



DVV International

Education for Everyone. Worldwide.
Lifelong.

**Terms of Reference – Assessment of the adult education service delivery
system of the Ministry of Social Development and its Community
Development Centres in Jordan**

1. Background

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 850 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.

We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International in Jordan, in cooperation with the Ministry of Social Development (MoSD), intend to implement a peer review in the frame of the Adult Learning and Education System Building Approach (ALESBA). The peer review shall assess the adult education service delivery

system of the MoSD and its local Community Development Centers (CDCs), informing the further process of cooperation between DVV International and MoSD.

What is the Adult Learning and Education System Building Approach (ALESBA)?

ALESBA is an integrated approach – developed through field work by DVV International offices in both Ethiopia and Uganda – and is based on peer reviews working in the same field and at several levels with the aim of analyzing the dimensions and actual processes of providing services and reaching the target groups; and thus, adult learning and education systems in general.

The approach is based on identifying the basic characteristics of systems and exploring restructuring, process engineering, and other mechanisms to address challenges from a holistic perspective, and trying to address the causes rather than the symptoms of the problem to ensure the existence of different forms of learning and education services for youth and adults that can be accessed within a reasonable and acceptable quality of the program provided.

For more information about the ALESBA approach please review the following links:

Adult Learning and Education System Building Approach (ALESBA)

<https://www.dvv-international.de/en/ale-toolbox/system-development/adult-learning-and-education-system-building-approach>

Draft translation of the ALESBA Handout

https://www.dvv-international.jo/fileadmin/files/middle-east/documents/Announcement/ALESBA_Arabic.pdf

Review more about DVV International tools (ALE Toolbox)

<https://www.dvv-international.de/en/ale-toolbox>

2. The scope of the implementation

DVV International has been working with the MoSD since 2010, establishing major consensus in the field of development cooperation and adult learning and education. The MoSD is looking to use the assessment tool that is part of the ALESBA approach to assessing their adult learning and education system in the frame of its services delivered through the CDCs.

DVV International and MoSD have agreed on a plan in implementing the assessment (see annex 1). The assessment process shall be guided by a consultant who has the task to familiarize with ALESBA, guarantee a smooth implementation process, work collaboratively with the peer review team, document the results of the interviews, events and workshops carried out during the process, draft the reports and present the results to DVV International and MoSD.

The assessment shall be conducted with all MoSD entities that are responsible for providing the adult education service delivery. These are: The MoSD headquarter, the directorates, and the CDCs. Two locations have been selected to assess the system: the Eira and Yarqa CDC and its directorate in Salt in the Balqa governorate, and the Naour CDC with its directorate in West Amman in the Amman governorate.

3. Timeframe

The peer review assessment will be carried out in two phases: October – December 2024 and January – May 2025. The consultant will be contracted twice based on the progress of the assessment, and the availability of funds.

4. The process and expected results

- Training of the peer review team in Oct/Nov 2024 (5 days Amman):
 - The assessment instruments (research questions & tools) as well as reporting mechanism and templates will be produced based on that training
- Assessment with peer review method of two CDCs in two governates (one rural 3 days, one urban 3 days), one in Nov–Dec 2024 and one in Feb–Mar 2025
- The peer review team is comprised of:
 - MoSD – Ministry HQ employee (3 persons)
 - MoSD – Directorate employee (1 person)

- MoSD – CDC employee (1 person)
- DVV International member (1 person)
- Adult Educator (1 person)
- Drafting a report for the first CDC assessment by Dec 2024, and for the second CDC assessment by Mar 2025
 - Workshop to share and validate the result by April 2025 (2 days location: Amman, Participants: Peer review team and interviewees)
- Finalize the report by April 2025
- Scoring and diagnosis workshop in May 2025 (2 days)
- Compiling the scoring and diagnosis results from the workshop
- If needed, final presentation of assessment and scoring results to DVV International and MoSD (1 day)

5. Responsibilities of the researcher

- First Phase:
 - Familiarizing with the ALESBA approach.
 - Submitting and coordinating a time schedule for the implementation of the task to DVV International.
 - The consultant will attend a coordination meeting at DVV International Office before the training to ensure s/he has all necessary inputs to develop all needed materials based on the output of the training.
 - The consultant will attend the training workshop for the peer review team in Amman.
 - The consultant will develop a new measuring matrix, and all needed materials of surveys, forms, databases...etc.
 - The consultant will be responsible for the entire assessment process of the peer review team and the data collection processes for the first CDC. This task requires her/his presence in the location for the duration of the peer review.
 - The consultant will provide DVV International a mid-term report on the progress of the assessment process in Arabic and an executive summary in English.
- Second Phase:

- The consultant will continue her/his responsibility for the assessment process of the peer review team and the data collection processes for the second CDC. This task requires her/his presence in the location for the duration of the peer review.
- The consultant will provide DVV International a report on the progress of assessment process in Arabic and an executive summary in English after the completion of the peer review in the second CDC.
- The consultant will present the results during a workshop to share and validate the results with the peer review teams and the interviewees by April 2025.
- The consultant will provide the final report in Arabic and an executive summary in English by April 2025.
- The consultant will present the final results to the peer review team and the interviewees in a workshop to score and diagnose the adult learning and education system within the MoSD by April/May 2025.
- The consultant compiles the scoring and diagnosis results report and submits it to DVV International by April/May 2025.
- If needed, the consultant will present the final results of the process to DVV International and MoSD.

6. Qualifications of the researcher

- At least 5 years of experience in conducting quantitative and qualitative research and studies, and proof of previous participation in studies in areas related to one or more of the following areas: adult education, lifelong learning, training, continuing education, vocational and technical education, development cooperation.
- Highly proficient in Arabic and English for academic use.
- Professional communication skills (with peer review team, target groups, etc.).
- Excellent skills in data analysis and drafting of technical reports.

7. General principles

- In achieving the objectives of this assessment mission, the consultant must adopt an enabling approach to adult learning and education and participatory empowering methodologies based on dialogue and conveying the voice of the target groups, beneficiaries, and relevant authorities.

- The consultant shall ensure full adherence to the specified deadlines and qualitative reports.
- The consultant should show a high level of flexibility in time and in following the methodologies and methods that guarantee the optimal outputs from the task.
- The consultant shall maintain the confidentiality and privacy of all documents and internal information provided by the Ministry of Social Development and DVV International. It is not entitled to disclose any information to third parties even after the end of the assignment. The consultant must also return any tools, objects, property or documents that were provided with it for this task. It is absolutely forbidden to give any retention rights whatsoever.
- The Ministry of Social Development and DVV International have the exclusive and unrestricted right to all the outputs of this mission. The consultant shall deliver and provide all outputs upon request. Upon completion of the assignment, the exclusive right to license or permit the use of these products passes to the Ministry of Social Development and DVV International. The remuneration paid shall be deemed to include compensation for all intellectual property rights or copyrights.

8. Proposal

All interested candidates should submit their proposals consisting of the following documents:

- a) Cover letter (1 page);
- b) CV(s) of person(s) involved in the assignment,
- c) Financial and technical proposal that reflect own understanding of the task (max. 3 pages)

9. Right of use

DVV International and the Ministry of Social Development will have the exclusive and unlimited right to use the results of the project. 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.

10. Payment mechanism

The task will be paid in four installments: the first (20%) upon signing the contract, 30% upon acceptance of the mid-term report (after the completion of the first phase) by DVV International, 20% upon the start of the second phase, and 30% upon acceptance of the final report and the scoring and diagnosis results report by DVV International. All installments shall be paid in accordance with an original tax invoice, and after receiving all the required outputs and written approval.

We invite interested researchers to submit their bids by 29th of September 2024 at the following email with the title (Consultant ALESBA) – info@dvv-international.jo

ورقة تعريف

توظيف "نهج بناء نظم تعلم وتعليم الكبار" عبر مقاربات "مراجعة النظراء" لأنظمة وسياسات مراكز تنمية المجتمع المحلي

ننوي في الجمعية الألمانية لتعليم الكبار في الأردن وبالتعاون مع وزارة التنمية الاجتماعية تنفيذ مقاربات "نهج بناء نظم تعلم وتعليم الكبار عبر مراجعة النظراء" في مراكز تنمية المجتمع المحلي لنتمكن من بناء خطة العمل للمراحل القادمة لاستكمال بناء قدرات مراكز تنمية المجتمع المحلي بما يتوافق مع المهام والسياسات التي أنشأت من أجلها.

فما هو نهج بناء النظم في تعلم وتعليم الكبار (ALESBA) Adult Learning System Building Approach؟

هو نهج متكامل - تم تطويره من خلال العمل الميداني لمكاتب الجمعية الألمانية لتعليم الكبار في كل من أثيوبيا وأوغندا- ويقوم على مراجعات النظراء العاملين في ذات المجال وضمن عدة مستويات بهدف تحليل الأبعاد والعمليات الفعلية لتقديم الخدمات ووصولها للفئات المستهدفة؛ وبالتالي نظم تعليم وتعليم الكبار بشكل عام.

