

## Terms of Reference

**Project Title:** Support to Adult Education in Malawi

**Country:** Malawi

**Project Number:** 8180

**Funding Agency:** BMZ

### 1 Introduction

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 approximately 920 adult education centres (Volkshochschulen) and their state associations, the largest service provider of continuing education 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 over 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for a lifelong Adult Learning and Education (ALE).

Funded in a large part by the BMZ for the creation/strengthening of social structures (Sozialstrukturförderung - SSF), the Institute cooperates with more than 200 partners in more than 30 countries in Africa, Asia, Latin America, and Europe. DVV International promotes, together with national, regional, and global associations of adult education (AE), lobbying and advocacy activities for the human right to education and lifelong learning. In doing so, DVV International contributes to the United Nations Sustainable Development Goals (SDGs), the Global Agenda for Education (Education 2030) and the UNESCO International Conferences on Adult Education (CONFINTEA).

DVV International supports the exchange of information and interaction between professionals at European and global level through conferences, seminars, and publications. DVV International's interventions cover three levels: *first level* – contribution to policies, strategies, standards, and norms, as well as funding on national level (macro level), *second level* – institutional capacity building and capacity building of teaching staff (meso level), and, *third level* - the basic model interventions for the population with potential for replication at national, regional, and international level (micro level).

### 2 Background of the project

Budget allocation to ALE in Malawi is extremely low. Government focuses the little available resources on supporting literacy centres, which implement a rather outdated curriculum (i.e., one that teaches literacy and numeracy without strong links to practical activities and livelihoods). Dropout rates of the centres are high, and men and youth tend not to enrol for cultural reasons despite having literacy needs. Lack of resources also results in centres lacking teaching and learning materials. M&E is extremely weak due to a combination of unavailable resources and lack of capacity. Some civil society stakeholders implement ALE programmes but there is weak coordination between actors resulting in an often-fragmented sector that struggles to respond to the needs of adult learners.

In 2020, the first ever National Policy for ALE was approved. At the time of writing, a National Strategy to implement the Policy is being finalised before being put forward for approval. These are two very significant milestones that have been reached with the support of DVV International in recent years. In particular, the existence of the Policy is fundamental to tackling all of the other challenges that affect the adult education sector. Without a guiding policy, was not possible to develop a coherent strategy for the sector. Without a policy or strategy, there was no clear framework which could be used to attract financial support to the sector. There was no framework on which to build cooperation and coordination between ALE stakeholders (both governmental and non-governmental) and between ALE and other sectors. Thus, on its arrival in Malawi at the end of 2017, DVV International began focusing its efforts on supporting the government to develop an ALE policy, which would lay a foundation for building and strengthening the national ALE system.

Despite progress in strengthening the national framework for ALE, adult education is generally understood nationally in a very limited sense as only literacy and numeracy acquisition. It does not have well-developed links with other sectors or programmes that respond to the interests and livelihood needs of today's adult learners. DVV works in partnership with the Media Institute for Southern Africa (MISA) Malawi to advocate for a broader understanding of ALE and the essential role it plays in national, community and individual development.

Even with a policy and strategy in place, there are still many elements of the ALE sector that need to be addressed. The government will need to develop a workable resource mobilisation strategy for the sector targeting both governmental and external funding. Alone, the government will struggle fiscally to implement an ALE policy and strategy. Therefore, cooperation between governmental and non-governmental actors needs to be significantly enhanced. DVV has helped to establish a government working group for ALE, as well as an ALE thematic group for CSOs, and continues to play a key role in facilitating communication and enhanced cooperation between these two groups for improved implementation in the sector.

Capacity of personnel in the ALE sector is another significant challenge. ALE is currently situated in the Ministry of Gender, Community Development and Social Welfare. This fact also places it outside the education ministry and budget, limiting opportunities for lobbying to increase budget allocation. Government personnel in the ALE sector are often not trained in ALE. Instead, they may have a community development or some other development-related qualification. Thus, DVV has carried out an analysis of the ALE sector to identify the gaps and needs for capacity development. Identification of gaps and suitable entry points for intervention is also aided by DVV's Adult Learning and Education Systems Building Approach (ALESBA), which is being rolled out across Africa.

DVV has also been working with the Catholic University of Malawi to set up the country's first ever third level education course for adult educators and personnel, which launched in 2021. This course will fill a big gap that exists in the training of adult education personnel. To further build capacity and enhance programme implementation, DVV also supported the government to revise the national M&E system for ALE and is currently working on the development of a national MIS.

