



DVV International

Education for Everyone. Worldwide.  
Lifelong.

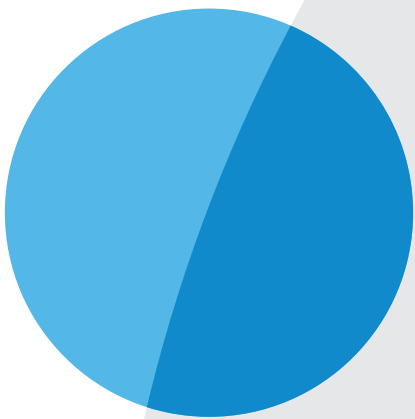
# Annual Report 2016



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# Contents

- 04 Introduction
- 05 Institute directorship in conversation
  
- I. DWV International worldwide**
- 09 Chat and learn – an app for villagers in Mali
- 10 DWV International supports reform of the adult education sector in Macedonia
- 12 Regional exchange strengthens adult education in Latin America
- 13 Skills and competencies for the future
- 14 Perspectives for young people in the Tajik mountain regions
- 16 Adult education in the 2030 Agenda
- 17 Advocacy for the new education agenda
- 18 Moldova: Vocational training for socially disadvantaged groups
- 19 DWV International advises governments in Ethiopia and Uganda
  
- II. DWV International and the Volkshochschulen**
- 21 Integration of refugees: “People want to learn”
- 22 Digital Participation for All! – Adult Education Conference 2016
- 24 Training of teachers: Curriculum globALE in practice
- 25 Diverse, up-to-date and relevant: Global Learning in German adult education centres
  
- III. DWV International at a glance**
- 27 The profile of DWV International
- 28 Our partner countries
- 30 The profit and loss account
- 31 The balance sheet
- 32 Measure and assess the impact of adult education
- 33 Evaluations
- 34 Fund acquisition – public funding
- 37 Contact persons for DWV International in Bonn
- 38 Employee statistics
  
- 38 Imprint



# Introduction

Dear Readers,

It has a good and long tradition. Even at the 14th German Adult Education Conference in Berlin last year, among the 1500 participants there were international guests from 40 nations. International speakers took part and guests from all over the world engaged in discussions in the numerous events. Their self-evident participation and the open communication once again demonstrated the strength of DVV International as an important global affiliate of the German Adult Education Association (Deutscher Volkshochschul-Verband, DVV). We're allowed to be a little bit proud of this: The DVV, through its institute for international cooperation – DVV International – has been promoting the idea of adult education for 50 years, worldwide. This “competence capital” of DVV is currently becoming more and more important in this time of globalisation and global responsibility. This can fill us up with a great amount of joy. And it must genuinely be an incentive for the future.

DVV International has a special, unique feature, because in this institute and its concept, adult education and development cooperation combine. Through DVV International, state and civil society institutions in more than 30 countries are advised and supported. DVV International commits itself to improving the legal, structural and financial framework for sustainable development. Together with local partners, the foundations for suitable and high-quality training offers are laid. These help disadvantaged groups in particular take hold of and form their own lives. At the centre of the work of DVV International, as with the adult education centres (Volkshochschulen) in Germany, is a holistic understanding of education. Remedial basic education and literacy, job support and a wide range of general training measures are closely linked with one another. Even if the challenges vary widely from region to region, the goal is always to improve the participation of the public. That is how DVV International helps to promote local development, reduce poverty and open up new life perspectives for people in their home countries.



**Dr. Ernst Dieter Rossmann**

DVV International, as an expert organisation, is anchored in Germany and can rely on the expertise of over 900 German Volkshochschulen. In turn, the Volkshochschulen benefit from the international experience of the Institute. In the case of our work with refugees in Germany, the long-term experience with the target groups abroad and their different learning cultures and educational biographies, helps us to make integration offers more accurate. But in other areas as well, such as literacy or vocational training, the domestic and international work is mutually reinforcing.

On the following pages, we invite you to get an impression of DVV International's activities in the past year. For example, find out how digital learning changes the lives of villagers in Mali, how the Institute supports the reform of adult education in Macedonia, or how Latin American education organisations are being linked together. And these are only three examples from the broad and varied field of work of DVV International.

I wish you exciting reading!

With kind regards,

**Dr. Ernst Dieter Rossmann**

*Chairman of the Deutscher Volkshochschul-Verband e. V.*

# “Adult education is of central importance for prosperity and peace”

**Director of DWV International Christoph Jost and Deputy Director Esther Hirsch look back and talk about 2016.**

**Which event from 2016 has remained foremost in your memory?**

**Christoph Jost:** I can still very well remember our meeting with the directors of our foreign offices and, on the next day, the German Adult Education Conference in Berlin, in June. Soon after my appointment to the office in April, I was able to experience firsthand the worldwide network of DWV International and the power of the entire association. I would also like to mention the personal and varied encounters abroad, whether with our DWV International team in Jordan, our partners and teaching staff in Cuba, the education ministries in Bosnia and Herzegovina, or the participants in our adult education centres in Laos.

**Esther Hirsch:** 2016, I became a member of the international editorial board of our journal, *Adult Education and Development*, which we have been publishing since 1973. In January, the editorial board met in Morocco in order to plan the contents of the current issue on “Skills and Competencies”. For two days, in this international committee, we intensively discussed possible topics and authors, thus developing a joint concept for the issue. I found this process to be very enriching because it was necessary to combine perspectives from different regions of the world and different experiential backgrounds and to elucidate the topic from the point of view of practice, science and politics.

**In your opinion, what contribution can adult education make to development cooperation?**

**Christoph Jost:** Adult education is of central importance for development. If we want to increase education and prosperity and secure peace, we need to concern ourselves with the most disadvantaged people. Adult education, through literacy and remedial basic education, doesn't just compensate for weaknesses in the formal education



**Christoph Jost at the country directors meeting of DWV International in Berlin**

system. It also has a positive impact on areas such as health, the environment and social and economic development. The importance of adult education is also increasingly recognised internationally, which is reflected, among other things, in the new Sustainable Development Goals of the 2030 Agenda. There, for example, literacy, education for sustainable development, professional skills and vocational skills are specifically addressed.

**Esther Hirsch:** Twenty years ago already, at the beginning of my professional life, in a project on the supply of drinking water in Guinea, I experienced the importance of adult education in development cooperation. Without the knowledge and skills required for maintenance and repair, hygiene and use of a well, the long-term benefit of a deep well is very limited. That's exactly what I was responsible for back then: education and training for the users. Our project would have worked even better if the training of the village communities had not just been tied to the project, if there would have been local structures for adult education



which would have offered long-term education and knowledge exchange on health, vocational skills, but had also offered literacy and bookkeeping.

### Many millions of people worldwide are seeking refuge. How can educational opportunities improve the situation of refugees?

**Esther Hirsch:** Once arrived in a receiving country, people's needs are initially focused on elementary survival: nutrition, housing, health and the protection of their human rights. Relatively quickly, however, situations related to life in general take centre stage: understanding the culture and language in the receiving country, school attendance and training of children and adolescents, professional orientation and training of adults, as well as the handling of possible psychological consequences of flight and the changed living conditions come to the fore. This is precisely where adult education offers enter and make it possible to meet the needs of the refugees.

**Christoph Jost:** Refugees, as a particularly disadvantaged population group, traditionally belong to the target group of our education activities worldwide, especially internally displaced persons. With the outbreak of the Syrian war, cross-border movement increased considerably and has gained more public attention. In our work, we rely on structures which have grown in our partner countries and on decentralised work approaches. In this way, we can quickly implement measures adapted to the local situation, which help the participants to develop a perspective and take their lives back into their own hands.

### What other topics decidedly influenced the work of the Institute in 2016?

**Christoph Jost:** Adult education encompasses many topics and areas, and the challenges vary widely from region to region. In addition to the debate on the Sustainable Development Goals, digitisation is certainly of supranational importance. I see great potential here for adult education and development cooperation. Along with the effective handling and end-use of devices, the further development of digital teaching and learning offers are

also in the picture. These are the ways in which the range and cost-efficiency of our activities can be significantly increased. What is also clear is that we will not abolish classroom instruction, since motivation to learn and personal interaction is what it is always about. Approaches to blended learning must be adapted to local contexts and to the central areas of adult education.

### To be sustainable, adult education needs stable and reliable structures. How can these be built and supported?

**Christoph Jost:** Structurally, we work on several levels. On one level, we carry out courses directly with the people. Next to that, we support adult education institutions through the training of teachers and administrative staff as well as through organisational development. Over and above that, we work on the conditions for the political framework, such as concepts, strategies and legislation regarding adult education, in order to secure these structures in our partner countries. Thus we combine civil society strengthening with state anchoring.

**Esther Hirsch:** A good example to illustrate our holistic approach is our work in Morocco: We promote and advise adult education centres there, the so-called *Universités pour Tous*. In practice this means that the set-up of individual centres is supported and that they get concrete advice on questions of course design, selection of topics, public relations work and organisational structure. In addition to that, however, the centres are also bound together in a network and their instructors are trained jointly. A common understanding is developed as well. That is how, in December of 2016, the Moroccan umbrella organisation of the *Universités pour Tous* was able to be founded. For this we draw on the expertise of our VHS (Volkshochschulen – adult education centres) in Germany, who accompany these processes in an advisory capacity.



