



## Terms of Reference

Title: **Analysis of Central Asian Country Policies on Adult Learning, as a basis for strategic intervention**

Countries: Kyrgyzstan, Tajikistan, Uzbekistan

Timeframe: 15.02.2020 - 15.04.2020 (selected number of working days)

### 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 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 (AE) 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.

DVV International has been active in Central Asia since 2002. Between the years 2002-2019, DVV International implemented various lobbying activities at both country and regional levels. After over 15 years of engagement in Central Asia, it is becoming more important to update the analysis of the framework conditions for ALE and to analyse successful project practices in the region with the aim to develop a new regional strategy on supporting the development of Adult Learning and Education (ALE) in Central Asia. The relevance of this activity increases in the light of a new level of regional cooperation / integration in almost all areas, including education since 2017. The regional strategy for macro-level activities on ALE to be elaborated will also strengthen initiatives to promote the exchange of knowledge and experience between Central Asian countries.

With support from Germany's Federal Ministry for Economic Cooperation and Development (BMZ), three country studies on the framework conditions for ALE in Kyrgyzstan, Tajikistan and Uzbekistan should be conducted, and one comparative regional study be compiled on their basis.

It is the country studies which the given ToR are formulated for.

### 2. Objective

The assessment of the status quo of the framework conditions for ALE in Kyrgyzstan, Tajikistan and Uzbekistan should include:

- legal and policy framework for ALE
- institutional arrangements on the part of the three states
- resourcing of adult education
- availability of statistical information/ M&E systems on ALE
- institutional environment for the professionalization of adult education providers and specialists

The country studies aim to provide sector actors and decision-makers with evidence, policy options and capacity to further develop the adult education sectors in Central Asia.

By basing the research on the same guiding questions and working with comparable data sets and methods, the country studies should also provide a basis for comparative analysis across the three countries. This analysis will be conducted in a second step, and as a separate assignment, which will lead to a sub-regional synthesis report.

Guiding questions for the country analysis and report are related to three areas:

### **Enabling Environment:**

1. Does the country have an ALE strategy that defines ALE and contributes to policy implementation at all levels of implementation (macro-meso-micro)?
2. How is the current ALE strategy linked to other national and regional strategies, plans and agendas? What are the potentials for synergies, what are potential contradictions between the different strategies?
3. What are the financial resources, institutions and processes that support ALE provision? What are recommendations to strengthen the future potential and practice of financing ALE policies and activities by the government and donors?
4. Do qualification frameworks exist that address minimum competencies and provide a basis for curriculum assessment? If not, which other similar mechanisms exist? Are there on-going efforts to produce national qualifications frameworks?
5. Which best practices exist in the surveyed country that has had a positive impact on policy and legislative development for ALE? To what extent and how do ALE-related policies manifest through actions?
6. How could further system-building and increased financing from public resources in the field of ALE be fostered in the survey countries?
7. What could serve as incentive for private companies and non-state stakeholders to invest in ALE?
8. Which concrete next steps are required at the macro level in order to strengthen the role of ALE in the country (with special focus on the aim of achieving the SDGs)?

### **Institutional Arrangements:**

9. Do institutional and professional structures exist from the side of the state, responsible for the implementation and coordination of the ALE strategy, and also for research and development of the ALE sector?
10. Which non-state actors play a role in shaping and implementing ALE in the country? And how?
11. Which structures or platforms exist to engage state- and non-state actors? Describe their roles and functioning.
12. Recommend incentives for professionalization in the field of ALE at the country level.
13. Provide recommendations on steps that can be taken to secure co-operation, collaboration and the sharing of resources and lessons learnt between key stakeholders at regional level.

### **Technical processes:**

14. What are the major gaps with respect to data and statistics needs, institutional capacity, or other areas identified as important in the country study? How could this be improved for the ALE sector?

### **3. Methodology**

The country study will employ a variety of methods of data collection and analysis, including but not limited to the following:

1. Desk review of relevant literature will include academic literature, analytical, policy, and evaluation documents, reports and publications by government, international agencies, and NGOs, which are available at national, regional and international levels. The desk review will be a useful background for conducting field research.
2. Field research will involve the collection and analysis of additional information and data collected from different stakeholders, including relevant government bodies, ministries, universities, research centres, institutes, TVET colleges, community learning centres, and education partners in selected countries.
3. Country research may include conducting semi-structured interviews in a local language with stakeholders at central, provincial, district and school CLC level. Interviews with relevant education partners are also foreseen based on suggestions by DVV International and the consultants responsible for the sub-regional comparative analysis after analysing the country situation.
4. The consultant needs to be in close communication with the other two country-based consultants and the experts responsible for the comparative analysis to ensure the comparability of the three country samples and methodologies used during data gathering and analysis.

### **4. Deliverables**

The country report is to be written in English or Russian. The reports will be translated into English or Russian and a local language of the specific country by DVV International. The country reports should be prepared as single-spaced documents, using Microsoft Word and tables/graphs and images/photos, with a maximum of 20 pages (detailed formatting guide and main chapter headings will be provided upon contracting), excluding an executive summary, annexes and references.

### **5. Tasks and Timeline (tentative, subject to later concrete agreement)**

1. Desk review, fine-tuning and operationalization of research design between 15 and 23 February 2020;
2. Field research between 24 February and 06 March 2020;
3. First draft of country report by 20 March 2020;
4. Based on feedback received from the consultants responsible for the comparative analysis and DVV International, finalize and submit the country report by 15 April 2020.

**The assignment is foreseen to include a maximum of 20 paid working days.**

## 6. Qualification requirements of applicants

1. Knowledge of, and proven work experience in the education sector ;
2. Experience in conducting complex country policy analysis and writing analytic reports;
3. Fluent in Russian;
4. Sufficient level of English proficiency to communicate directly with the international consultancy on study.

## 7. Application Procedure

Deadline for applications is 2<sup>nd</sup> February 2020.

Interested applicants send their **proposal package** for conducting the country study, **indicating which country/countries they are interested in** and including a motivation letter with a description of adequate experience, technical proposal with preliminary methodology for conducting the country study, financial proposal and CV **in electronic form in English language** to:

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