



## Terms of Reference

### External Evaluation of ASPBAE Advocacy on Adult Learning and Education (ALE) 2021-2022

#### 1. Introduction

As a central part of **DVV International (DVVI)**'s regional Asia project, the **Asia South Pacific Association for Basic and Adult Education (ASPBAE)** advocates for recognition, further promotion and quality assurance of adult education on the Asia-Pacific region and beyond.

**ASPBAE** is a network of organizations and individuals involved in formal and non-formal adult education, working with and through NGOs, national education campaign coalitions, community organizations, government agencies, universities, trade unions, indigenous people, women's organizations, the media, and other institutions of civil society across the Asia Pacific.

ASPBAE is committed to ensuring that every individual receives their right to a good quality education and lifelong learning opportunities. Its members and partners work closely together to hold governments accountable for making education available, accessible, acceptable, and adaptable - free from all forms of exclusion and discrimination. ASPBAE's fundamental purpose is to advance and defend the right of all people to learn and have equitable access to relevant and quality education that promotes gender justice, and learning opportunities throughout their lives.

ASPBAE's four priority areas of work are: 1) Policy advocacy advancing the right of all to quality basic, youth and adult education within a climate-saving, gender-transformative and equitable learning system; 2) Leadership and capacity building to sustain fronts for coordinated education advocacy actions and promote quality youth and adult education practice informing policy and wider constructs of education quality; 3) building strategic partnerships with those who share ASPBAE's values, vision and commitment for securing stronger recognition of the critical role of education and adult learning in meeting all the SDGs; 4) institutional capacity building to strengthen the ASPBAE network to better pursue its work.

ASPBAE has been a partner of dvv international since 1977 and has collaborated with the organization on regional and global advocacy on adult learning and education (ALE) in several UNESCO International Conference on Adult Education (CONFINTEA) processes and more recently, in the realization of Education 2030 (SDG 4) and the wider Sustainable Development Goals (SDGs).

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DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

The programme of DVV International is financed by Germany's Federal Ministry for Economic Cooperation and Development (BMZ). The current funding period is from 2021 to 2023.

DVVI cooperates with governmental and nongovernmental institutions in Germany, Europe and worldwide. Its domestic and international work is guided by a commitment to human rights and the Institute's principles on the promotion of women and gender equality. Every second year of a three-year funding phase, the respective sub-project implemented and/or financed by are evaluated. This is why ASPBAE now seeks appropriate candidates to evaluate its advocacy work.

**The current project phase (2021-2023)** of cooperation between ASPBAE and *dvv international* has four objectives, two on the macro and two on the meso level.

## **MACRO LEVEL**

Objective 1 is **'ALE or LLL Policies have been improved in 5 countries of the Asia-Pacific region.'**

Indicator:

1. Coherent LLL or ALE policies are implemented in at least 3 countries and developed in at least 2-3, all with the participation of civil society.

Objective 2 is **"The positions of civil society are taken into account in Asia in the SDG4 and the CONFINTEA process"**.

Indicators:

1. At least 5 CSO key messages on ALE form part of the outcome document of CONFINTEA 7 at the regional level and in the Outcome Statements of the APMED and the annual regional SDG 4 review meetings.
2. Through various communications channels, ASPBAE publishes ALE-related messages at least 3 times per year.

ASPBAE sought to scale up ALE advocacy work at the country level so that coherent lifelong learning (LLL) or ALE policies are implemented and developed, all with the participation of civil society. ASPBAE envisaged to work in select countries especially with national education campaign coalition members and member organisations doing ALE advocacy who are well-positioned to influence policy reforms favouring ALE (e.g. CSOs represented in government technical committees on education, SDGs etc.) and where the COVID-19 related restrictions do not inordinately impair advocacy engagement. Aside from specific country level education/ALE policy arenas, the country-level SDG processes - notably the development of Voluntary National Reports (VNRs) - and the country-level preparatory processes for CONFINTEA VII, were

identified as key spaces for ALE advocacy. It was also envisaged that CSOs employ ‘Spotlight Reports on ALE’ to advance evidence-based advocacy efforts.