Esther Hirsch with Moroccan colleagues at the AED Editorial board meeting in Rabat

A major challenge, of course, is the long-term financial security of the centres. In the medium term, the public sector should provide this support, and therefore appropriate framework legislation is needed. Here too we support intensive lobbying activities at the municipal, regional and national level.

#### What are the roles of partner institutions?

**Esther Hirsch:** Without partners our work would not be possible. Worldwide we cooperate with numerous non-governmental organisations and educational institutions who implement the projects locally on the ground. Thereby, we advise, support, strengthen and network our partners at all levels. As an example we can take ANAF AE, the Afghan Adult Education Association, which we helped to build up and which presently directs an association of 23 adult education centres in Afghanistan. This year it received the Bibi Gul Literacy Prize from UNESCO.

**Christoph Jost:** In addition to that, we work closely with regional and international adult education networks to jointly strengthen lobbying and advocacy for adult education around the world. Our goal of strengthening the importance, visibility and financing of non-formal education can only be achieved through our partners and networks.

As part of the German Adult Education Association (Deutscher Volkshochschul-Verband), DVV International is able to draw on the expertise of around 900 VHS. How does the cooperation actually work?

**Esther Hirsch:** On many projects, we work together closely with the association and the VHS to our mutual betterment. For the building of structures for adult education worldwide, we are inspired by the German model and use the expertise and experience of the German VHS system for trainings and consultations. But the association and the VHS also benefit from our international experience:

in the framework of our project “Global Learning in the VHS” we support the development education activities of the VHS in Germany. In our work with refugees – which we are concerned with both in Germany and abroad – we also want to use our experience abroad more intensively for our work in Germany.

#### What challenges do you see for your work in the coming years?

**Esther Hirsch:** We are currently facing major global challenges – flight and migration, integration, job creation, movements which increase radicalisation, and limited frameworks for action for civil society organisations, just to name a few headline items. Confronting that, there are weak formal education systems, high illiteracy rates, a large informal sector, rising (youth) unemployment and social tensions. Adult education alone cannot solve all of this, but without adult education a solution will hardly succeed. Our major challenge remains to raise public awareness of this important role of adult education and for us to intercede in order to use its potential to respond to global challenges.

**Christoph Jost:** We need to better explain adult education and emphasise its importance for key areas such as health, employment, conflict prevention and community empowerment. To this end, we want to further strengthen the supraregional exchange of experience in order to further develop and spread our professional knowledge and particularly effective approaches and methods. ●

More information about the worldwide work of DVV International at [www.dvv-international.de](http://www.dvv-international.de)

WEB

# DVV International worldwide





# Chat and learn – an app for villagers in Mali

**For people who have only learned to read and write as adults, it is particularly important to practice and apply what they have learned on a regular basis. In Mali, DVV International has developed an app that is tailored to the needs of the newly literate.**

In Mali, as in all countries of Sub-Saharan Africa, the mobile phone was introduced without previous blanket coverage by landlines. In development policy, this springing over the economic or technological development steps of the North is called “leapfrogging”. The increasing spread of mobile devices opens the door for adult education to reach many people in remote areas.

## Women in particular belong to the target group

DVV International is taking advantage of this opportunity and has developed a learning app that helps the newly literate in village communities to deepen and further develop their reading and writing skills. The app is named *Balikukalansoba*<sup>1</sup>, can be downloaded free of charge and is available in various Malian languages, such as Bambara or Peul.

The target groups include, in particular, women who have learned to read and write within about the past two years. In order to use the app, groups of five women at a time receive a tablet and a training course for the use of the device and the app. In addition, they receive a solar charging station with which they can charge the tablet. A lamp operated by the charging station makes reading and learning in the evening hours possible. In addition, through renting the charging station to others, women can earn profits in order finance their Internet use.



**Participants learn to use the tablet and the app in trainings**

## The learning groups chat about rice cultivation, potato harvesting and the bronchitis of the children

With the app, the learning groups can inform themselves and exchange experiences about topics such as nutrition, agriculture, health, education, work and life through their newly acquired reading and writing skills. So, for example, Aminata from Kati chats with her friends from the learning group who live in the neighbouring village about rice cultivation or the potato harvest, the ground water level of the field well or the bronchitis of the children. Village problems, like potato blight and the poor harvest are also discussed. Through these short chats, Aminata, Fatoumata, Hawa and Mariam keep their learning fresh and keep in practice by reading short news items.

The app has been being tested since October 2016 in the Malian regions and cities of Bougouni, Kayes, Kati, Koutiala, Markala, Mopti and Yangasso. So far, the pilot project has reached 270 people with 60 tablets. ●

<sup>1</sup> *Balikukalansoba* means “learning place” in Bambara, one of the most popular languages in Mali.

# DVV International supports reform of the adult education sector in Macedonia

**Macedonia's adult education needs to be modernised. Supported by the European Union, DVV International and its partners have been helping the reform of the sector since 2016.**

After the disintegration of Yugoslavia and the independence of Macedonia, as part of a comprehensive transformation process, the education sector of the newly founded state was decentralised and reorganised. Almost exclusively, however, the efforts concentrated on the formal education sector, and the adult education sector was largely neglected. Thus, the Open Universities of Lifelong Learning, which emerged from the former Yugoslav Workers' Universities, are still today insufficiently financed. In addition, there is only little cooperation between the responsible ministries, adult education organisations, employer associations and trade unions.

## DVV International supports reform project

However, in the last decade, awareness of the importance of adult education has increased. This is due, not least, to the fact that Macedonia was recognised as a candidate for EU membership in December 2005 and has had to continually adapt its education system, and thus adult education, to the trends and developments of the European Union. As a result, in 2008 the government passed the first adult education law and began to gradually modernise the adult education sector.

By means of the Instrument for Pre-Accession Assistance (IPA), the European Union granted Macedonia 2.3 million euro for a fundamental reform of the adult education and vocational training system in the year 2015. Together with its Macedonian partner institution, the Centre for Lifelong Learning and the British Council, DVV International was commissioned in 2016 to accompany the implementation of this reform project.

As part of the reform, a new national adult education strategy will be adopted. At the same time, a comprehensive strategy of lifelong learning is being developed for the first time, linking vocational training and adult education. The necessary further development of the structures of adult



**Members of the expert team present a poster on the reform project**

education and vocational training is also the task of the reform project. An important goal is to make the education system more transparent and, for example, to enable the certification of non-formal and informally acquired knowledge. To this end, uniform standards for educational programmes and corresponding curricula are being formulated for both formal and non-formal areas.

## Citizen participation in the discussion

In the development and implementation of these reforms, all key stakeholders as well as ordinary citizens are being involved in a multi-stage, participatory process. A team of international and national experts from science and practice initially designs the national strategies, education programmes and curricula. DVV International uses the knowledge gained by the German Volkshochschulen (adult education centres) to support this process in the best possible way. The drafts are then discussed with the relevant institutions and stakeholders, including the Ministry of Education and Science, the Ministry of Labor and Social Affairs, the national Centres for Vocational Education and Training as well as Adult Education and with the national Councils for Vocational Education and Adult Education.

Not only the institutions, but ordinary citizens were also involved in the reform process. The national strategies were thus presented to the general public in events that offered space for discussion. In order to reach as many people as possible, the documents were



Workshop to prepare the new adult education strategy in July 2016

published online and could be commented on there. The comments and suggestions for improvement collected in this way were included in the revision of the strategy drafts.

### The first step: A new national strategy for adult education

The new national adult education strategy (*see box on the right*) was developed in the course of 2016 and widely discussed. By mid-2017 it should to be passed by the government. The national strategy will be complemented by an action plan that identifies the objectives, indicators and responsibilities of the individual actors and will also be coordinated with the government.

In order to ensure that the developed strategies and standards are subsequently implemented in practice, DVV International and its partners advise and train all national institutions involved. For example, they provide training in the fields of methodology and didactics of adult education, management of educational institutions, programme planning and curriculum development.

The focus of the reform project in 2017 will be to develop the national lifelong learning strategy. In addition, the education programmes and curricula for vocational education and adult education will be developed and subsequently tested in practice. DVV International and its partners will closely accompany these steps as well. ●

### The national strategy for adult education 2016–2020

The national strategy for adult education describes the following fields of action:

- increase the attractiveness of adult education and increase participation in adult education;
- set up a system for quality development in adult education;
- establish a system for the recognition of previously acquired knowledge;
- improve the organisation, management and financing of adult education;
- modernise the public education institutions for adult education (the Open Universities of Lifelong Learning) and strengthen their capacities;
- strengthen research and expertise for adult education;
- promote partnerships in the field of adult education;
- improve monitoring and evaluation in adult education.



# Regional exchange strengthens adult education in Latin America

**Every two years, DVV International extends an invitation to the youth and adult education *Encuentro Andino*. The forum offers state and civil society actors from South and Central America the opportunity for professional exchange and networking beyond their respective national borders.**

In November 2016, over 70 adult educators from six countries met in La Paz, Bolivia, for the third *Encuentro Andino*. Together with representatives from the education ministries of Bolivia, Ecuador and Peru, they discussed the current approaches and challenges of technical and vocational education. The focus was on the question of what education can and should be able to provide to young people and adults in order to noticeably improve their living conditions. This question is especially relevant in those contexts where classical vocational training doesn't work or doesn't work adequately. This applies, for example, to people without school-leaving certificates, to population groups in remote regions, but also to around 70% of Bolivia's working population, who can only find access and income in the informal sector.

