	<b>National Education in Emergency Coordinator</b>	
<b>2</b>	<b>Post number</b> Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	<b>3311</b>	
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by the Director General ... H Os 4.3 Determined PSC...</b>	
<b>4</b>	<b>Ministry</b>	<b>Education</b>	
<b>5</b>	<b>Department</b>	<b>Education Services</b>	
<b>6</b>	<b>Location</b> Where the position is located	<b>Ministry of Education</b>	
<b>7</b>	<b>Purpose</b> "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	To implement, monitor and coordinate education preparedness, mitigation, prevention and awareness raising activities to build more resilient communities and schools.	
<b>8</b>	<b>Key Result Areas (KRAs)</b> refers to general areas of outcomes or outputs for which the post/role is responsible.	<b>9</b>	<b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.
<b>8.1</b>	Formulate and review the Education in Emergency (EiE) Policy	9.1	<ul style="list-style-type: none"> <li>• EiE Policy is approved</li> <li>• A Periodic review of the EIE Policy within the strategic timeframe.</li> </ul>
<b>8.2</b>	Provide a clear strategic and action plan for preparedness, mitigation and prevention of a disaster.	9.2	<ul style="list-style-type: none"> <li>• Strategic plan is developed in line with the MoE cooperate Plan &amp; VESP.</li> <li>• Annual plan is developed</li> </ul>
<b>8.3</b>	Costing the annual plan activities to give the Annual Budget	9.3	<ul style="list-style-type: none"> <li>• EiE budget developed and implemented.</li> </ul>
<b>8.4</b>	To build a strong networking relationship with line ministries and NGOs	9.4	<ul style="list-style-type: none"> <li>• 5% increase of existed partners in their collaborative performances.</li> </ul>
<b>8.5</b>	Coordinate and communicate with EiE cluster and other sectors on multi-sector/joint activities.	9.5	<ul style="list-style-type: none"> <li>• Joint activities are cost-effectively managed.</li> <li>• Support NDMO in events of disaster.</li> </ul>
<b>8.6</b>	Coordinate regular consultation meetings to plan for EiE preparedness and DRR activities.	9.6	<ul style="list-style-type: none"> <li>• EiE and DRR preparedness activities coordinated</li> </ul>
<b>8.7</b>	Ensure community participate in project design (disaster proof classroom, etc.)	9.7	<ul style="list-style-type: none"> <li>• Schools developed projects (mitigate, etc.) with close consultation of communities.</li> </ul>
<b>8.8</b>	EiE and DRR capacity development strategy	9.8	<ul style="list-style-type: none"> <li>• Trainings provided to schools as planned</li> </ul>
<b>8.9</b>	Staff supervision	9.9	<ul style="list-style-type: none"> <li>• Staff performance are monitored and assessed</li> </ul>
<b>8.10</b>	Develop and manage EiE Resources	9.10	<ul style="list-style-type: none"> <li>• EiE materials used effectively in schools (school in a box, teachers' kit, etc.)</li> <li>• Maintained day to day financial aspect</li> </ul>

			of programmes.
8.11	Monitoring and Evaluation	9.11	<ul style="list-style-type: none"> <li>• Monitor and evaluation framework for result based.</li> <li>• Mechanism for EiE monitoring are resourced and in place.</li> </ul>
8.12	Reporting	9.12	<ul style="list-style-type: none"> <li>• Reports are submitted (monthly, quarterly and annually).</li> </ul>
10	<b>Duties and responsibilities</b> Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve. For lower level jobs it will be more specific e.g. deliver, record, type, maintain.		
10.1	Formulate and review the Education in Emergency (EiE) Policy		
10.2	Develop a strategic and annual plan to implement EiE Policy		
	Support NDMO in timely manner to assess and respond to immediate needs of those affected.		
10.4	Work closely with UNICEF & SCA EiE focal points & EiE partners to Coordinate EiE, DRR & CCA programmes in schools and communities for effective preparedness, mitigation and prevention of disasters in the school level..		
10.5	Contribute to development of standard DRR and EiE messages in consultation with other education partners and other ministries (health, NDMO & etc)		
10.6	Ensure school base structure are constructed in accordance with the MOE building standard		
10.7	Liaise with appropriate ministry authorities in respect to cross-cutting and other sector operations, planning, coordination and information sharing in DRR, CCA and emergency preparedness and response.		
10.8	Work closely with partners including other sectors, to develop applicable education materials on health education, safety and child protection, environmental protection and child rights messages or selected subjects.		
10.9	Support PEOs to use participatory techniques with children, parents and teachers to identify suitable community-based activities		
10.10	Ensure communities participate and are at the centre of project design, implementation and monitoring of EiE and DRR interventions		
10.11	<p>In consultation with MOE colleagues, and UNICEF, Save the Children, CARE Int. emergency focal persons (and other partners) meet on a regular basis to plan for EiE preparedness and DRR activities as outlined in the EiE Action Plan. This includes supporting the following:</p> <ul style="list-style-type: none"> <li>○ Provincial consultation awareness raising on the EiE Policy and Plan</li> <li>○ Provincial multi-sectoral contingency plans, including EiE Frontline Responders training</li> <li>○ School Safety Plans and drills in collaboration with CARE Int.</li> <li>○ Support to provincial, zone and school level education personnel to develop and implement their EiE preparedness policy and plan, including and school plans</li> <li>○ Support the CDU curriculum review process regarding the integration of DRR into all levels, ECE, Primary and Secondary</li> </ul>		
10.12	Coordinate and communicate with other sectors and NDMO/PDMC at national and provincial levels and work on multi-sector/joint activities where appropriate, as outlined in the Vanuatu Disaster Risk Reduction and Disaster Management National Action Plan (NAP).		
10.13	Carry out roles and responsibilities outlined in the education cluster TOR		
10.14	Liaise with TSC, VITE, CDU, Exams, Line Ministries, NGOs and any other stakeholders on		