At regional and global levels, ASPBAE aimed to ensure that the commitments on ALE made within the SDG-SDG4 agenda are pursued in follow up actions, and a robust CSO input informs the CONFINTEA VII processes to secure strong policy commitments to ALE as a human right, a key enabler of other rights, and a core component of lifelong learning with the power to transform lives for the better – especially of marginalised groups. ASPBAE sought to advocate on collectively-defined CSO policy positions in the areas of ALE Policy, Governance, Financing, Quality and Participation.

Communications and social media are at the core of ASPBAE’s advocacy strategy. As such, ALE analysis, insights and recommendations were intended to remain an integral part of ASPBAE’s information and communication platforms such as through the monthly bulletin, tri-annual Ed-Lines newsletter, website updates, and social media postings.

## **MESO LEVEL**

**Objective 3 is ‘National education coalitions in at least 10 countries have increased their capacities in ALE advocacy.’**

Indicators:

1. At least one regional capacity-building initiative involving ALE campaigners and practitioners, deepening advocacy capacities on RVA systems, CLCs and on addressing strategic ALE data gaps is organized per year.
2. The learning objectives established in advance have been reached by at least 80 % of the participants.

**Objective 4 is “Expanded and further qualified pool of leaders, trainers and facilitators (based on the Basic Leadership Development Course, BLDC), linked sustainably through a community of practice on ALE in the Asia Pacific region”.**

Indicators:

1. At least 100 adult educators have reached the learning objectives agreed on in advance.
2. At least 100 leaders, trainers and facilitators form part of a community of practice and exchange ideas on further promoting ALE, attentive especially to meeting the learning needs of marginalized groups.

ASPBAE aimed to organize cross-country/regional on-line, face to face, blended capacity-building opportunities for ALE advocacy to assist its members in drawing up credible and concrete policy and programme recommendations, supportive of their identified priority policy change actions in country level ALE policy arenas, and in the SDG-SDG 4 and CONFINTEA VII processes. ASPBAE also aimed to deepen appreciation specifically in the areas of Community Learning Centres (CLCs), Recognition, Validation and Accreditation systems of non-formal, informal, formal learning and in addressing data gaps marring strong ALE policy development. ASPBAE aimed to organize at least one (1) regional capacity building initiative on ALE advocacy each year and to offer mentoring support to the individual ALE advocacy efforts of its members. The ASPBAE Basic Leadership Development Course remained a key capacity-building platform for ALE advocacy and practice.

## **2. Reasons for the Evaluation**

The evaluation of ASPBAE's work with DVVI will focus on its ALE advocacy efforts at country, regional and global levels which are being expressed in Objectives 1 and 2 mentioned above. While the focus is on ALE advocacy, the interlinkages of the context-based capacity building (meso level) particularly Objective 3, as well as the value addition of its communications strategies will also be assessed.

More specifically, this evaluation is expected to:

- appraise the ASPBAE contribution in advancing ALE policy development and implementation of ALE policies at the country level;
- appraise the ASPBAE contribution in influencing the regional and global discourse, policies and commitments to ALE in the SDG 4, SDGs and CONFINTEA VII processes and other ALE platforms (e.g. Global Alliance on Literacy/GAL)
- appraise the ASPBAE contribution in strengthening the competencies of ASPBAE members to scale up their ALE advocacy efforts in regional, sub-regional, cross-country, and national level ALE advocacy work
- recommend ways to improve ASPBAE advocacy and capacity building efforts on ALE advocacy at different levels, for greater effectiveness and impact

The evaluation will be pursued as an organizational learning exercise to inform ASPBAE's future strategies and work on ALE advocacy and capacity-building within the ASPBAE-DVVI partnership. It will seek to harness information, insights and reflections from ASPBAE members, key ASPBAE staff and leadership closely involved in these efforts and with ASPBAE partners, possibly reaching out to other CSO networks (e.g. International Council for Adult Education), UNESCO Bangkok and possibly government officials who have worked with ASPBAE/ASPBAE members on ALE advocacy. The evaluation report will be shared with ASPBAE, DVV International and the Ministry for Economic Cooperation and Development (BMZ) of the Federal Republic of Germany.

## **3. Key Questions**

The evaluation should be based on the five OECD/DAC criteria (relevance, effectiveness, efficiency, impact and sustainability). The key themes/questions guiding the evaluation should thereby be as follows:

### **ALE policy development and implementation**

- What have been the significant contributions of ASPBAE in influencing the SDG-SDG4 and CONFINTEA VII processes at national, regional and global levels?
- What have been the achievements in policy development and policy implementation of ALE in the countries where ASPBAE members conducted ALE advocacy? What have been the challenges and how were these addressed?