Enthusiastic participants from Bolivia, Ecuador, Peru and Guatemala, Colombia and Mexico discussed current reforms and their importance for the further development of employment-oriented education. Various panels addressed the value and framework conditions of technical education and training in the context of the respective national education policies, presented innovative approaches to concrete educational work, and addressed challenges for a future-oriented and target-oriented design of corresponding educational offers.

## Increased exchange promotes the importance and visibility of youth and adult education

One result of the meeting was that the transfer of technical knowledge and skills alone was not enough. What is needed, rather, are holistic approaches that address local development potentials and, in addition to entrepreneurial knowledge and so-called soft skills, primarily convey and promote social and solidarity values. Innovations in the pedagogical sector and closer networking of adult education institutions with political and economic actors are also necessary. And one more point became clear: how



**Participants of *Encuentro Andino* visited the ecological garden in a Bolivian adult education centre, in which techniques for ecological cultivation are taught**

differently the value and localisation of youth and adult education is in the education systems of the respective countries. Youth and adult education in the national education system of Bolivia is now well anchored in institutions. This is due, not least, to DVV International's long-term commitment to the country, as Bolivian education minister Noel Aguirre emphasised in his closing speech. In neighbouring countries, such as Ecuador or Peru, however, adult education is not yet an independent sector, but is located in individual and often different departments of the Ministry of Education. Accordingly, the importance and visibility of youth and adult education is correspondingly low, usually only limited to areas such as remedial education or basic education. Approaches and concepts of lifelong learning have so far barely moved beyond the discourse level in the education systems of Latin American countries. Thus the *Encuentro Andino* makes a significant contribution in this area by encouraging education policy dialogue and so contributes to the fact that youth and adult education is taken into greater account in the national education systems of the partner countries of DVV International. ●

# Skills and competencies for the future

**Atinyo Matthew is the coordinator for Ghana of the West African network for adult education Pamoja, a partner of DVV International. In the interview he talks about the demands made by modern societies, the role of non-formal education, but also the importance of traditional African education systems.**

**What skills and competencies do we need for the future?**

**Atinyo Matthew:** The abilities to read, write and compute are fundamental key skills required to cope with the present and the future. In many African countries and worldwide, non-formal education must fill gaps that are left by the formal system of acquiring literacy skills. To be able to survive in the future, we must also learn to manage the challenges posed by the constantly changing world of information and communication technologies (ICT). Furthermore, globalisation and climate change are issues causing greater concern, especially to those of us in developing countries. Skills of adaptation and competence in mitigating their effects on society will be critical in the future. Other important competencies include democratic decision making, creativity, tolerance, intercultural awareness, criticism, intellectual independence and self-confidence. Formal education systems alone cannot respond to these demands of modern societies. Non-formal educational practices are needed to reinforce them. If we want to reduce to the barest minimum the levels of poverty, disease, and exclusion prevailing in society, we need to provide effective and high-quality literacy and life-skills programmes for adults.

**How can we teach and learn these skills?**

**Atinyo Matthew:** The setting in which non-formal education is undertaken is a critical determinant of the type and methodology which is most effective. Best practices in one context may not be exactly replicated in a different setting. A classic example is the means through which illiterates acquire the skills of using mobile phones by observing their peers. It is a wonder to observe the dexterity with which individuals who cannot read or write undertake complex operations on their mobile phones. The same applies for people who have never had any formal education and



**Atinyo Matthew**

manage to devise complex mathematical patterns in order to make their choices for the National Lotto. Non-formal education training should include the pattern of the traditional African education system in which learners receive training by observing the performance of knowledgeable peers.

In addition, there is a need for the training and retraining of trainers in the non-formal sector, so that they can teach the skills necessary to cope with the social changes. And we need to harmonise the skills and competencies acquired from the formal educational system to those acquired from the non-formal system. This can be achieved by standardising the processes and outcomes from both systems. ●



A longer version of this interview was printed in the international journal *Adult Education and Development* which is published once a year by DVV International. The full interview and more articles on the topic “skills and competencies” can be read at [www.dvv-international.de/adult-education-and-development](http://www.dvv-international.de/adult-education-and-development). Free print copies (in English, French and Spanish) can be ordered at: [info@dvv-international.de](mailto:info@dvv-international.de)

# Perspectives for young people in the Tajik mountain regions



High mountain ranges separate the communities in the Badakhshan Region

**The Badakhshan Region is one of the poorest regions of Tajikistan. Lack of infrastructure, unemployment and social tensions mark the region. DVV International works with young people locally to promote social commitment, open up perspectives for a professional career and to indicate ways into self-employment.**

The Badakhshan Region is a hard-to-reach mountain region in the Pamir Mountains in the east of Tajikistan. The local communities are mostly separated by high mountain ridges. There are only a few badly built roads. Landslides and avalanches are common occurrences. Therefore, stable social and economic networks could hardly develop in the region.

Some of the consequences of these difficult conditions are poverty and high unemployment. Many people in the Badakhshan Region live in absolute and extreme poverty. That is why about 30 percent of the able-to-work population leave the region to become migrant workers. There are also recurring political tensions between loyalists and opponents of the Tajik government,

which shows that not all the wounds from the civil war of the 1990s have healed yet.

DVV International meets the problems of the region with the potential inherent in adult education. Supported by the EU “Peace Building Partnership Programme” and co-funding from the German Federal Ministry for Economic Cooperation and Development (BMZ), the Institute launched the “YES to Change” (Youth Empowerment Towards Sustainability and Change) project in 2015, which continues through to the beginning of 2018. The project is aimed at young people throughout the Badakhshan Region and has three objectives: to promote political dialogue and social commitment, to improve the career prospects of young people and to help them to become self-reliant through their own business ideas.

## Facilitate political dialogue and participation

In order to foster political dialogue, young people, during training, were made familiar with various aspects of civic engagement. With this knowledge, they formed debating





**Fayoz Nosirov** (middle) from a small village in the district of Shugnon learned the carpentry trade from his father. Following the training for young entrepreneurs, he received a grant to invest in a workshop building and its equipment. “This project has significantly changed my family situation. This is the first year that I decided not to go to work in Russia, because that would have meant leaving my elderly father and my five sisters alone. I think business will be even better when the construction season starts.”



**Tojiniso Abdulalishoeva** (left) from Roshtq’ala received a start-up grant from the project, which she has invested in animal husbandry. “We now have work, income and food. Goat’s milk is quite expensive and the demand is high in our region. The ten goats I bought with the project will soon become 50. Imagine what this will mean for us! Milk, meat and a decent budget for our family.”

clubs for young people in cooperation with local civil society organisations throughout the region. In these clubs, young people identify local challenges and subsequently discuss them with local politicians as well as with representatives of the private sector. Together, they work out solutions, some of which are financially subsidised and implemented through the project.

### Create career prospects

In order to improve access to high-quality vocational education and training in the remote areas of the Badakhshan Region, the regional branch of the National Adult Training Centre, with the support of DVV International, has introduced courses in four vocational professions. Based on an analysis of the local market for labour and training, formal training courses certified by the Tajik Ministry of Labor are being offered in the fields of welding, gardening, electrical repair and accounting.

In order to be able to offer the courses throughout the region, even in remote villages, mobile course

equipment was developed. It contains hardware and teaching materials adapted to the respective course contents. In addition, two off-road vehicles were purchased to transport the equipment.

### Helping young entrepreneurs

With the aim of supporting young people in setting up businesses, DVV International, together with the local non-governmental organisation Madina, offered courses on the founding and management of a business. The 420 participants were also advised on particularly promising business initiatives based on an analysis of needs throughout the region. In 2016, 25 particularly promising local start-ups received start-up grants in order to be able to finance the setting up and operation of their business. ●

# Adult education in the 2030 Agenda

The United Nations has committed itself, through the 2030 Agenda, to provide access to high-quality education for all by 2030 and to promote lifelong learning. In order to achieve this, adult education needs to be strengthened internationally and adequately financed.

The 2030 Agenda recognises the importance of adult education for development. That is stated in the fourth of the 17 Sustainable Development Goals (SDGs): “Ensure inclusive and quality education for all and promote lifelong learning.” However there is a long way to go to achieve this goal. DVV International accompanies this process of implementation with its worldwide partner organisations.

Against this backdrop, DVV International, along with the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the International Council for Adult Education (ICAE) and UNESCO, organised a “Policy-Forum on Youth & Adult Learning and Education in SDG 4” in Bangkok in November 2016. More than 100 representatives from governments, UNESCO, educational alliances and civil organisations took part. They exchanged information about existing strategies and good practice approaches and discussed how the agreed goals and indicators for youth and adult education can be effectively put into practice.

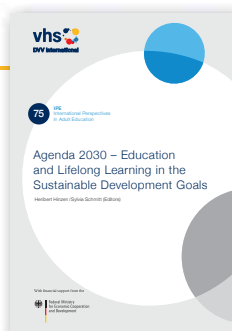
## Only about one percent of education budgets flow into non-formal education

Participants identified indicators, policy frameworks and resources needed to achieve the objectives of youth and adult education. As a central challenge they identified the need to provide sufficient funding for the sector at the international level. They were critical of the fact that governments and important donors continue to focus mainly on the formal education system, and primary education in particular. So most governments still spend only about one percent or less of their educational budgets on non-formal education. In addition, the concept of lifelong learning must consistently be inserted into legislation, especially to improve cooperation between various state, civil society and private actors, for instance as regards better validation, recognition and certification of professional qualifications.