	such matters relating to Education in Emergency	
10.15	Coordinate & co chair the Education in Emergency Cluster	
10.16	Coordinate the education sector assessment in the event of a disaster.	
10.17	Monitor and evaluate EiE program and activities.	
10.18	Report and information management	
10.19	Attend meetings, workshops & trainings with international, regional and national partners, government and donors	
10.20	Carry out other duties and responsibilities as required by the Director.	
<b>11</b>	<b>Reports directly to</b> Title of Post and Level only	<b>12</b> <b>Directly supervises</b> Title of Posts and level if any
	Director Education Services	None
<b>13</b>	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	<b>14</b> <b>Occasional Internal Personal Contacts with...</b>
	Director Education Services, Coordinator Secondary Education, Coordinator Basic Education, Coordinator Pre-school, Coordinator TVET in School, PEO Exams, PEO CDU	Minister of Education, Director General of Education, Director Corporate Services
<b>15</b>	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	<b>16</b> <b>Occasional External Personal Contacts with...</b>
	Provincial Education Boards, Education Authorities, Schools, Donor Partners (UNICEF, Svae the Children Vanuatu, EIE Cluster Stakeholder, NDMO)	Other Government Departments, Community Leaders, NGOs
<b>17</b>	<b>Impact of Decisions</b> (a) Think of the decisions this Post makes without help on a regular basis (weekly or monthly) to greatly reduce the risk of serious things happening. Name the more important thing(s) decided. (b) If the Post has a significant Financial Delegation to commit funds the amount should also be stated.	Schools will be better prepared in times of emergencies.
<b>18</b>	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	None
<b>19</b>	<b>Reason for Seeking Approval</b> (e.g.; Routine Revision of Existing Job Description, New Post, Regrading. State if any overlap or duplication with existing Job Descriptions or new duties and responsibilities)	New Post for Approval
<b>20</b>	<b>CRITERIAS TO BE SELECTED FOR THIS POST</b>	
	(Allow for some on -the-job training to bring outsiders up to standard and do not unnecessarily bias the Post to certain people. Remember education is only one indicator of capability to do the job.)	
<b>20.1</b>	<b>Qualification</b> the required qualification for the job e.g certificate, diploma, degree...	Experience in Inclusive Education and Training
<b>20.2</b>	<b>Special Business Education</b> refers to the field of study that would be preferable	At least training in Inclusive Education
<b>20.3</b>	<b>Experience</b> e.g. number of years or level of experience in filing/keyboard work or driving; or, e.g. low or high level achievements in leadership, communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc	3 years in the similar job
<b>20.4</b>	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Communication, Computer Literate
<b>20.5</b>	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Practical Thinker

20.6	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Relate and open to all people regardless of ability
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	Cooperative and Trustworthy
20.8	<b>Language</b> "English , French and Bislama" is usual.	English or French
21	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
21.1	<b>Prepared in the Ministry by ...</b>	Name John J. Garleo Date 02/ 06 /2014
21.2	<b>Certified by or for the DG</b> that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick J Date 02/ 06 /2014 Sign <i>[Signature]</i>
21.3	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign <i>[Signature]</i> Date 24/2/2014 Name <i>[Signature]</i>
21.4	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>	
	Decision: <u>Approved</u> or Deferred or Amended (Circle the appropriate Decision)	
	Name _____	Date of Decision: ..... Date <i>24/2/2014</i>



**LAURENT REP  
SECRETARY  
OPSC**