Funded by: & implemented by :

Terms of reference
Short-Term Digital Education Expert

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 EDUFI[1] for Finland), and a regional association for education (ADEA[2]). Expertise France has been designated the Coordinating Agency for this partnership.

The duration of the started the June 19 for 5 years to June 2030 (60 months) with a budget of 15.000.000 EUR.

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[1] Finnish National Agency for Education
[2] Association for the Development in AFRICA

Assignment description

During the inception phase of the project, a comprehensive situation analysis will be implemented across the two RECs. This exercise will serve as an initial step to guide the project's interventions in three thematic areas: gender and inclusion, digital education, and green education. The purpose of the situation analysis is to develop a detailed understanding of the current landscape in each region, identifying who the key actors are, what initiatives and policies already exist, and which practices have demonstrated positive results, which one failed and why. It will also examine the main challenges, barriers, and systemic gaps that hinder progress, and determine the common regional priorities that can be addressed collectively.

This methodology for the situation analysis will consist of a desk review, short surveys, and interviews of the main stakeholders for basic education in the region, primarily the Ministries of Education (MoEs), but also the main technical partners and other relevant regional organizations. The analysis will not only map the current state of affairs in each thematic area but also provide an integrated view of how these issues interact within the broader basic education ecosystem.

For the **digital education component**, particular attention will be paid to how countries are integrating technology into their education sector plans (strategic level), and into teaching and learning (operational level), how infrastructure and connectivity challenges are being addressed, and what capacity-building efforts are in place for teachers and administrators. The analysis could include a few specific, small-scale experiences in the region or outside the region that could be used as reference points for the subsequence strategic and operational planning, though it should be primarily be focussed on systematic challenges, opportunities and possible options.

The output of this exercise will be a regional analysis and mapping that highlights the common challenges, opportunities, and strategic priorities supported by operational options (suggested joint actions) shared by the member states within each REC. This output will form the basis of a referential framework to be used by the thematic working groups that will be established in the next phase of the project. The situation analysis will be on the main documents to support the the working groups' annual work plans, and should thus be thought as such from the start. The working groups should be able to select issues from the framework to address collectively, ensuring that their workplans are rooted in a sound understanding of the regional context.

Purpose of the assignment

The Short-Term Technical Expert in Digital Education will ensure that the digital education component of the situation analysis is technically sound, methodologically rigorous, and relevant to the needs of both regions. The expert will be responsible for drafting the Terms of Reference for the digital education strand of the situation analysis in close collaboration with the project's Team Leader and the Technical Advisors for Education Policies in each REC.

Once the ToRs will be elaborated, the short-term digital expert will carry out the desk review, surveys, and interviews with key stakeholders in the sector to draft a preliminary report providing insights into existing policies, initiatives, and best practices in digital education in SSA. This report will help identify

gaps and opportunities for policy and programme innovation, with a focus on approaches that have proven effective in similar contexts. The report will synthesize the findings on the key challenges, leading stakeholders, and notable initiatives in both ECOWAS and EAC, offering a consolidated perspective on the state of digital education in both regions.

The assignment will also involve active participation in the ADEA Triennale, where the expert will facilitate and animate a dedicated session on digital education. This will be an opportunity to present preliminary findings, engage with a broad range of stakeholders, and contribute to shaping the policy dialogue at a regional level.

Depending on the project's evolving needs, the expert may also support the onboarding process of the Long-Term Digital Education Expert, expected to join the project towards the end of December. In this capacity, they would ensure continuity of knowledge and transfer of insights gathered during the inception phase, setting a strong foundation for the implementation period.

The expert will operate primarily on a remote basis but will be required to undertake frequent travel to the headquarters of the EAC in Arusha, Tanzania, and ECOWAS in Abuja, Nigeria, as well as to the venue of the ADEA Triennale. They will report directly to the Team Leader and under the technical lead of the Technical Advisors for Education Policies (TAEP) in each REC, maintaining open lines of communication and ensuring timely delivery of outputs in line with the agreed workplan.

Main responsibilities

- **Technical Expertise & Dialogue**.
  - o Serve as the lead technical resource for digital education in support of the RECs and PEERS team during the situation analysis phase.
  - o Provide technical inputs and direct contributions to ensure that the sections of situation analysis on digital education aligns with the latest trends, evidence, and policy priorities in digital education for the two RECs.

- **Development of the situation analysis ToR**
  - o Draft the ToRs for the digital education component of the situation analysis in close collaboration with the Team Leader and Technical Advisors in each REC.
  - o Contribute to the ToR for the ADEA Triennale session on digital education.

- **Capacity Building & Onboarding**
  - o Provide inputs for the smooth onboarding of the Long-Term Digital Education Expert.
  - o Share findings and recommendations from the inception phase to inform long-term planning.

Delivrables

1. Draft and final ToR for the digital education component of the situation analysis.
2. Session facilitation and technical contributions during the ADEA Triennale.
3. Analytical report and mapping on challenges, stakeholders, initiatives, and practices in digital education in ECOWAS and EAC regions (+ associated PPT presentation)
4. Briefing note for onboarding the Long-Term Digital Education Expert (if required).

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Profile required

Qualifications:

- Minimum Master's degree in Digital education, Pedagogy and Teaching, Education Policy and Planning, International Education, or other relevant fields.
- Strong expertise in digital education policy 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 digital education, in particular in terms of digital education programme design, implementation and evaluation, the integration of digital education in the national curriculum and/or in the training of teachers 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.
- Strong analytical skills, excellent leadership competencies, and strong interpersonal and communication skills.
- Full command of standard computer applications (Microsoft Office).
- Fluent French and English speaking, and written skills are essential.

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 digital 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 digital education
- 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 potential travel to Abuja, Nigeria and Arusha, Tanzania; as well as participation in the ADEA triennial in October.
- Contract information: The contract is a service framework agreement with an expectation of 30 working days spread over 4 months.
- Starting date: as soon as possible (September 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 / Short-term expert digital education

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.