

Funded by:



& implemented by :

EXPERTISE
FRANCEFINNISH NATIONAL
AGENCY FOR EDUCATIONAssociation for the
Development of
Education in
Africa

Job description

Technical Assistant for Education Policies (TAEP) / East African Community (EAC)

Project description

The Africa-Europe Partnership to Exchange on Education Reforms (PEERS) is a project funded by the EU through the Education Section (G3) and the Regional and Multi-Country Programmes for Africa Section (A2) of DG INTPA. The project aims to accelerate progress toward SDG 4 by fostering enhanced regional cooperation in education across Africa and between Africa and Europe. It specifically supports two African Union Regional Economic Communities (RECs)—the Economic Community of West African States (ECOWAS) and the East African Community (EAC)—in strengthening their coordination roles and building the ownership and capacity of their Member and Partner States to address the education agenda effectively.

RECs have a critical role to play in coordination and providing platforms for peer learning towards the implementation of the African Union's Continental Education Strategy for Africa (CESA), SDG 4 and the regional education frameworks of the RECs themselves. However, they face several constraints limiting their ability to fully play such coordination role. These limiting factors are mainly related to institutional capacities; funding for coordination, peer learning and implementation of activities; conflicting priorities; membership of Member/Partner States in several RECs and diverse languages; weak coordination and peer learning mechanisms amongst the RECs; and inactive or inconsistent participation of RECs and Member/Partner States in the African Union CESA clusters.

The PEERS project will therefore pursue the following specific objectives over the next 5 years:

- 1) To enhance cooperation between and within the ECOWAS and EAC RECs in the design, implementation and monitoring of quality, gender-responsive, inclusive, green and digital education policies
- 2) To increase the mutual learning and the effective transfer of good practices and tools on quality, gender-responsive, inclusive, green and digital education between the EU, ECOWAS, EAC and their Member and Partner States;
- 3) To leverage evidence and promote knowledge exchange for enhanced evidence-based quality, inclusive, gender-responsive, green and digital education policies in ECOWAS and EAC RECs.

The PEERS action will be funded by the European Union and be co-implemented by a partnership formed by 3 agencies, two state agencies (Expertise France for France and EDUFI¹ for Finland), and a pan-African education entity (ADEA²). Expertise France has been designated the Coordinating Agency for this partnership.

The duration of the action is from March 2025 to March 2030 (60 months) with a budget of 15.000.000 EUR.

¹ Finnish National Agency for Education

² Association for the Development of Education in Africa

Funded by:



& implemented by :

EXPERTISE
FRANCEFINNISH NATIONAL
AGENCY FOR EDUCATIONAssociation for the
Development of
Education in
Africa

Assignment description

Based within the headquarters of the Eastern Africa Community in Arusha, Tanzania (EAC Headquarters), the Technical Assistant in Education Policies (TAEP) will be in charge of providing technical assistance on a permanent basis to the EAC REC in the implementation of the PEERS project. More specifically, the TAEP will have the primary responsibility of supporting the REC in implementing activities under the three specific objectives of the Description of the Action (DOA) (more details below).

The TAEP will report to the Team Leader and will be part of a technical team comprised of another TAEP in the ECOWAS REC (based at the ECOWAS Commission in Abuja, Nigeria), complemented with short-term expertise in the three policy focus areas of the project: i) equitable quality, gender-responsive, and inclusive education, ii) green education, and iii) digital education ; as well as technical expertise that might be identified on a needs basis during project implementation. The TAEP will also work in close collaboration with a project coordinator and a project assistant, both resident within the EAC.

In the implementation of the activities, the resident based team (TAEP, regional coordinator and project assistant) will receive operational support from and collaborate with the Project Management Unit (PMU), comprised of 4 staff in charge of providing financial, administrative and cross-cutting support to the project. These are the Administrative and Finance Manager (AFM), a Project Assistant, a MEAL Coordinator (Monitoring, Evaluation, Accountability and Learning) and an Advocacy and Communication Officer.