As current programmes focusing on literacy and numeracy to not adequately respond to the needs and interests of adult learners, DVV is promoting more innovative approaches that link literacy acquisition with other skills areas. Research has shown that adult learners are more inclined to enrol and remain in programmes that respond to their everyday livelihood needs and general welfare than those that focus on literacy and numeracy skills alone. The main approach being used is the Integrated Adult Education (IAE) approach. IAE integrates literacy and numeracy learning into courses that focus on skills and knowledge acquisition such as agricultural techniques and entrepreneurship skills. These courses are considered much more relevant by adult learners as they

respond to their everyday lives and needs. As a result, enrolment rates are much higher than other programmes and dropout rates are lower.

The general environment in Malawi is conducive to implementing ALE interventions in response to the challenges detailed above. DVV's approach aims to contribute to strengthening the ALE sector through inter-linked activities across three levels – macro, meso and micro. The objectives and measures on these three levels of intervention are detailed in the following sections.

### **3 Objectives of the project**

The following are general objectives of DVV International.

- (1) Adult education offers are improved and multiplied (micro level);
- (2) The technical and institutional capacities of the cooperation partners for carrying out practical activities and for the management of a system are reinforced (meso level);
- (3) The inclusion of adult education in policies, poverty reduction strategies and local and national budgets has increased (macro level).

### **4 Activities of the programme**

In order to achieve the afore-mentioned objectives, the following project activities were designed and implemented under each area of the expected results:

#### **On the macro level:**

DVV is engaged in interventions to strengthen the national framework for ALE. To this end, the main governmental partner is the National Centre for Literacy and Adult Education (NACLAE) at the Ministry of Gender, Community Development and Social Welfare. Key activities include support to the development of a National ALE Policy and Strategy, revision of the National M&E Framework, development of a National MIS for the M&E System, as well as related advocacy interventions to increase support and visibility for the ALE sector. These interventions address key gaps identified within the ALESBA framework.

#### **On the meso level:**

M&E is also addressed on this level through training and development of capacities of both governmental and non-governmental stakeholders to improve the quality of data collection and analysis for the sector. DVV has worked in partnership with the Catholic University to develop Malawi's first higher education course in Adult Education and Development, which is currently being piloted and which will be evaluated later in 2021. An ALE Thematic Group has been set up and supported to take part in various trainings and roundtable meetings to improve coordination and cooperation on ALE.

#### **On the micro level:**

Current work focuses mainly in three areas. Firstly, piloting and rollout of the Integrated Adult Education approach with governmental and non-governmental partners. Secondly, support to the development of Community Learning Centres (CLCs) as innovative hubs for adult education at the community level. Thirdly, support to vocational skills programmes for prison inmates that are nearing release. The latter is combined with psychosocial counselling so that the inmates target behaviour change in parallel with the acquisition of technical skills.

## 5 Evaluation goal and objectives

DVV International understands itself as a learning organization. In order to improve further project activities, DVV International, as the implementing agency, would like to learn more about achievements, challenges, and best practices of the above-mentioned project.

The evaluation's main goal is to document project achievements towards the objectives as set out in the project proposal. Furthermore, the evaluation should review and assess the relevance of the project activities, the achievement of the expected results, and their perspectives for sustainability. It should include a reflection about **lessons learnt** and make **recommendations** for the project partners regarding methodologies, strategies, and approaches for possible further activities. The evaluation is aimed at revealing problems and barriers in the project implementation, as well as outlining how they were overcome. In this regard, it should also consider the many adaptations that were made due to the COVID-19 pandemic.

The evaluation and its recommendations shall be a useful tool of information for all partners involved in the project.

## 6 Main Evaluation questions

The evaluation should be carried out according to the OECD DAC Criteria for Evaluation Development Assistance and should give clear statements regarding the following:

### 6.1 Relevance

The extent to which the activity is suited to the priorities and policies of the target group, recipient, and donor. In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

### 6.2 Effectiveness

A measure of the extent to which an aid activity attains its objectives. In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

### 6.3 Efficiency

Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme or project implemented in the most efficient way compared to alternatives?

## 6.4 Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended, or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental, and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions. When evaluating the impact of a programme or a project, it is useful to consider the following questions:

- What has happened as a result of the programme or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

## 6.5 Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

## 6.6 Adult Learning and Education System Building Approach (ALESBA)

DVV International's Africa Project is designed on a system building approach to ALE referred to as ALESBA, where horizontal integration across the sectors and vertical integration across the various levels of governance are key orientations.

The evaluation should comment on the tendencies and developments during the project period with regard to integration.

