



DVV International

Education for Everyone. Worldwide.  
Lifelong.

# Annual Report 2014



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# Foreword

Once again this year, the DWV International annual report provides a variety of insights into the projects, programmes and key activities of the Institute. The full palette is broad, ranging from literacy programmes in our African partner countries, through education for prisoners, or the initiative Remembering for the Future for the 100th anniversary of the beginning of the First World War, to our support of networks such as ASPBAE (Asia South Pacific Association for Basic & Adult Education), which celebrated its 50th anniversary in 2014.

In the past year, DWV International also actively participated in negotiations to set the new global education and development agenda. For this, the Institute is engaged in a leading role and works in conjunction with the ICAE (International Council for Adult Education) and the regional adult education associations ASPBAE (Asia), CEEAL (Latin America) and EAEA (Europe) as well as in cooperation with the UNESCO Institute for Lifelong Learning. Our common goal is a future-oriented, holistic understanding of learning and education. The signs are good that appropriate decisions will be taken at the World Education Summit in Incheon in May 2015 and at the UN summit in September.

2014 was also marked by manifold – and often interconnected – crises, wars and upheavals that had an effect on our global work on a heretofore rare and unfamiliar scale. DWV International met these challenges with the potential inherent in non-formal youth and adult education solutions. These include our commitment to stifle the Ebola epidemic in West Africa, the creation of non-formal education programmes in refugee and post-crisis contexts in Jordan, Syria, northern Mali and Ukraine, and the continuation of our successful work in Afghanistan. With our partners, we have succeeded to better anchor, globally, the importance of a system based on the lifelong learning concept of education. However, we have noticed that the role of non-formal education for the prevention and resolution of conflicts and crises is still not sufficiently recognised.

For many years, our cooperation with the Federal Ministry for Economic Cooperation and Development (BMZ) has been a fundamental pillar of support for our activity. Specialist organisations anchored in Germany, such as



**Uwe Gartenschlaeger**

DWV International, as actors for social structural support, have an important role in the context of German development cooperation. With DWV International, Germany is the only country in the world that has an international specialist organisation for lifelong learning in development cooperation, an added value that was made clear in the current debate for a new global development agenda. At the same time, DWV International guarantees that the experience from its international work is brought back into the training structures in Germany. In addition to that, in order to promote the interests of adult education and lifelong learning, ancillary funding and sponsors are acquired.

“Everything flows” was already known by the Greek philosopher Heraclitus. And so every year anew DWV International is faced with the challenge to continue what has been proven and to grasp the new. We do this with the backing of solid expertise from over 900 German adult education centres and as an integral part of the global adult education community. Our work is made possible through our trusted cooperation with the BMZ and our other supporters. The focus of our interest remains, despite all the changes, our partner-centric work in the development and expansion of adult education institutions worldwide. Our thanks and our respect therefore goes out to all of our partners at the local, the national and the regional level, who often under difficult conditions battle for the idea of lifelong learning and try to make it become a reality for all people everywhere.

**Uwe Gartenschlaeger**

Deputy Director until February 2015

# Create inclusive and sustainable educational programmes

A conversation with Henner Hildebrand, Regional Director for Southern Africa, Heribert Hinzen, Regional Director for Southeast Asia, and Eva König, Regional Director for South America

**You are responsible for the programmes of DVV International in South America, Southern Africa and Southeast Asia. What is the current focus of the work in your region?**

**Eva König:** Education for all, in the Andean region of South America, is now a constitutionally guaranteed right. But paper is patient and the reality on the ground is different. Residents of rural areas and urban fringes, indigenous peoples, women, young people leaving school without qualifications and all those people who are socially excluded, still have little access to education and even rarer to an education that meets their needs and requirements. On the ground, this is exactly where our work, in which we support local educational institutions to improve their offers through target-group orientation, begins. This is done for example by training their teachers and administration staff, but also by the formation of teacher circles or the support of regional education networks. In addition, there are different national priorities that need to be focused on, such as education for prisoners in Bolivia or “study cooperatives” for unemployed young people in Peru.