Key responsibilities:

Overall key responsibilities

- **Technical dialogue.** Act as the main technical expert in support of the EAC REC in the project implementation, the promotion of ownership at institutional level, and the identification and implementation of capacity strengthening plans and actions.
- **Planning**
 - Contribute and provide technical inputs to the annual planning process at different levels: i) at project-level within the PEERS team, ii) at the EAC level within the framework of their annual planning, iii) as well as within the thematic working groups in the development of their annual work plans.
 - Contribute to the integration of the three focus areas—equitable, gender-responsive, inclusive education; green education; and digital education—in the strategic programming of each level of the project implementation.
- **Coordination and stakeholder engagement**
 - Define and implement actions that contribute to consolidate EAC REC's ownership of the project and build internal capacity to lead the activities

Funded by:



& implemented by :



EXPERTISE
FRANCE



FINNISH NATIONAL
AGENCY FOR EDUCATION



Association for the
Development of
Education in
Africa

- Upon request, support the PEERS team lead in the regular dialogue and coordination of the main project's stakeholders, including the EU Delegation and EAC Secretariat in Arusha.
 - Upon request, support the PEERS team lead through technical inputs and contributions, in the organization and facilitation of the annual Project Steering Committee (PSC) and biannual Regional Steering Committee (RSC).
 - Collaborate closely with the TAEP in the ECOWAS REC to promote synergies between the working groups' activities in the EAC and ECOWAS regions.
 - Collaborate closely with other team staff such as the technical advisor from ADEA.
 - Contribute to addressing stakeholders' feedback and integrating into the project's general approach.
- **Capacity strengthening**
 - Contribute to the development of the EAC REC's capacity strengthening plan, and lead its updating, implementation and monitoring.
 - As part of the capacity strengthening plan, directly design and implement capacity strengthening activities, such as training, coaching, tools creation (for example to monitor the work plans), etc; and lead the mobilization of specific external expertise to support the delivery of the capacity strengthening plan.
 - Strengthen the EAC REC's capacity to participate in existing global and continental mechanisms and bodies (including the SDG framework and the AU/CESA)
- **Project implementation**
 - Contribute to the technical alignment of the project's activities with EU policies, the AU/CESA, SDGs, and other relevant frameworks for education policy development in Africa.
 - Upon request from the EAC team, provide relevant technical inputs on topics that are related to the project implementation.
 - Support the EAC team and directly contribute to i) drafting the TORs of the outputs and activities identified in the annual work plans of the EAC REC and the working groups, ii) the technical dialogue with the short-term expertise that will be mobilized under the project, iii) the monitoring and quality assurance of the short-term expertise (including the quality assurance of the experts' deliverables).
 - Provide a general technical lead and overarching technical coordination of the thematic experts team that will be mobilized to support the working groups in their respective areas of expertise.
 - Provide technical inputs to the definition, and directly contribute to the implementation, of the phase-out and sustainability strategy of the project, in alignment with the strategic vision of the two RECs and the EU.
- **Reporting and communication**
 - Contribute and provide technical inputs to the annual reports at the three implementation levels specified above in the planning section.

Funded by:



& implemented by :



FINNISH NATIONAL
AGENCY FOR EDUCATION



Association for the
Development of
Education in
Africa

- Produce individual annual reports detailing the capacity-strengthening activities that have been undertaken throughout the year.
- Upon request, provide technical inputs and collaborate with the project team to support the project's communication efforts.
- **Evaluation.** Provide technical inputs in the different rounds of the project evaluation, including the baseline work, the mid-term evaluation, as well as the final evaluation.

As part of his/her missions, the TAEP will more specifically provide:

Contributions to the Specific Objective #1:

- Contribute to drafting the working groups TORs and support the creation, operation and development of the working groups
- Assist the EAC Secretariat and provide individual coaching to its staff in the overall coordination and facilitation of the operation of the working groups.
- Propose and produce tools for improved regional dialogue coordination and monitoring by EAC Secretariat.
- Support the EAC Secretariat in the identification of synergies between the different thematic working groups, as well as the implementation of the corresponding synergistic activities
- In collaboration with the thematic experts, support the EAC Secretariat and contribute to drafting the TORs for the short-term complementary expertise to the technical dialogue and implementation, monitoring and quality assurance of their work for the: i) situation analysis in the three focus areas, ii) needs assessment covering both institutional and individual capacity strengthening needs, and iii) initial capacity strengthening plan.
- In collaboration with the thematic experts, support the EAC Secretariat in the organization and implementation of the activities listed in the work plans of each working group.
- Support the EAC Secretariat in the organization and definition of the technical content of the annual high-level event that will convene the REC's policy and decision makers.