More than 100 participants at the Policy-Forum in Bangkok discussed the educational goal of the 2030 Agenda

In order to convince fund providers and governments, the benefits of adult education need to be more clearly demonstrated and highlighted in the future. An important tool for this is the Global Report on Adult Learning and Education (GRALE), published by the UNESCO Institute for Lifelong Learning (UIL). The official presentation of the current third report on the positive effects of adult education on health, employment and social coexistence and life in the community took place within the framework of the forum. ●



The compilation “Agenda 2030 – Education and Lifelong Learning in the Sustainable Development Goals” from the *International Perspectives in Adult Education* series can be obtained free

of charge in English, French and Spanish from [info@dvv-international.de](mailto:info@dvv-international.de) and is available online at [www.dvv-international.de](http://www.dvv-international.de).

# Advocacy for the new education agenda

**Maria Khan, Secretary General of the Asia South Pacific Association for Basic and Adult Education (ASPBAE), a partner organisation of DVV International, talks about successes and challenges of the new global education agenda.**

**You were very engaged in developing and shaping the new education agenda within the Sustainable Development Goals (SDGs). Are you satisfied with the result?**

**Maria Khan:** While by no means perfect, SDG 4 is stronger than the previous education goal within the Millennium Development Goals (MDGs), which almost solely focused on universal primary education. SDG 4 promotes a lifelong learning framework where adult literacy, informal and non-formal youth and adult education are recognised. It sets the relevance of education towards addressing current challenges facing humanity like climate change, conflict, intolerance or gender inequity. The challenge will be in concretising and contextualising this new agenda especially at national levels and in mustering the financial, human and political resources to meet the ambitious targets. The financing commitments to meeting the SDGs are vague and the push towards more private sector involvement can seriously stall the equity and inclusion objectives of the SDGs. This should be challenged.

**Why do you think youth and adult education is still so neglected by governments and donors?**

**Maria Khan:** Education as a whole begs greater priority from governments and donors – non-formal youth and adult education however suffers even more inattention. As many of its offers are context-specific, responsive to diverse learning needs, and happen in different spheres, spaces and stages of a person's life, it does not lend to easy measuring, quantifying, and assessing. This can be seen to be incompatible with the neat, logical, predictable world that the regimes of "results-based" management frameworks prefer. The fact that youth and adult education especially addresses marginalised and vulnerable groups might add to its low prestige. Tragically, it often gets reduced to "poor quality education for the poor".



Maria Khan

**What is the advocacy role of ASPBAE and DVV International for more recognition of youth and adult education?**

**Maria Khan:** First of all, ASPBAE and DVV International should advocate within civil society and work hard to recruit more champions and advocates for youth and adult education. We should advocate within the emerging national, regional and global platforms on the SDGs and SDG 4 follow-up. Ministries and local government agencies, but also inter-governmental organisations – such as ASEAN and SEAMEO – need convincing too.

A grave concern is that youth and adult education does not figure in the priorities of the emergent financing frameworks for the global education agenda (Education 2030) – the Education Cannot Wait fund and the International Commission on Financing Global Education Opportunity. Donors need to respect the internationally agreed education agenda and not starve youth and adult education with inattention and zero funding. ASPBAE and DVV International should join other civil society organisations globally to make sure that doesn't happen. ●



# Moldova: Vocational training for socially disadvantaged groups

**Moldova, one of the poorest countries in Europe, suffers from the massive migration of workers. With a new pilot project, DVV International helps disadvantaged groups to gain a foothold in the domestic labour market.**

Since its independence after the disintegration of the Soviet Union, Moldova has been trying to establish a functioning market economy. But corruption, poor investment conditions and political instability have led the country into an economic crisis.

In search of better living conditions, many people have migrated in order to work abroad. At the same time, companies lack qualified personnel. Despite international support for the modernisation of the vocational training system, the demand cannot be met at present. Many young people also prefer to study at university for reasons of prestige, even though statistics show that this often leads to unemployment.

In 2010, DVV International opened a country office in Moldova which helps to improve the people's situation with offers of non-formal education. Among other things, the Institute is committed to strengthening the vocational training system and complementing it with innovative non-formal programmes. But for a long time, reactions were hesitant. Vocational schools showed little interest in expanding their range with non-formal courses, and local non-profit organisations were largely focused on community mobilisation. The general public, on the other hand, did not seem to be able to imagine that non-formal education could positively change their lives.

## Everything started with a donation of sewing machines

However, in concert with its partner organisation Filantropia Crestina, DVV International succeeded with a breakthrough in 2016: In a pilot project, they were able to develop Moldova's first free non-formal vocational training course. The starting point was a donation from the German embassy. It handed several modern sewing machines over to Filantropia Crestina and the NGO set up a workshop

in Orhei, a town with about 25,000 inhabitants. The original idea was to finance sewing courses for ten socially disadvantaged women. Due to the high demand, DVV International and Filantropia Crestina decided to expand the offer and to provide a comprehensive vocational training course for seamstresses. After only three months of practical training, the women were able to produce high-quality clothing. The products, including tailor-made school uniforms, ecclesiastical garments, or even simple clothing, were very sought-after in the local market. By the end of the year, the number of participants originally planned for the course had tripled.

The curriculum was finally formally recognised by the Ministry of Education. Two-thirds of the female participants in the course used the opportunity to obtain a state certificate through a supplementary final examination.

Following the success of the pilot project, in 2017 DVV International and Filantropia Crestina will offer further courses aimed at women and men. The parish church is currently building a community centre, which will include the courses in its regular offer. ●



Vocational training for seamstresses in Orhei

# DVW International advises governments in Ethiopia and Uganda

Although governments and non-governmental organisations often carry out large-scale literacy programmes, 20 to 30 percent or more of the population in most East African countries can still neither read nor write. Sonja Belete, Regional Director for East Africa, explains how DVW International introduced the concept of service delivery optimisation to meet these challenges in Ethiopia and Uganda.

**What is the idea of “service delivery optimisation” in the context of adult education?**

**Sonja Belete:** We know that governments are responsible for the delivery of public services to their citizens, like health services for example. The citizens in their turn have a right to receive these services. We argue that adult literacy and education should be public services that governments have to deliver as well. Because adults deserve and have a right to public, quality adult education. Service delivery optimisation then “forces” us to look at a holistic adult education system that can actually manage to deliver this service to the people on the ground in a manner which ensures quality.

**How did you actually proceed to implement this requirement?**

**Sonja Belete:** Since 2014, DVW International has held a series of workshops in Ethiopia and Uganda with experts from the adult education sector of their governments. Through the use of different service delivery optimisation tools, such as process maps, cause and effect diagrams, etc., both countries identified the steps in their service delivery chain, from macro to micro level, and more importantly the blockages in this chain. It became clear that the governments in both countries had already introduced necessary policies, strategies and guidelines in order to offer effective adult education services. However, what was lacking in both countries was a conceptual understanding for integrated adult education services that couple literacy with income-generating activities or life skills such as



Sonja Belete

critical thinking or problem-solving strategies. There was a lack of methods and manuals that would enable governmental institutions to deliver such services. More importantly, the institutional arrangements and management processes of public institutions had to be further developed. This would include the capacity to plan and budget for adult education services, coordination amongst sectors and monitoring and evaluation, among other things.

**What are the results of the process so far?**

**Sonja Belete:** With our approach we have managed to present new, more relevant adult education concepts to politicians and high level decision-makers that address current needs in the countries better. In 2016, some regions in Ethiopia made an extensive budget available, with which multipliers were recruited and staff were trained as well as learning materials developed and monitoring strengthened. In addition, Community Learning Centres (CLC) were set up in four regions that will offer integrated adult education services. Uganda, with DVW International's assistance, has developed a new, integrated adult education approach called ICOLEW (Integrated Community Learning for Wealth Creation). Three pilot districts are currently addressing institutional structures and management processes. Thus important steps towards effective and competent adult education systems were taken in the two countries. ●

# II. DVV International and the Volks- hochschulen\*

\*Volkshochschulen (abbreviated VHS): German adult education centres



# Integration of refugees: “People want to learn”

In 2016, according to UNHCR, 65 million people were seeking refuge. The German Adult Education Association (Deutscher Volkshochschul-Verband, DVV) and its international institute DVV International are committed to the integration of refugees worldwide. While the German adult education centres (Volkshochschulen, VHS) are the largest providers of integration courses in Germany, DVV International provides courses for internally displaced persons in countries like Georgia or Mali, and runs educational centres for Syrian refugees in Turkey and Jordan. Sascha Rex, DVV Senior Consultant, talks about the work of the association at home and abroad.



Sascha Rex

The German VHS have offered integration courses for refugees for many years. How has their work changed in the past two years in view of the over one million new arrivals?

**Sascha Rex:** The people who have newly come to Germany want to learn – of course, first of all, the language of their new homeland. The long queues to register in language courses at the VHS have made this clear. In addition to the so-called integration courses of the federal government, many municipalities and federal states have rapidly provided offers for initial language support, many of them through the VHS. However, it quickly became apparent that rooms and skilled staff were becoming scarce, so capacities had to be expanded in a short period of time. At some VHS the educational offers for people seeking refuge now comprise more than half of the lessons. In addition, there are increasing numbers of people from different cultures in the courses, and the learning groups are becoming more heterogeneous, so that all involved have to learn how to deal with the new situation.