The evaluation should also formulate recommendations for a new project phase aiming to increase the level of systematic integration towards a more coherent, relevant, and sustainable system for adult learning and education.

## 7 Evaluation approach and methods

The evaluation will consist of both desk and field study. A combination of primary data collection and secondary data review is expected during the evaluation.

Secondary data sources will be made available to the contractor. The following **secondary documents** will be provided:

- Project proposal
- Interim project reports
- Mid-term and other kinds of (self)evaluations referring to the project
- Partner documents of project implementation (as far as available)
- Etc.

To collect information from **primary data sources**, the contractor is free to propose feasible methodological approaches (quantitative or qualitative). We recommend taking the following groups into consideration:

- Management (including financial management) of regional and country office of DVV International
- Senior management in the head office (if relevant)

Institutional capacity of partners:

- Stakeholders from partner institutions (in different regions)
- Trainers and teachers

Effectiveness with regard to the target group:

- Learners,
- Families of learners (also from previous years) schools and
- Employers etc. (depending on the programme design)

It should be checked if standardized quantitative approaches might be applicable.

The evaluation will begin with an inception phase of reviewing documents provided by DVV International (desk study), and the preparation of an inception report. This is followed by a period of field study and the preparation of a draft report. The final report will consider remarks to the draft report made by the DVV International country, regional office, and regional desk at headquarters.

## 8 Indicative Timetable and work input

The indicative number of working days is 25. Applicants are expected to submit their own proposals for the number of working days, phases of the work, and the distribution of working days per phase:

The indicative timetable for the evaluation is as follows:

Deadline for clarifications: September 8<sup>th</sup>, 2021

Deadline of submission of proposals: September 10<sup>th</sup>, 2021

Selection of candidate: By September 17<sup>th</sup>, 2021

Inception Report (Draft): By September 24<sup>th</sup>, 2021

Field phase: October 04<sup>th</sup> to 15<sup>th</sup>, 2021

First draft of evaluation report: October 22<sup>nd</sup>, 2021

Final version of Evaluation Report: October 29<sup>th</sup>, 2021

## 9 Target group of the evaluation results

The target group of the evaluation results will be the project management team of DVV International country and regional office as well as the head office in Bonn. The results of the evaluation will also be sent to the Contracting Authority (BMZ). Furthermore, the results of the evaluation will also be presented to relevant stakeholders participating in the evaluation.

## 10 Right of use

The Principal has the exclusive and unlimited right to use the results fulfilled by the contract. The transfer of this Right of Use is complete with the payment made to the Contractor.

The Contractor has Right of Use permission strictly limited for personal non-commercial purposes. Transfer of the Right of Use to third parties is excluded.

## 11 Contractual Conditions

The legal basis for this contract is provided by the "General terms and conditions for the implementation of Services" (VOL/B). These general terms and conditions are not attached to this contract; however, an exemplary service contract is part of these Terms of Reference for perusal.

## 12 Tasks of the evaluator/ evaluation team

The evaluation team will be requested to fulfil the following tasks:

- Methodological design and planning of the evaluation in communication with DVV International,
- Desk Study of relevant project documentation (application and log frame, annual plans and reports, other monitoring documents and project reports, teaching and PR material);
- Design of data collection instruments for the field phase.
- Prepare an Inception Report.
- Conduct the field phase with participation and involvement of all relevant stakeholders.
- Compile preliminary evaluation report, integrate comments, and finalize the report.
- De-briefing sessions in country of evaluation and/or Bonn, Germany (if relevant)

## 13 Deliverables

The following deliverables are expected:

- **Inception report:** The expert/ team of experts will present a report giving detailed information about methods and specified questions (evaluation matrix); all data collection tools need to be presented beforehand. In case of applying quantitative data collection methods, a pre-test will be required. This report will be presented to DVV International; DVV International will provide feedback in due time and may request amendments. The Inception Report needs to be approved by DVV International before the data collection commences.
- **Debriefing in the country:** By arrangement with the DVV International programme coordinator, the (team of) expert(s) will present the preliminary, country-specific results of the evaluation and will answer questions in this regard, documenting the discussion, which must form part of the final report.
- **Draft evaluation report:** DVV International will receive a first draft of the final report, which will be examined on the basis of the DAC Evaluation Quality Standards; on this basis, comments will be made on the rough draft before it is returned to the expert(s).
- **Final evaluation report:** The final report will take into account the comments on the rough draft about the entire evaluation process and all results and recommendations.

The evaluation report should be produced **in English** and be submitted to DVV International **electronically**. A respective template for the final report can be provided in the inception phase to the contractor.