**Henner Hildebrand:** In Southern Africa we want to create an inclusive offer of education for young people and adults in precarious living and working conditions. Depending on the different problems and learning requirements as well as the capacity of our partners, the focus is different in the three partner countries. In Mozambique, for the rural population, literacy is the key for economic participation and involvement in the community. In South Africa, the Popular Education methods have proven to be useful for work in the townships in Cape Town: they are implemented without a curriculum; instead, the daily reality of the participants is used. They decide what issues and problems they would like to discuss, and thereby develop



Henner Hildebrand

skills that enable them to change their social relationships in the family and community. In Zimbabwe, in particular with non-formal vocational qualification courses, we try to fight against the high rate of youth unemployment.

**Heribert Hinzen:** The ten Southeast Asian countries Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam have come together in ASEAN (Association of the South East Asian Nations). On January 1, 2015, they enter a new phase of integration as the AEC (ASEAN Economic Community). This will bring a significant boost in the exchange of goods and services, including education, with it. It also requires, in particular from the poorer member countries, considerable efforts to counter the repeatedly complained about “skills gap”, i.e. the mismatch between the needs of the labour market and those actually existing skills and competencies of the labour force.

For youth and adult education in our partner countries, this means a huge challenge, but also a decisive potential. In this process, DVV International and its partners can make an important contribution.

### What work event in your region was particularly memorable for you personally in 2014?

**Heribert Hinzen:** DVV International is intensively committed on a global scale in the debate on the new education and development agenda after 2015. We made this a priority for Southeast Asia as well and, together with the Asia South Pacific Association for Basic and Adult Education (ASPBAE), have engaged in an ongoing process specially designed by UNESCO. An outstanding event in 2014 was a conference with strong participation from the Asia-Pacific region, which we organised in Vang Vieng, Laos, under the title “Quality Education and Lifelong Learning for All”. The results were well documented and give us the opportunity to deepen the discussion.

**Eva König:** Given the wealth of activities and impressions, it is hard to name just one event. What impresses me freshly over and over again on the many visits to the localities, whether in Bolivia, Ecuador or Peru, is the commitment the directors and the lecturers in the local training centres have for their work and the concerns of their students, and with what perseverance they fight for their own rooms, better facilities and new educational materials, and what pride the successes achieved – such as the completion of a course, the award to a graduate or the purchase of two new computers – are commented and celebrated. This motivation as well as the artistry involved in offering people a chance at a better education and training, often with “almost nothing”, I admire very much.

**Henner Hildebrand:** For South Africa, what spontaneously comes to mind are the national round tables we introduced in 2014 in Zimbabwe, Mozambique and South Africa, which will take place on an annual basis. Together with all our partners in each country, we evaluated the cooperation and planned our future engagement. In contrast to the otherwise mostly bilateral consultations between DVV International and its partners, they could get to know each other and exchange experience – a very participatory and inspiring process.



Eva König  
(front row, centre)

### DVV International seeks to promote sustainable social structures in its partner countries around the world. What does that actually mean?

**Henner Hildebrand:** The medium-term strengthening of the skills of our partners, in particular the non-governmental adult education area, is extremely important. I see DVV International as an impulse-giver, for example in the dissemination of innovative learning methods. If for years further training is only initiated and managed by externals, such as the offices of DVV International, then the organisational strengthening of our partners is left behind. In order to root successful methods, the “training of trainers” is necessary, and the partners have to proliferate the methods themselves.

**Eva König:** A central strategy of structural support is also, in my view, the strengthening of educational networks, in which relevant actors in the sector unite at local and regional level. Prominent examples for us are the regional networks of the Bolivian education centres, whose over 500 members are now also organised at the national level. However, these structural changes always take time and are therefore to be understood and supported as long-term processes. As the Institute of the German Adult Education Association, the experiences of the German VHS system are of benefit to us. They can, depending on the context, provide valuable impulses and suggestions.

**Heribert Hinzen:** Ultimately, it’s all about tackling and grasping the structure-building measures at all levels of society, at the micro, meso and macro levels. In practice

this means, for example, the combination of literacy activities in the village or in the city with the appropriate qualification and training of instructors, cooperation with partners and their strengthening at the district and provincial level and, finally, lobbying for improved legislation and funding of adult education at the national level. In Laos, there is even an official government policy for this which is called “Saam Sang” – development on three pillars.