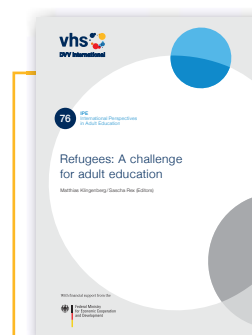
How can the experiences of the VHS be used for international work and vice versa?

**Sascha Rex:** Over the last two years in the VHS a number of concepts for working with refugees have been developed which take holistic approaches to education into account and go far beyond language learning. Surely sources of inspiration for international work can be found in that. We here in Germany can benefit from the international experience we get with the different

learning habits and education systems of their countries of origin. Many instructors report about misunderstandings in their courses. Frequently it is found that not – as is often reported – different religious traditions are the cause, but rather different learning cultures.

What cooperation exists already, and what is planned for the future?

**Sascha Rex:** In 2016, DVV and DVV International published a joint collection of articles on the work with refugees. It contributes to the exchange of experience by bringing together good practice approaches from different countries and contexts and shows the many parallels with the work done locally. A further cooperation is already planned for 2017: We will jointly develop and test an intercultural-didactic advanced training programme, which is aimed at teachers who work with refugees from the Arabic-speaking world. Thereby we will greatly benefit from the international expertise of DVV International. ●



The compendium “Refugees: A challenge for adult education” (German and English) can be obtained free of charge from [info@dvv-international.de](mailto:info@dvv-international.de) and is available online at [www.dvv-international.de](http://www.dvv-international.de).

# Digital Participation for All! – Adult Education Conference 2016



From left to right: DVV Honorary President Prof. Dr. Rita Süssmuth, Daniela Schadt, Federal President Joachim Gauck, DVV President Annegret Kramp-Karrenbauer, DVV Chairman Dr. Ernst Dieter Rossmann

**At the 14th German Adult Education Conference (Volkshochschultag), colleagues from all over the world discussed the possibilities of digital learning. However, the digital turn also has limitations: four billion people worldwide continue to be without Internet access.**

*Digital Participation for All!* was the motto of the 14th German Adult Education Conference in Berlin, where 1500 participants convened in June 2016. Every five years since 1956, the Deutsche Volkshochschul-Verband (DVV) has held its conference on further education with high-ranking guests from Germany and abroad. Experts from the fields of business and science, politics and civil society discussed the many current aspects of the digital turn in six forums, jointly with representatives of the adult education centres (Volkshhochschulen – VHS).

## To become mature users of the digital world

Federal President Joachim Gauck, in his speech, emphasised the value of the VHS as a group of living institutions

which facilitate encounters between members of civil society and strengthen harmony as well as cohesion. “We must manage to become mature users of the digital world. I think this is a mega-theme for continuing education,” said Gauck.

However, the prerequisites for digital participation are very different throughout the world. Under the heading “Digital – global – inclusive: more equality of opportunity through digitisation?”, representatives of the Global Education Campaign and the International Council for Adult Education held a discussion with colleagues from the World Bank and the German Federal Ministry for Economic Cooperation and Development. Technology itself, according to a central thesis, is neither good nor bad, but neither is it neutral. Digitisation opens up new opportunities for people, to the extent that they are not among the four billion people worldwide who don’t yet have access to the Internet. But anyone who can access forms of digital learning should have the ability to be an actor and designer rather than just a mere user of the system. Dr. Beate Blüggel, Director of the VHS Aachen, pointedly summed up the tenor of the debate: “If we digitise, equality of



“I went to the Adult Education Conference because I want to be part of the world of international adult education, meet old friends and colleagues and discuss trends. It is also a good opportunity to celebrate our successes together and to find inspiration for new projects and programmes.”

**Galina Veramejchyk,**  
**DVV International**  
**Country Director for Belarus**



“In Laos there are people who live in very remote places. At the Adult Education Conference I received a lot of suggestions on how we can teach such people over long distances by means of the available media – radio and smart-phones – disbursing knowledge that improves their lives, i.e. helps them to get better harvests so that they are less vulnerable to the whims of nature.”

**Lytou Bouapao,**  
**Lao Deputy Minister of Education and Sports**

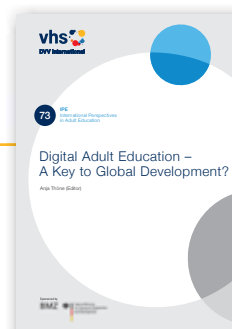
opportunity might, under certain circumstances, increase. If we don't, we can be sure that inequality of opportunity will increase.”

### The role of the DVV in development cooperation

Beyond the discussions about digital participation at the Adult Education Conference, the current political situation was also scrutinised. Dr. Gerd Müller, Federal Minister for Economic Cooperation and Development, expressed himself in a speech on the topic of refugees and on the role of the DVV in development cooperation. He pointed out that education is crucial in the context of the current refugee crisis. “In Germany the VHS are indispensable when it comes to helping refugees to integrate into society. Abroad, DVV International and its partners provide people with perspectives in regard of the prospects of remaining in the country of refuge and the future, whether through literacy courses, language courses, vocational training or business start-ups, just to name a few examples.”

With an eye to the Adult Education Conference, he said, “The exchange with many like-minded people who are as

convinced as I am of the immense importance of education, was enriching for me, not just because I myself am an educator. I am grateful that the DVV is so strongly committed with its extensive expertise and experience, not only in Germany, but also abroad.” ●



Accompanying the Adult Education Conference, a compilation of articles covering the subject of “Digital Adult Education – A Key to Global Development?” was published. It can be obtained free of charge via [info@dvv-international.de](mailto:info@dvv-international.de) and is available online at [www.dvv-international.de](http://www.dvv-international.de).

# Training of teachers: Curriculum globALE in practice

Conjointly with the German Institute for Adult Education (DIE), DVV International has developed Curriculum globALE, an intercultural framework curriculum for the teaching and learning of adults worldwide. After it had already been put into practice in several countries since 2013, it was implemented for the first time in Germany in the context of a vocational further training at VHS Bremerhaven. Sonja Spoede (Intercultural VHS Department) and Jutta Redlich (Political Education Department) report on the initial take-aways of the implementation.

Since October 2016, interested persons can be trained at the VHS to become instructors in adult education. What are the contents of the training and at whom is it directed?

**Sonja Spoede:** The training is aimed at people with a migrant background. The prerequisite is that they are over 18 years of age and have a language competency level of at least B2, since during teacher presence, German is the language of instruction. In the current group, there are people from eight countries, from 19 to 56 years of age and from different occupational contexts. We were actually surprised by the high level of demand. Our waiting lists for the course are long.

**Jutta Redlich:** With this 15-month, part-time further education, immigrants in Bremerhaven receive the necessary professional competence to organise teaching events customised for the target groups. This takes place in theoretical seminar units, work in interaction groups, self-learning phases and a practical phase in which they are accompanied by experienced instructors.

You have used Curriculum globALE as a basis for the course concept. How did you proceed?

**Sonja Spoede:** Curriculum globALE offers a very good foundation and the necessary quality standards for high-quality training of instructors in adult education. We have slightly modified the Curriculum and adapted it to our goals. Next to imparting methodological and didactic principles, it is also important for us that the instructor reflect on her/his own personality and her/his own learning biography. Gender training and the formation of values, for example, play a role.



Jutta Redlich



Sonja Spoede

**Jutta Redlich:** We also considered the specific needs of the target group. The handling of “easy language” and “culturally oriented learning and teaching styles” are part of the seminar plan. The work in the interaction groups was initially strange to the participants. This is why the small groups were accompanied by an experienced instructor and supported through consultation with colleagues.

What kind of feedback did you get from instructors and participants?

**Jutta Redlich:** The instructors are enthusiastic about the motivation of the participants and the heterogeneity of the seminar group. The group is multinational itself and members learn with and from each other. For the practical phase, the participants choose their seminar topics themselves, according to their professional knowledge and interests. One group, for example, is concerned with the empowerment of women, while others will organise seminars in the arts. The special strengths, knowledge and abilities of immigrants are greatly appreciated by the instructors and incorporated into the lessons.

**Sonja Spoede:** From the participants we repeatedly hear that they see themselves as a bridge between the institutions of adult education and their communities, which are not reached by these institutions. They also find it important that this training is offered specifically for immigrants. Otherwise the inhibition threshold would have been too high for them to register. ●



# Diverse, up-to-date and relevant: Global Learning in German adult education centres

**Climate change, food production, migration – in a DVV International project on global learning, German adult education centres (Volkshochschulen – VHS) tackle the global connections in our everyday life.**

A study holiday on climate and justice? A series of projects in second chance education which asks how current migration and altered living structures change a country's profile? Or an evening on Slow Food and the question of how and by whom our food is produced, and what the consequences are?

These are just a few examples of events that were offered in 2016 as part of the DVV International *Global Learning in the Adult Education Centre* project. At a total of 119 events in 14 federal states, 3,303 people took part, from pupils to multipliers, to adults of all ages.

## The connection between the local and the global

Global learning addresses the situation in developing and transition countries and the economic, ecological and political links between these countries and the OECD countries. Or more simply: the question of the interrelationships between *here* and *there*. Global learning encompasses many topics, which is why the content chosen by the adult education centres as part of the project are varied. Consumption and its impact on people and the environment continued to be a key issue in 2016. The focus is on the critical analysis of the consumer's own behaviour and the influence of each and every individual on global problems. A series of events also dealt with Fair Trade as an alternative. The topics of flight and migration remained as well – apart from integration and language courses – key topics for the adult education centres. They offered, for example, development policy qualification for volunteers, dealt with the reasons of why people leave or must leave their homeland, or used cell phone photography to look at "my/your/our city!?" with young people who have or don't have a history of seeking refuge and thus made seeking refuge understandable.