يقوم النهج على تحديد الخصائص الأساسية للنظم واستكشاف إعادة الهيكلة، وهندسة العمليات، وغيرها من الآليات لمواجهة التحديات من منظور شمولي، ومحاولة معالجة الأسباب بدلاً من أعراض المشكلة لضمان وجود أشكال مختلفة من خدمات التعلم والتعليم للشباب والكبار والتي يمكن الوصول إليها ضمن جودة معقولة ومقبولة للبرنامج المقدمة.

إن مثل هكذا عملية ستمر بعدة خطوات يمكن وصفها كما هو مبين تالياً:

تصميم البحث وفق منهجية مراجعة النظراء

- الفئات المستهدفة: مراكز تنمية المجتمعات المحلية (2)، مديريات وزارة التنمية الاجتماعية (2)
- تدريب لفريق مراجعة النظراء في تشرين أول / تشرين ثاني 2024 (عمان):
 - تصميم الدراسة خلال ورشة العمل (أسئلة البحث والأدوات)
 - إنتاج آلية الإبلاغ والنماذج
- مركزان من مراكز تنمية المجتمع المحلي في محافظتين، مركز في منطقة حضرية وآخر في منطقة ريفية.
- التدريب الأول في تشرين أول / تشرين ثاني 2024 والآخر في شباط / آذار 2025
- شريك سابق (عيرا ويرقا / جديتا)، وشريك جديد (ناعور)
- يجب أن يكون فريق مراجعة النظراء من وزارة التنمية الاجتماعية ومراكز التنمية الأخرى التي تمت مراجعتها.

من سيكون في فريق مراجعة النظراء:

- وزارة التنمية الاجتماعية - مركز الوزارة عضو 3
- الجمعية الألمانية لتعليم الكبار عضو 1
- موظف مركز تنمية المجتمع المحلي 1
- وزارة التنمية/ مديرية التنمية الاجتماعية المعنية - موظف المديرية 1
- مدرب أو معلم الكبار 1
- إستشاري الدراسة/البحث ويتم تعيينه من قبل الجمعية الألمانية لتعليم الكبار.

- سيقوم الاستشاري بتجميع مسودة التقرير لمركز تنمية المجتمع المحلي الأول بحلول كانون اول 2024، ولمركز تنمية المجتمع المحلي الثاني بحلول آذار 2025
- ورشة عمل لمشاركة النتائج والتحقق من صحتها بحلول نيسان 2025:
 - o الموقع عمان، فريق مراجعة النظراء المشاركين والذين تمت مقابلتهم.
- وضع اللمسات الأخيرة على التقرير من قبل الاستشاري نيسان 2025
- ورشة عمل لتحليل التقرير والتشخيص في أيار 2025.
- استخدام التقرير

الخطوات المقترحة لتنفيذ البحث وفق منهجية مراجعة النظراء مع وزارة التنمية الاجتماعية:

- الاجتماع مع إدارة قسم تعزيز الإنتاجية وتشكيل فرق مراجعة النظراء
- اتخاذ قرار بشأن فريق عمل تقني للإشراف على عملية مراجعة النظراء، وجميع الخدمات اللوجستية، وما إلى ذلك. يمكن أن يكون من مجموعة مختارة من الموظفين.
- التحضير لمراجعة النظراء والنظر في نطاق المراجعة ، وأخذ العينات ، وأعضاء فريق مراجعة النظراء ، والاختصاصات / تصميم البحث للمراجعة ، والخدمات اللوجستية ، والإطار الزمني ، والبرنامج / الجدول الزمني ، وما إلى ذلك.
- تصميم الدراسة (أسئلة البحث ، الفئة المستهدفة ، المجالات ، الأدوات ، إلخ).
- تدريب وتوجيه فريق مراجعة النظراء في المنهجية بما في ذلك وضع سياق أسئلة تقييم النظم
- إجراء مراجعة النظراء
- توثيق النتائج لكل منطقة / مقاطعة ومنطقة وكذلك المستوى الوطني
- تجميع مشروع التقرير
- مشاركة مسودة التقرير والتحقق من صحتها في ورشة عمل / اجتماع
- وضع اللمسات الأخيرة على التقرير
- مناقشة وتحليل نتائج التقييم مع جميع المعنيين
- إجراء التقييم الكمي من خلال استكمال أداة التسجيل
- تجميع تقرير تقييم موجز على المستوى الوطني ونشره
- إجراء تشخيص لمراكز تنمية المجتمعات المحلية.