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

**Henner Hildebrand:** At the macro level we must develop our action spectrum even further. National policies for adult education or literacy cannot be the ultimate goal, but must be considered as important platforms for the development of practice. DVV International can contribute its professional expertise specifically toward this. An example from South Africa: A new law provides for the nationwide establishment of community colleges. DVV International is active in a supportive role in a current pilot project in Cape Agulhas as well as in an advisory role for the competent ministry. Once the community colleges are established, advice from skilled VHS staff will be considered.

**Heribert Hinzen:** Let me come back once again to ASEAN; it provides a wealth of opportunities and challenges for all areas of society. On top of that, ASEAN+3 (China, Japan, Korea) is coming, and ASEAN+6 (with India, Australia and New Zealand); so, probably, half of humanity. If we look at the participating countries, we see that success and development is very different among the countries, like, for example, within the European Union. It will be a crucial task to anchor adult education and lifelong learning as a human right, and to use it for successful development.

**Eva König:** Adult education plays a rather marginal role in the Andean region – even though, with their offers in their locations, they are often the only ones able to reach disadvantaged groups. An effective reduction of poverty and inequality is not possible without the involvement by actors in youth and adult education. For this purpose, their



Heribert Hinzen  
(right)

importance as an effective instrument of “Education for all” must be made more visible; the sector and its stakeholders must be given a stronger voice and, not least, the potential of civil society educators must be noticed and recognised in the context of “inclusive education”. ●

#### Partner countries in South America:

Ecuador (Regional Office), Bolivia, Peru, Colombia

#### Partner countries in Southern Africa:

Zimbabwe (Regional Office), South Africa, Mozambique

#### Partner countries in Southeast Asia:

Laos (Regional Office), Cambodia, Nepal

*All partner countries of DVV International can be found in the overview on pages 34/35*

[www.dvv-international.de](http://www.dvv-international.de)

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# DVV International worldwide





# International lobbying for Lifelong Learning

In 2015, the global initiative “Education for All” (EFA) and the Millennium Development Goals (MDGs) both come to an end. The global debate about a new education and development agenda is in full swing.

In May 2014, at the conference in Muscat, Oman, the government delegations agreed on a proposal for a new educational goal. It is of course just a goal for a stage, but with the phrase “ensure equitable and inclusive quality education and lifelong learning for all by 2030” they largely followed the argument being made by the civil society adult education networks.

## Lifelong learning instead of focusing on individual sectors

Education should therefore in the future be considered in a lifelong learning perspective and not focus on specific sectors such as primary education alone. The so-called “Muscat Agreement” represents an important milestone in the process of the global adoption of new educational objectives, which will reach its climax in May 2015 at the World Education Summit in Incheon, Korea. The concurrent, closely linked debates on a global development agenda are also proceeding encouragingly. The assumption here as well is of a holistic approach to education that includes all life stages and areas.

These – although at the moment only preliminary – successes are the result of extensive lobbying efforts by youth and adult education. DVV International, as part of this movement, participated in two ways. On the one hand, the Institute provides technical and financial support to the relevant networks and associations, be that the International Council for Adult Education (ICAE) or the relevant regional organisations in Asia and Latin America. On the other hand, DVV International is actively involved in the lobbying efforts as the representative of the German *Volkshochschulen* (adult education centres). This takes



Participants in the Muscat conference, May 2014

place in the European Association for Education of Adults (EAEA), where the Deputy Director of the Institute as vice president is responsible for the non-European and global issues. It also takes place through dialogue with the Education Department of the Federal Ministry for Economic Cooperation and Development (BMZ) and through participation in the German Commission for UNESCO, which both play a central role in the formulation of the German national position. Through its projects and partners, the Institute also successfully supports adult education providers in partner countries in lobbying their positions.

In addition to the commitment in the process of formulating new global education and development goals, in 2014 DVV International also continued its promotion of various networks at national and regional levels. This refers to national and regional youth and adult education associations as well as thematic networks like those regarding women or basic education. ●

# Literacy as the key to development in Sub-Saharan Africa

Worldwide, 781 million people are illiterate, two-thirds are women, 250 million are children. In Sub-Saharan Africa, 29 percent of men and 46 percent of women cannot read or write.