## Global learning in all disciplines

The special feature of offers in the *Global Learning in the Adult Education Centre* project is that they can be used



in any subject area and in a wide range of expressions, from a school club dance theatre event on slavery, racism and human rights ("The Spirit of Freedom", VHS Görlitz) to a film discussion followed by a workshop ("Country – Public property or a product?", VHS Cologne).

DVV International supports the adult education centres, not only financially but also through individual advice and the provision of study materials and publications. In 2016, for example, two handbooks were developed on the Sustainable Development Goals (SDGs) and the topic complex "World Trade and Human Rights".

The project *Global Learning in the Adult Education Centre* is funded by Engagement Global on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). ●

All publications as well as further information on the project are available online at [www.dvv-international.de/vhs-kooperationen/globales-lernen/](http://www.dvv-international.de/vhs-kooperationen/globales-lernen/)

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# III. DVV International at a glance





# The profile of DVV International

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 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

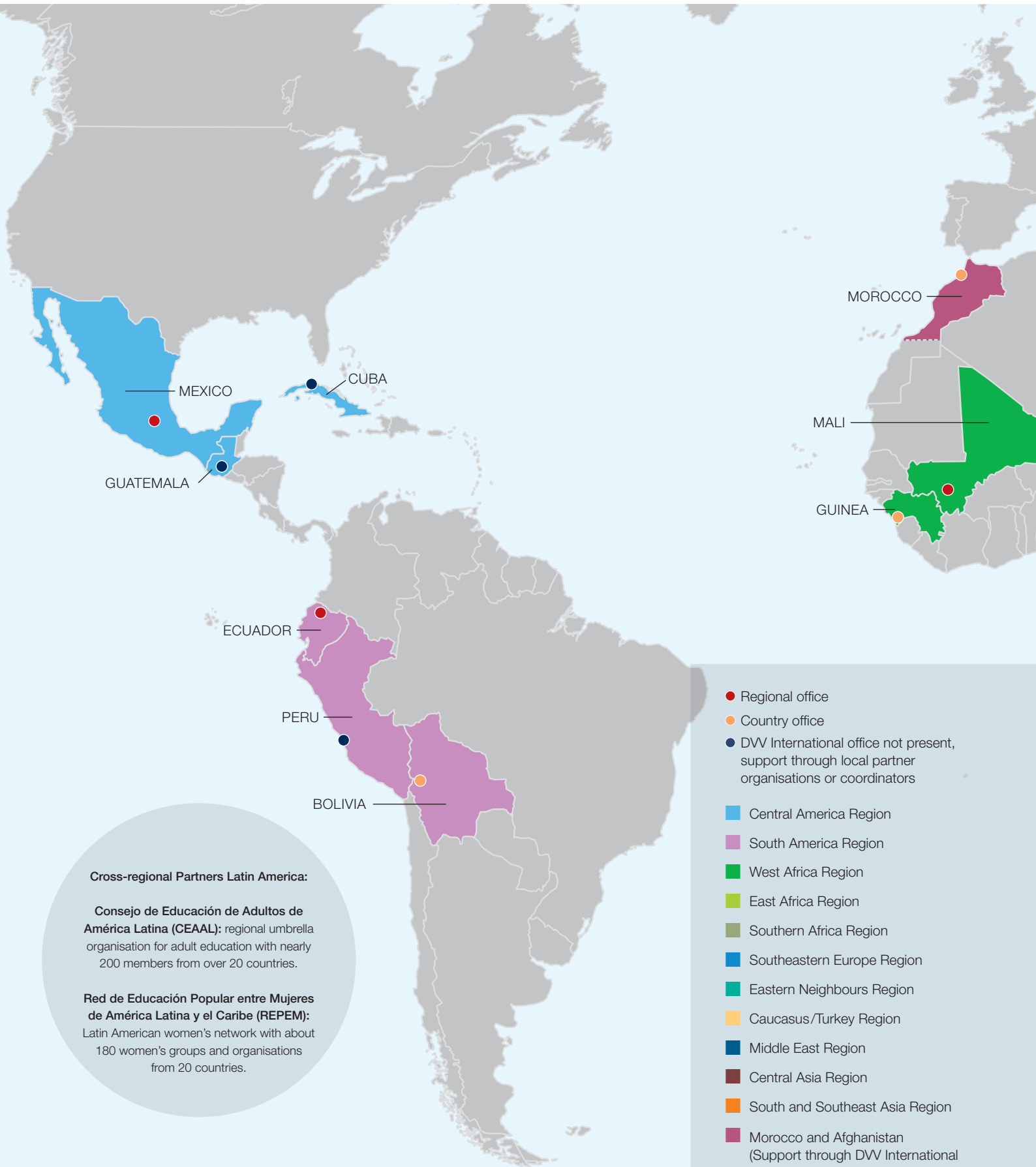
We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation 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 finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orient ourselves on the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

## Our Vision

We fight poverty through education and support development. As a globally acting professional organisation for adult education, we build a sustainable system for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for lifelong learning.

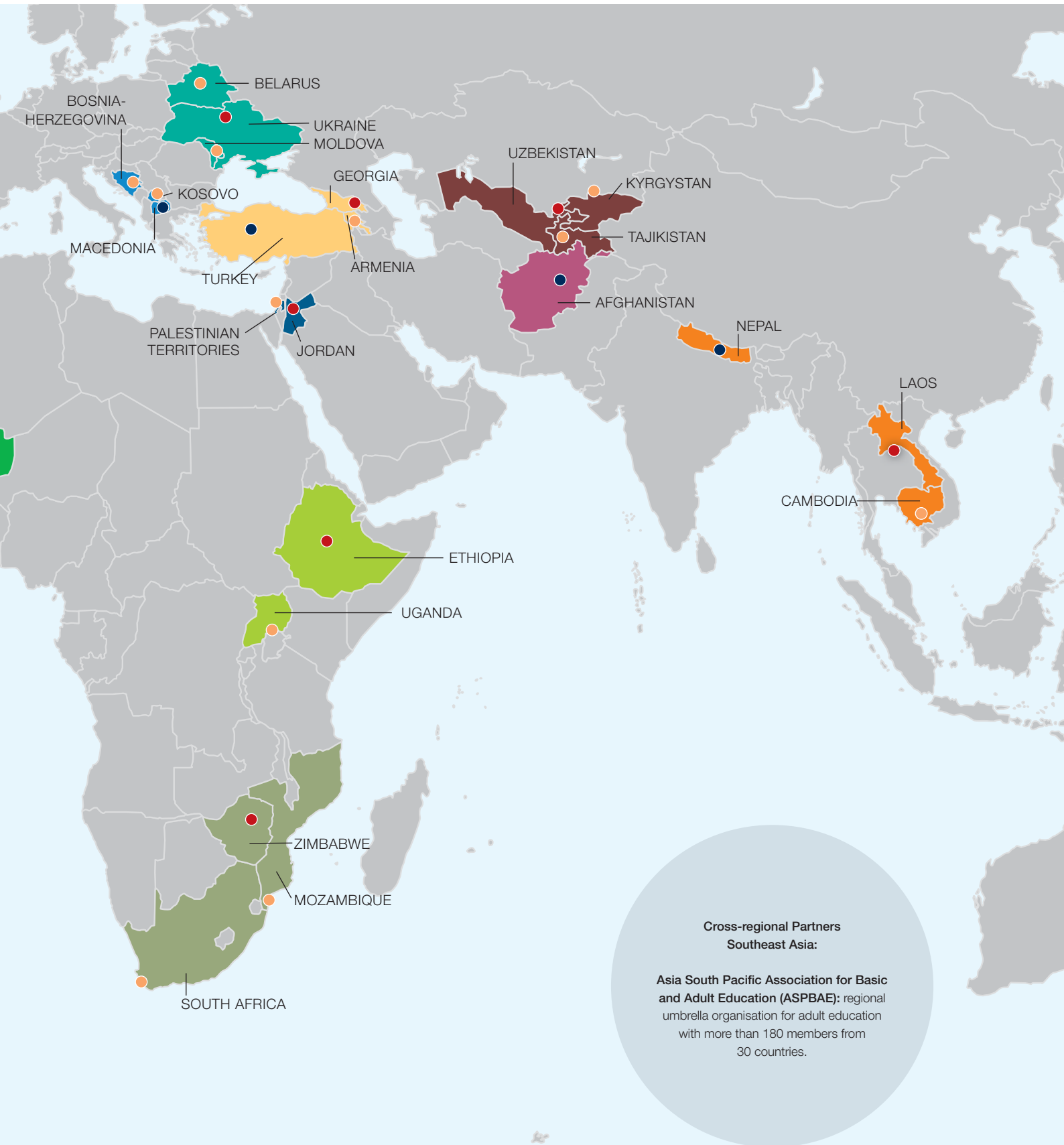
# Our partner countries



**Cross-regional Partners Latin America:**

**Consejo de Educación de Adultos de América Latina (CEAAL):** regional umbrella organisation for adult education with nearly 200 members from over 20 countries.