- What have been effective advocacy strategies in ensuring ALE is addressed in the policy discussions on education and in transforming education systems?
- How useful were CSO Spotlight Reports on ALE and other knowledge products developed, in promoting the advocacy messages and positions of CSOs with policy makers and other education stakeholders?
- Had ASPBAE effectively facilitated linkages between country-level and regional/global advocacy efforts which proved mutually beneficial?

### **Capacity building on ALE advocacy**

- What have been significant contributions of the ASPBAE-facilitated regional and country-level ALE advocacy capacity building efforts in shoring up abilities of members for effective ALE advocacy? Were the learning objectives of the capacity-building initiatives met?
- What have been the contributions of the ASPBAE communications and social media work in promoting ASPBAE ALE advocacy analysis and positions?
- What are the lessons learned in building capacities for evidence-based advocacy specifically the development of CSO Spotlight Reports on ALE?
- What are ways to improve the content, structure, technologies, and delivery modes of the ALE capacity building to better respond to the emerging advocacy needs and changing contexts of ASPBAE members?

### **4. Evaluation Time-frame**

The evaluation is to take place in the last quarter of 2022. A tentative schedule is as follows:

- Date of announcement of call on 10 October 2022
- Submissions of qualified offers on 31 October 2022
- Selection of consultant by 7 November 2022
- Signing of contract by 11 November 2022
- Implementation of evaluation from 12 November to December 2022
- Draft report by early January 2022
- Delivery of final report by end January 2022

### **5. Expectations and Reporting**

There are several steps in reporting, to be presented by the consultants:

- Inception Report: This includes the planned methods and detailed timetable envisaged by the consultants, and needs to be agreed upon by the concerned parties.
- Debriefing: This can be carried out prior to the preparation of the Draft Report in order that the outline and other key elements of reporting be discussed and agreed upon.

- Draft Report: This first draft of the final report should be submitted in order to allow comments by *dvv international* and ASPBAE.
- Final Report: The final version includes a summary in which the comments on the draft report are indicated. A presentation of the final report will be organised with the participation of ASPBAE and DVVI representatives.

The reports must be in English, provided in e-version as a word document, the final report as a signed paper copy additionally.

## **6. Responsibilities**

ASPBAE will be the contracting authority for this evaluation. The main contact persons will be

- The Secretary General and the President of ASPBAE
- The Consulting Director for Policy and Strategic Directions
- The Regional Policy and Advocacy Coordinator and the Training for Transformation Team Coordinator

Furthermore, the Regional Director of DVV International for Southeast Asia will comment on the outputs at the various stages of the evaluation.

The Evaluation team would be supported by the ASPBAE Policy and Training for Transformation (TFT) teams for sourcing the requisite background material, establishing contacts with the respondents and providing logistical assistance, through the duration of the evaluation.

## **7. Key Qualifications of Consultants**

The Consultants are expected to have the following qualifications and previous experiences:

- ✓ Communication fluency in English
- ✓ Strong analytical and report writing skills
- ✓ Expert knowledge and experience in the area of ALE advocacy and capacity building
- ✓ Capacities and experience in conducting evaluations oriented to advocacy at different levels
- ✓ Experience in the development sector, especially in the Asia Pacific region
- ✓ Adept in organizing and running online meetings, calls in various platforms (e.g. Zoom, Skype)
- ✓ Relevant University level qualifications and appropriate degree

## **8. Budget**

The maximum available budget is US\$ 10,000.

## **9. Content of the Offer for the Tender**

To participate in the tender described above, the following documents have to be submitted on or before **31 October 2022**:

- Letter that describes and confirms all the required competencies and experiences
- CV of all involved Consultants
- Samples of past evaluations
- List of clients of earlier evaluation
- Outline of the intended evaluation process
- Description and outline of the evaluation methodology
- Cost estimates

This letter with the respective attachments should be addressed to the ASPBAE Secretary-General, with this Subject: ASPBAE ALE Advocacy Eval, and sent by e-mail to [application.aspbaejobs@gmail.com](mailto:application.aspbaejobs@gmail.com).