## 14 Responsible persons at DVV International and logistics

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

- The senior manager for monitoring and evaluation, Dr. Thomas Lichtenberg, DVV International, Bonn
- The Senior Desk Officer for Southern Africa of DVV International in Bonn, Mr. Gerhard Quincke
- DVV International's Regional Director for Southern Africa, Mr. David Harrington

The DVV country office will provide all relevant documents and support the evaluator / team of evaluators in the field with arranging interviews and field visits etc.

The final report will be accepted by Regional Director for Southern Africa on behalf of the Senior Manager for Monitoring and Evaluation and the Senior Desk Officer for Southern Africa of DVV International in Bonn.

## **15 Evaluator eligibility criteria**

The evaluation will be done by an evaluator who needs to demonstrate experience in evaluating development projects. The evaluation expert will further have experience with organisational development and capacity building. Previous experience in the Malawi / Southern Africa and knowledge of English and Chichewa language.

The consultant(s) we are looking for should

- have at least 5-year experience in the field of evaluation of development projects (please, provide proof of this experience),
- be able to demonstrate sound knowledge of evaluation methods and instruments,
- be experienced in the field of adult education,
- have experience with stakeholder participation and transparent knowledge management,
- excellent analytical and writing skills,
- previous working experience in the Malawi / Southern Africa region
- fluency in English and Chichewa

## **16 Quality standards**

The candidates should propose a suitable evaluation design and methodology, well adapted to the project objectives and TOR for the evaluation, in order to meet the evaluation's goal and objectives. The evaluation must comply with the following standards and guidelines:

- OECD-DAC Principles for Evaluation of Development Assistance<sup>1</sup>
- Standards of the DeGEval – Gesellschaft für Evaluation Standards für Evaluation<sup>2</sup>

## **17 Coordination/Responsibility**

The Regional Director for Southern Africa will oversee the contracting on behalf of the Senior Desk Officer for Southern Africa as well as the Senior Desk Officer for Monitoring and Evaluation at DVV International Headquarters in Bonn. The evaluator should work in close cooperation with the DVV International Regional Country Director for Southern Africa during the preparatory and implementation phase. The Project Coordinator from the DVV International Country Office in Malawi will handle the cooperation regarding the exchange of relevant project documentation and data.

Logistical support will be offered to the evaluator by the Project team in Malawi (DVV International country office staff), including any relevant booking of accommodation, local transportation, translation, and assistance in arranging interviews and project visits.

## **18 Estimated Budget**

The estimated cost of the assignment should indicate all honoraria costs, transport and travel costs, and any other relevant costs. All costs should be clearly detailed and broken down on the submitted budget.

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<sup>1</sup> <http://www.oecd.org/dac/evaluation/qualitystandardsfordevelopmentevaluation.htm>

<sup>2</sup> <https://www.degeval.org/publikationen/standards-fuer-evaluation/>

## 19 Application package

Experts participating in the tender for this evaluation should send their application package by September 10<sup>th</sup>, 2021 by e-mail to:

Mr. David Harrington, Regional Director for Southern Africa, e-mail address: [dvmalawi@gmail.com](mailto:dvmalawi@gmail.com)

Late submissions will not be accepted.

The application package should include the following documents. Please make sure to comply to the provided requirements below and use the **annexed templates**:

All interested candidates should submit the following documents:

- a) CV(s) of person(s) to be involved in the assignment in English
- b) Technical proposal covering the following aspects (**maximum of 5 pages**)
  - Narrative overview displaying an understanding of the task
  - Detailed methodology
  - Work Plan, including detailed proposed steps and timeline of implementation
  - Consideration of any specific requirements envisaged for the evaluation
  - Consideration of the specific context (country, topic)
  - Internal Quality Management
- c) A detailed financial proposal with all expected costs (Please use the template provided and submit with a **hand-written signature**).

## 20 Evaluation criteria of proposals

The proposals will be assessed according to the following criteria:

- **Qualifications and experience of the evaluation team** (based on the criteria mentioned above),
- **Technical proposal** (based on the criteria mentioned above; appropriateness to achieving the objectives of the assignment; all of the above-mentioned criteria for technical proposals will be taken into account),
- **Financial proposal** (best cost-service relation; appropriateness to the proposed technical proposal; please consider the envisaged total number of working days).

## 21 Request for clarification

If you should have questions concerning this tender, please send your questions to [dvmalawi@gmail.com](mailto:dvmalawi@gmail.com). The latest date for submitting questions is **September 08<sup>th</sup>, 2021**.