**Red de Educación Popular entre Mujeres de América Latina y el Caribe (REPEM):** Latin American women's network with about 180 women's groups and organisations from 20 countries.



# The profit and loss account

for the period 1 Jan 2016 to 31 Dec 2016

Income	2016	2015
<b>A. Income Headquarters</b>	<b>2,008,965.47</b>	<b>2,096,512.51</b>
1. Administration grant BMZ	1,498,120.48	1,349,998.26
2. Administrative costs (portion)	505,427.97	638,975.38
3. Income from services	5,048.35	67,158.87
4. Other income	368.67	3,080.00
5. Liquidation of provisions	0.00	37,300.00
<b>B. Project grants</b>	<b>16,706,872.12</b>	<b>15,865,092.77</b>
1. AA	707,706.96	829,315.39
2. BMZ	13,863,241.90	13,164,632.52
<i>International projects</i>	<i>13,532,399.00</i>	<i>12,819,400.00</i>
<i>Global Learning</i>	<i>330,842.90</i>	<i>345,232.52</i>
3. EU	1,296,932.25	1,152,573.24
4. GIZ	425,446.15	352,336.12
5. Foundations	20,000.00	111,113.90
6. LuxDev	11,431.50	
7. Private donors	238,870.69	100,455.10
8. Other income project countries	143,242.67	154,666.50
<b>Total income</b>	<b>18,715,837.59</b>	<b>17,961,605.28</b>
<b>Expenditure</b>	<b>2016</b>	<b>2015</b>
<b>A. Expenditure Headquarters</b>	<b>2,008,965.47</b>	<b>2,096,512.51</b>
1. Staff costs central services	1,564,590.21	1,591,825.25
2. Building	98,764.55	91,232.95
3. Office equipment	79,189.35	103,228.83
4. Business supplies	14,112.09	19,288.46
5. Events/Publications	42,004.72	23,293.77
6. Travel costs	49,309.48	38,164.95
7. Communication	27,288.71	36,683.61
8. Dues to Organisations	19,195.16	19,016.39
9. Other administrative expenditure	114,511.20	173,778.30
<b>B. Project expenditure</b>	<b>16,706,872.12</b>	<b>15,865,092.77</b>
1. International projects	15,095,855.89	15,779,037.88
2. Global Learning at VHS	330,842.90	345,232.52
3. Advances to projects	1,280,173.33	-259,177.63
<b>Total expenditure</b>	<b>18,715,837.59</b>	<b>17,961,605.28</b>
<b>Result for the year</b>	<b>0.00</b>	<b>0.00</b>

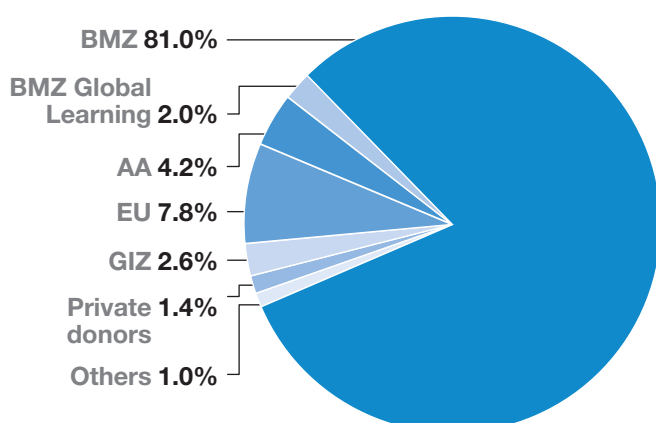


# The balance sheet

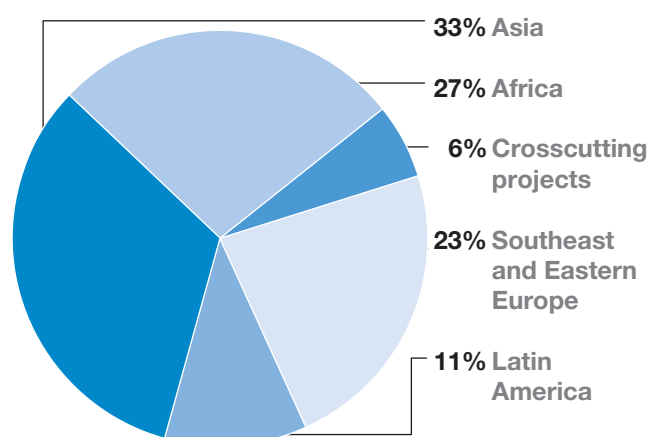
31 Dec 2016

A. Assets	31.12.2016	31.12.2015
<b>I. Cash</b>		
1. Cash on hand	6,572.14	2,725.38
2. Bank balances	774,219.99	1,813,909.60
<b>II. Receivables</b>		
1. Receivables from deliveries and services	59,550.53	78,400.66
2. Project billing costs	738,415.43	577,396.70
3. Rent security deposits	9,045.00	9,045.00
<b>III. Accruals and deferred income</b>	<b>56,921.87</b>	<b>41,014.88</b>
<b>Total Assets</b>	<b>1,644,724.96</b>	<b>2,522,492.22</b>
<b>B. Liabilities</b>	<b>31.12.2016</b>	<b>31.12.2015</b>
<b>I. Provisions</b>	<b>58,927.43</b>	<b>58,927.43</b>
<b>II. Liabilities</b>		
1. Other liabilities	636,825.99	374,613.89
<b>III. Accruals</b>		
1. Project billing costs	948,971.54	553,950.90
2. Deferred income	0.00	1,535,000.00
<b>Total liabilities</b>	<b>1,644,724.96</b>	<b>2,522,492.22</b>

Origin of project funds in 2016  
(16,706,872.12 euros)



Regional distribution of project funds in 2016  
(16,706,872.12 euros)



## List of abbreviations

<b>AA</b>	Foreign Office	<b>EU</b>	European Union
<b>BMZ</b>	Federal Ministry for Economic Cooperation and Development	<b>GIZ</b>	German Agency for International Cooperation

# Measure and assess the impact of adult education

**In order to assess the success of its work, DVV International continuously investigates and measures the impact of its projects and thus develops them further.**

Scientific studies, such as the United Nations Human Development Report<sup>1</sup>, the UNESCO GRALE report<sup>2</sup>, or the European study on the Benefits of Lifelong Learning<sup>3</sup>, confirm the importance of adult education for development of the individual and of society. Adult education can help address global problems such as flight, climate change, social inequality and the lack of access to food, energy and water. But not all approaches are equally effective. In order to assess the success of a project or method, its impact must be continuously measured and evaluated.

## Impact concepts and hypotheses in the project work of DVV International

DVV International has a worldwide commitment to the development of adult education systems and the creation of educational opportunities, especially for disadvantaged population groups. In order to ensure that its work achieves the desired results, the Institute uses a comprehensive system for the measurement of impact. DVV International is guided by national and international standards and quality criteria, such as the DAC criteria for evaluating development cooperation.

As regards impact, DVV International understands it to be the concrete changes which occur in people's lives as a result of the Institute's project activities. These may be short-term or long-term, positive or negative, planned or unplanned, direct or indirect. Furthermore, the impact of a project can affect the direct target group, such as disadvantaged population groups, as well as indirect target groups, such as family members or municipalities, as well as intermediary organisations, for example educational providers.

On the basis of its decades of work in many regions of the world, DVV International has formulated hypotheses about the concatenation of impact. They form the basis for the strategic planning of the Institute's work worldwide.

Examples of such hypotheses are:

- Improved access to high-quality education services providing second-chance basic education and vocational education promotes gainful employment and income-creating activities. This furthermore exerts a positive influence on the economic independence of the target groups, as well as combating the causes of flight and of poverty.
- Information and educational services regarding human rights, especially the human right to education, have a positive impact on individuals' perception of human rights, as well as on how these rights are safeguarded by those in government.
- Organisations and networks operate more efficiently and more effectively where their knowledge and skills are expanded. Organisations and networks continue to exist beyond their promotion phase; they can continue to develop according to their own standards and goals, whilst helping to ensure that well-adapted adult education services are established in their countries.



In 2016, DVV International published its first impact report, covering the years 2009–2015. In this the Institute examines the effect of its work through various concrete projects and regional measures. The report

aims to make the findings and the methods and approaches that have been collected in practice available to the general public. During the reporting period a total of 65 major evaluations were carried out with external support. The impact report can be obtained free of charge via [info@dvv-international.de](mailto:info@dvv-international.de) and is available online at [www.dvv-international.de](http://www.dvv-international.de).

<sup>1</sup> UNDP (2013): *Human Development Report 2013*, p. 5, <http://bit.ly/1jtTJS6>

<sup>2</sup> UIL (2016): *3rd Global Report Report on Adult Learning and Education*, <http://bit.ly/2m3u954>

<sup>3</sup> Mannins, J., et al. (2014): *Benefits of Lifelong Learning in Europe*, <http://bit.ly/1jGcAvS>

### Impact monitoring from planning to project assessment

In order to check impact hypotheses, DVV International and its partner institutions continuously collect data for monitoring during the implementation of the individual projects. This can be done, for example, in the form of follow-up studies or through self-evaluation of educational

offers by the participants. The results are analysed and discussed with the partners and all stakeholders – an important step in the institutional learning process. Through regular external evaluations the Institute also receives important recommendations to improve its work and learn from mistakes. Finally, impact monitoring and evaluation enable demonstrating to donors that resources are being used in an efficient and meaningful way. ●

## Evaluations

Regular evaluations are a basic part and an accompanying instrument of the work of DVV International. A total of ten evaluations were carried out in 2016.

