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Terms of reference

Key Expert 1 - Green Education Expert (GEE)

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 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.

The Regional Economic Communities in Africa have a critical role to play in coordination and providing platforms for peer learning towards the implementation of Continental Education Strategy for Africa (CESA), SDG 4 and the education goals 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; poor coordination due to membership of Member/Partner States in several RECs and diverse languages; weak coordination and peer learning mechanisms amongst the RECs; and non-inclusion of RECs and Member/Partner States in the African Union 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 regions 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 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 regions.

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 regional association for education (ADEA²). Expertise France has been designated the Coordinating Agency for this partnership.

The duration of the action is scheduled 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 in AFRICA

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Assignment description

Working remotely with frequent travels to the headquarters of the EAC (Arusha, Tanzania) and ECOWAS (Abuja, Nigeria), the Green Education Expert (GEE) will be in charge of providing technical assistance and capacity building in her/his area of expertise, to the two RECs, in the implementation of the PEERS project. More specifically, the GEE will have the primary responsibility of supporting the two RECs in the technical and political dialogue in the area of green education, and in the planning, implementation and monitoring of activities and outputs under the three specific objectives of the Description of the Action (DOA) (more details below).

The GEE will report to PEERS Team Leader and will be part of a technical team which is comprised of two Technical Assistants in Education Policy (one TAEP in each REC), complemented with short-term expertise provided by two other Key Experts in the other two focus areas of the project (equitable quality, gender-responsive, inclusive; and digital education policies) as well as technical expertise that might be identified on a need basis during project implementation. The GEE will also work in close collaboration with a Project coordinator and a Project Assistant, both residents based within the EAC.

In the implementation of the activities, the GEE 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: 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 RECs and PEERS team in the area of green education, environmental education and climate change
- **Planning**
 - Contribute and provide technical inputs to the annual planning at different levels: i) at project-level within PEERS team, ii) at the REC level within the frame of their annual planning, ii) as well as within the thematic working groups in the development of their annual workplans.
 - Contribute to the integration of the focus area on green education in the strategic programming of each level of the project implementation.
- **Coordination and stakeholder engagement**
 - Define and implement actions that contribute to consolidate RECs' ownership of the project and build internal capacity to lead the activities in relation to green education
 - Collaborate closely with the Regional Coordinators, TAEPs and REC teams to promote synergies between the working groups on green education in the two RECs
 - Contribute to address stakeholders' feedback and integrate lessons learned into the project's general approach

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- **Capacity strengthening**
 - Contribute to the development and implementation of the RECs capacity strengthening plan in the area of green education
 - As part of the capacity strengthening plan, directly design and implement capacity strengthening activities on green education, such as training, coaching, tool creation (for example to monitor the workplans implementation)
 - Coach and support the RECs staff in charge of leading and implementing the activities in the focus area of green education.
 - Support the RECs in the stakeholders mapping at political and technical level, at regional and national level, and in the definition of an effective reach out strategy and dialogue to promote policy reforms and effective coordination practices in the area of green education

- **Project implementation**
 - Upon request of the RECs team, provide relevant technical inputs on topics that are related to green education
 - Support the RECs in setting-up, leading and developing the working groups on green education
 - Support the REC teams and directly contribute to i) drafting the TORs of the outputs and activities that are identified in the green education section of the annual workplans of the RECs and their working groups, ii) the implementation of the activities (through direct involvement and implementation for some activities), iii) the monitoring and quality assurance of the deliverables
 - Support the Regional Coordinators and TAEPs in the technical coordination of the thematic experts team that might be mobilized to support the working group in the area of green education
 - 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 Regional Economic Communities (RECs) and the EU.
 - All other activities and tasks that might be requested by PEERS Team Lead for the effective implementation of the project, within the technical area of the expert

- **Reporting and communication**
 - Contribute and provide technical inputs to the annual reports in the area of green education, at the three implementation levels specified above (ref to planning section)
 - Produce individual bi-annual reports detailing the implemented capacity-strengthening activities and follow-up actions in the area of green education
 - 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

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Contributions to the Specific Objective #1:

- Contribute to drafting the TORs of the working groups on green education and support the creation, the operation and development of the working groups in the two RECs
- Assist the RECs Commissions/Secretariats and provide individual coaching in the overall coordination and facilitation of the operation of the working groups on green education
- Support the EACs Commissions/Secretariats in the identification of synergies between the different thematic working groups, as well as the implementation of the corresponding synergetic activities
- In collaboration with the TAEPs, support the RECs Commissions/Secretariats and contribute to drafting the TORs of the short-term complementary expertise in the focus areas of green education, their implementation, monitoring and quality assurance of their work for the: i) the situation analysis, ii) the needs assessment covering both institutional and individual capacity strengthening needs, and iii) the initial capacity strengthening plan
- In collaboration with the TAEPs, support the EAC Commission/Secretariat in the organization and implementation of the activities listed in the workplans of the green education working groups
- Support the RECs Commissions/Secretariats in the organization and definition of the technical content of the annual high-level event that will convene the policymakers of the sub-region

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 in the area of green education and its contextualisation in relation to RECs needs and strategic planning
- Support the RECs in the identification of relevant study visits for the observation of EEA experiences, practices and coordination tools in the area of green education, and support its organisation
- Provide technical inputs and support for the organisation of webinars showcasing EEA experiences, practices and coordination tools in the area of green education
- Support the RECs in their participation and contribution to webinars organised between African and European peers at technical level to exchange ideas and experiences on green education
- Support the RECs in their participation and contribution to side-events to the high-level events within the AU-EU partnership framework

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Contributions to the Specific Objective #3:

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

- Support the “green education” working groups in the two RECs in the identification of the data and evidence needed for their technical dialogue, and support the formulation of their requests in the area of green education
- Support the RECs in the dissemination of evidence-based policy recommendations and advocacy efforts at the level of RECs political bodies, at the level of policymakers during high-level events, as well as research stakeholders and portals, in the area of green education

Profile required

Qualifications:

- Minimum Master’s degree in International Education, Education Policy and Planning, Economics of Education, Environmental Studies, or other relevant fields.
- Profound understanding of environmental and education policies in Sub-Saharan Africa.

Required Skills:

- General understanding of international aid architecture in West and East Africa
- Deep knowledge and practice of education systems and stakeholders in West and East Africa
- Deep knowledge and practice of coordination and sector dialogue approaches and mechanisms in the field of education in SSA countries
- Significant prior experience and achievements in the areas of environmental education, climate change awareness and adaptation, sustainability, and environmental-friendly practices in the education sector, in particular in terms of environmental education programme design and implementation, the integration of environmental issues in the national curriculum and/or in the training of teachers in SSA countries or similar contexts
- Significant prior experience and achievements in terms of institutional and individual capacity building, and change management in SSA countries or similar contexts
- Advanced ability to contribute to a technical dialogue that leads to policy reforms and result-oriented programme implementation, with different types of partners (national partners, donors, 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.
- 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 remotely 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.

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Required Experience:

- Minimum of 10 years' professional experience in education projects or programmes, preferably in West and/or East Africa.
- Demonstrated experience as education or environmental specialist, technical assistant/advisor providing policy advice and capacity building to public institutions (eg. technical assistance, peer-to peer exchanges among civil servants, etc.) in the area of environmental education
- Experience contributing to the implementation of large complex projects (> €10M), preferably funded by the European Union or other international donors.
- Experience in working and coordinating concomitantly with multiple stakeholders, such as international and national partners, government agencies and donors.
- Work experience in a multilingual/international environment and ability to accommodate cultural differences to effectively interact with people of different cultures.

Complementary Information

- Job location: Remote with frequent travel to Abuja, Nigeria and Arusha, Tanzania; as well as other locations depending on the project's needs
- Contract information: The contract is a service framework agreement with an expectation of 240 working days spread over 4 years, focusing roughly two-thirds of the effort in the first two years. Purchase order will outline the specific number of days allocated, the activities to be undertaken, and the deliverables expected. Working days will be regularly confirmed based on the project's evolving needs through subsequent purchasing orders.
- Starting date: as soon as possible (June 2025)

Application

Documents to be provided:

- A CV
- A technical note
- A financial offer clearly indicating the daily rate (excluding tax)
- Three business references including email and telephone contacts.

Applications must include the project reference: 23PSE0C362 - PEERS / Green Education Expert

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.