Contributions to the Specific Objective #2:

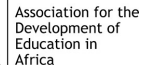
In collaboration with the Coordinator of practices and policy exchanges at EDUFI (responsible for SO2 implementation):

- Provide technical inputs to the analysis of the EEA experiences, practices and tools for coordination and its contextualisation in relation to the EAC REC's needs and strategic planning
- Support the EAC Secretariat and working groups in the identification of relevant study visits for the observation of EEA experiences, practices and coordination tools, and support its organisation
- Provide technical inputs and support for the organisation of webinars showcasing EEA experiences, practices and coordination tools
- Support the EAC Secretariat and working groups in their participation and contribution to webinars organised between African and European peers at technical level to exchange ideas

Funded by:



& implemented by :



and experiences on equitable quality, gender-responsive, inclusive, green, and digital education

- Support the EAC Secretariat and working groups in their participation and contribution to side-events to the high-level events within the AU-EU partnership framework.

Contributions to the Specific Objective #3:

In collaboration with the knowledge management expert at ADEA (responsible for SO3 implementation):

- Provide technical inputs to the diagnosis reports of current knowledge management practices and to the concept note detailing the proposed updates to knowledge management practices within the scope of the project.
- Support the working groups in the identification of the data and evidence needed for their technical dialogue, and support the formulation of their requests.
- Propose the work habits, processes, and tools that enable the working groups to produce evidence-based policy recommendations.
- Support the EAC Secretariat and working groups in the dissemination of evidence-based policy recommendations and advocacy efforts at the level of EAC political bodies, at the level of policymakers during high-level events, as well as research stakeholders and portals.

Profile required

Qualifications:

- Minimum Master's degree in International Education, Education Policy and Planning, Economics of Education, or other relevant fields.
- Profound understanding of education policy in Sub-Saharan Africa.

Required Skills:

- General understanding of international aid architecture in the West and East African regions.
- Deep knowledge and practice of education systems and stakeholders in the West and East African regions.
- Deep knowledge and practice of coordination and sector dialogue approaches and mechanisms in the field of education in Sub-Saharan African countries.
- Significant prior experience and achievements in terms of organizational analysis, institutional and individual capacity building, and change management in the West and East African region or similar context.
- Advanced ability to lead an effective dialogue that results in policy reforms and result-oriented programme implementation, with different types of partners (national and global development partners, funding partners, among others); including political and cultural sensitivity, patience, tact, and diplomacy.
- Advanced knowledge and practice of result-based planning, project implementation and monitoring, including good command of EU administrative, project management and financial procedures.

Funded by:



& implemented by :



EXPERTISE
FRANCE



FINNISH NATIONAL
AGENCY FOR EDUCATION



Association for the
Development of
Education in
Africa

- Strong analytical skills, excellent leadership competencies, and strong interpersonal and communication skills.
- Ability to diagnose, design and propose solutions that are adapted to the context.
- Strong capacity to work with autonomy, flexibility and organization, and responsiveness.
- Full command of standard computer applications (Microsoft Office).
- Fluent French and English speaking, and written skills are essential.
- Ideally, other desired languages include Kiswahili.

Required Experience:

- Minimum of 10 years' professional experience in education projects or programmes, preferably in the West and/or East African region(s).
- Demonstrated experience as education specialist, technical assistant/advisor providing policy advice and capacity building to public institutions (e.g., technical assistance, peer-to peer exchanges among civil servants, etc.) on education related issues.
- Experience implementing large complex projects (> €10M) preferably funded by the European Union or other international donors.
- Experience integrating cross-cutting themes such as gender equality, disability inclusion, digital skills and environmental sustainability into education initiatives.
- Experience in working and coordinating with international and national partners, government agencies and donors.
- Work experience in a multicultural and multilingual/international environment and ability to accommodate cultural differences to effectively interact with people of different cultures.

Complementary Information

- Job location: Arusha, Tanzania
- Contract information: the contract period is for 12 months (yearly renewable up to 5 years). We offer an EF contract with a competitive salary and benefit package which includes comprehensive insurance cover, social security, pension contribution, etc.
- Starting date: as soon as possible (April 2025)

Application

Documents to be provided:

- A CV
- A cover letter
- Three business references including email and telephone contacts
- Applications must include the project reference: 23PSE0C362 - PEERS / TAEP Arusha.

Candidates interested in this opportunity are invited to submit their application as soon as possible. Expertise France reserves the right to pre-select candidates before the recruitment closing date.