COUNTRY	TITLE OF THE EVALUATION
Cambodia	Evaluation of the support of the two partner organisations Youth for Peace and Youth Resource Development Programme for the period 2010–2015
Guinea	Evaluation of the BMZ-supported programme for the promotion of social structures during the funding period 2014–2016
Jordan	Final evaluation of the EU project “Adult Education for Poverty Reduction”
Kyrgyzstan	Final evaluation of the EU project “Promotion of Ethnic Equality and Civic Engagement – PEACE”
Laos	Final evaluation of the EU project “Strengthening the Capacity of Organisations for Poverty Eradication Project – SCOPE”
Mali	Evaluation of the BMZ-supported programme for the promotion of social structures during the period 2014–2016
Palestine	Interim evaluation of the BMZ-supported programme for social structure support in the period 2015–2017
South Africa	Evaluation of the BMZ-supported programme for the promotion of social structure during the funding period 2011–2013 and 2014–2016
Tajikistan	Final evaluation of the EU project “Social, Economic and Cultural Rights of Prisoners and Ex-Prisoners in Tajikistan – SECRET”
Tajikistan	Interim evaluation of the EU project “Youth Empowerment Towards Sustainability and Change – YES to Change”

## Fund acquisition – public funding

As a promoter of social structure support, DVV International is mainly financed by means from the German Federal Ministry for Economic Cooperation and Development (BMZ). In addition, the Institute, along with its partner organisations is involved with national, European and international tenders for projects and with Federal Ministry for Economic Cooperation and Development special initiatives. In 2016, the following tenders were successful:

<p><b>Tajikistan</b></p> <p><b>Human Rights Protection for Prisoners and Ex-Prisoners</b></p>	<p><b>Partner</b> Society Union Jahon, Bureau on Human Rights and Rule of Law Public Association</p> <p><b>Donor</b> European Union</p> <p><b>Timeframe</b> 01.04.2017 – 31.03.2019</p> <p><b>Total Budget</b> 536,735 €</p>	<p><b>Goal</b></p> <p>To expand access to and availability of education services for the prisoners in Nurek and Yavan towns and legal support and consultations for ex-prisoners through strengthening referral mechanisms between civil society organisations and national and/or local public institutions in ten cities.</p>
<p><b>Ukraine</b></p> <p><b>Regional Voices – Building Bridges for Democracy</b></p>	<p><b>Partner</b> Internews Ukraine, NGO Modern Format, NGO Press Club Vinnytsa, Charity Association Social Fond, NGO Uspizhna Zhinka</p> <p><b>Donor</b> Federal Foreign Office</p> <p><b>Timeframe</b> 31.05.2016 – 31.12.2017</p> <p><b>Total Budget</b> 349,780 €</p>	<p><b>Goal</b></p> <p>To promote pluralism at the local level in Ukraine.</p>
<p><b>Ukraine</b></p> <p><b>Replacing walls with open windows – Culture as an instrument for conflict prevention and resolution</b></p>	<p><b>Partner</b> Information and Research Centre Integration and Development</p> <p><b>Donor</b> Federal Foreign Office</p> <p><b>Timeframe</b> 31.05. – 31.12.2016</p> <p><b>Total Budget</b> 199,966 €</p>	<p><b>Goal</b></p> <p>To revive and strengthen local cultural and educational institutions as platforms for local dialogue and reconciliation processes.</p>

**Armenia**

**Project Citizen: Promoting approaches to modern political education in Armenian schools**

**Partner**

Armenian Centre for Democratic Education CIVITAS

**Donor**

Federal Foreign Office

**Timeframe**

01.05. – 31.12.2016

**Total Budget**

99,770 €

**Goal**

To introduce modern instruments and methods of political education to Armenian middle schools and high schools.

**Kyrgyzstan**

**Democracy and Religion – Dialogue between Equal and Moderate Voices – DREAM**

**Partner**

Institute for Youth Development, CRISP – Crisis Simulation for Peace e. V., Youth of Osh

**Donor**

European Union

**Timeframe**

01.03.2017 – 28.02.2019

**Total Budget**

860,000 €

**Goal**

To enhance capacities for peaceful intercultural and interreligious dialogue on national and regional levels through sustainable platforms and tools; to strengthen community potential to resist radicalisation, extremism, and violence; to strengthen resilience against extremist tendencies of young people in particular.

**Georgia**

**People on the Move: Addressing challenges of migration and providing alternative opportunities to potential and returning migrants in remote communities of Georgia**

**Partner**

Guria Youth Resource Centre Association, Jvari Community Education Centre, NGO LELI, Sparkassenstiftung für internationale Kooperationen e. V., Koda Community Education Centre

**Donor**

European Union

**Timeframe**

11.07.2016 – 10.07.2017

**Total Budget**

346,700 €

**Goal**

To enhance capabilities of potential and returning migrants to protect their rights and ensure participation in community development; to create an interagency, community-based “laboratory” of experience expertise, knowledge and information on migration issues in Georgia; to strengthen the network of civil society institutions to develop common strategy on working with migrants.



<p><b>Tajikistan</b></p> <p><b>Technical Assistance to the Ministry of Labour, Migration and Employment in the area of in-service teacher training for the initial technical, vocational education and training system (Lot 2)</b></p>	<p><b>Partner</b> Lead: GOPA Consulting Group, Partner: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, DVV International</p> <p><b>Donor</b> European Union</p> <p><b>Timeframe</b> 01.01.2017 – 30.06.2020</p> <p><b>Total Budget</b> 3,583,979 €</p>	<p><b>Goal</b></p> <p>To support the development of a continuous professional development system for Technical, Vocational Education and Training education that better responds to teachers' needs and that is built on successful national and regional experiences.</p>
<p><b>Morocco</b></p> <p><b>Technical assistance for the European Union support programme for the implementation of the national literacy strategy</b></p>	<p><b>Partner</b> Lead: GOPA Consulting Group, Partner: DVV International</p> <p><b>Donor</b> European Union</p> <p><b>Timeframe</b> 05.12.2016 – 04.12.2017</p> <p><b>Total Budget</b> 1,198,175 €</p>	<p><b>Goal</b></p> <p>To support the EU programme for the implementation of the National Strategy to Combat Illiteracy, led by the National Agency for the Fight against Illiteracy (ANLCA).</p>
<p><b>Jordan</b></p> <p><b>Employment promotion in Jordan</b></p>	<p><b>Partner</b> Lead: GFA Consulting Group, Partner: DVV International</p> <p><b>Donor</b> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</p> <p><b>Timeframe</b> 01.09.2016 – 31.08.2020</p> <p><b>Total Budget</b> 1,833,010 €</p>	<p><b>Goal</b></p> <p>To improve the employment situation in Jordan in selected economic sectors and regions.</p>
<p><b>Laos</b></p> <p><b>Establish pilot Community Learning Centres in Khammouane Province</b></p>	<p><b>Donor</b> LuxDev</p> <p><b>Timeframe</b> 01.04.2016 – 31.03.2018</p> <p><b>Total Budget</b> 33,735 €</p>	<p><b>Goal</b></p> <p>To increase the numeracy and literacy skills of villagers, as well as life and vocational skills.</p>

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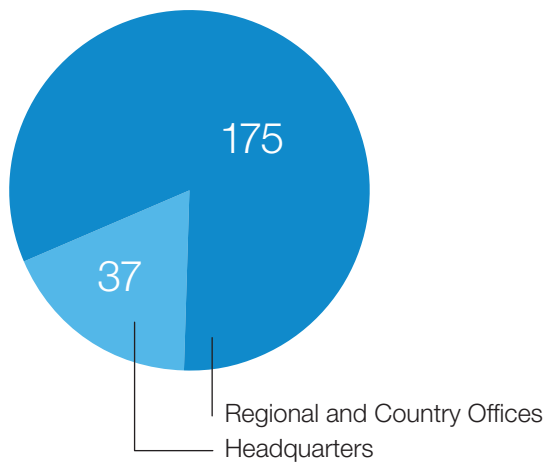
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# Employee statistics

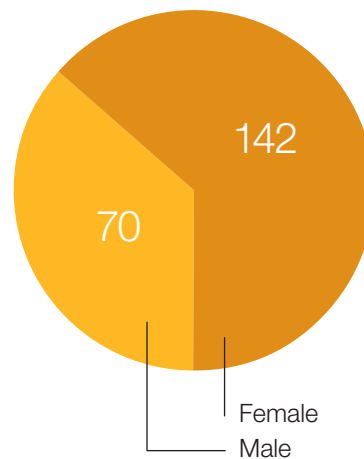
Employees DVV International (as of December 2016)									
	Number of employees	Edu./Sci. Staff	Admin./Tech. Staff	Male	Female	Full-time	Part-time	Limited	Unlimited
Regional and Country Offices	175*	80	95	66	109	145	30	119	56
Headquarters Bonn	37	19	18	4	33	19	18	6	31
<b>DVV International total</b>	<b>212</b>	<b>99</b>	<b>113</b>	<b>70</b>	<b>142</b>	<b>164</b>	<b>48</b>	<b>125</b>	<b>87</b>

\*of which 11 are employees sent overseas

## Employees Headquarters/Abroad



## Employees Male/Female



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