Literacy is and remains a central key to development and the fight against poverty: 171 million people could escape poverty in low-income countries if all school-leavers acquired basic skills in reading, writing and arithmetic. This would correspond to a twelve percent reduction of global poverty. Unfortunately, the reality is different: still, not all children are enrolled in school or they leave primary school illiterate or only with weak literacy and numeracy skills. One in four young people in developing countries cannot read a complete sentence or part of a sentence.

That is why non-formal education – and literacy in particular – remains a key challenge and one of the priorities for the work of DVV International in Sub-Saharan Africa. Standard literacy offers are however not sufficient. Only when literacy is of practical use in the daily lives of learners and the methods are adapted to that will the motivation of participants be maintained and ensure that what was learned will be applied. For this purpose, both a well-trained state or civil society support structure is needed as well as a local and national framework of conditions that make the work possible.

## Guinea and Mali – build on local knowledge

In the literacy circles in Guinea and Mali, an integrated approach is followed. It combines literacy with non-formal vocational training, supporting income-generating activities and civic education or health care (including the prevention of Ebola and HIV/AIDS). Mostly, the so-called Reflect method is used, which makes it possible to connect these issues with community development and literacy. So, for instance, initially the agricultural calendar is developed and discussed, the strengths and weaknesses are analysed

and opportunities for improvement or training needs for family farms are identified. In the next step the key vocabulary of the subject area is identified and converted into text. From the available calculations about cropland or quantities of seed, numbers and basic arithmetic operations are practiced. In that way the interest of the participants will be fully addressed and drop-out rates usually remain very low.

Progress development in their skills in reading, writing and arithmetic is continuously measured; on average, 80 percent of the participants reach a nationally certified level of literacy by the end of the course.

## Mozambique and Uganda – literacy for especially disadvantaged target groups

In Mozambique, DVV International develops and tests new models for attaining literacy aimed at the most disadvantaged target groups, which should strengthen the role of women in society. This means that, in particular, integrated approaches are needed that link literacy with life skills in rural and periurban communities. The literacy courses take place exclusively in national languages such as Makua or Chisena.

In a project co-financed by the EU and the German Federal Ministry for Economic Cooperation and Development (BMZ), people with disabilities are brought into the sharper focus of adult education. The disabled face discrimination in general in Mozambique. The project develops teaching materials and learning models which focus on the learning needs of the disabled and enable them to be integrated into the classroom and to create an environment of inclusion and affection.

In Uganda a project also co-funded by the EU and BMZ was carried out from 2010 to 2014 in the very remote and disadvantaged region of Karamoja, which combined literacy with the promotion of income-generating activities, professional development and other aspects such as health and hygiene. This enabled a very effective system

<sup>1</sup> See UNESCO: EFA Global Monitoring Report 2013/2014



Participants of a DVV International literacy course in Mozambique

of savings and credit associations to be established, which continue to function even after the end of the project and allow small scale investments for income-generating projects, but also include a minimum for social security.

#### Ethiopia – national strategy for non-formal education and literacy

Ethiopia is one of the few countries in Africa that has a national Master Plan for non-formal education, which is included in an integrated programme for functional adult education. DVV International supported the development of the Master Plan and in 2014, in close collaboration with the Ethiopian Ministry of Education, promoted the implementation of the integrated programme in selected model districts. Here once again, literacy is associated with the acquisition of basic skills in various fields. Many governmental and non-governmental services and providers are involved and ensure that the teaching of literacy and numeracy skills is in relation to the daily lives of the participants.

In addition to the support of model courses, a national, institutional capacity building is also one of the central activities of DVV International. Key personnel and trainers are trained at all levels of government. Thanks to the national approach, activities can also be carried out in parallel at all levels and thus allow the experiences from the pilot districts to flow into the nationwide implementation of the adult education programme. ●



**António Filipe**, 26, from Mozambique, the father of a daughter; he never went to school and hesitated a long time before participating in a literacy course. Now he says: “Much in my life has changed. Today I can sign my name, I can read and write. Recently I signed a work contract and I didn’t have to undergo the shameful procedure of signing with a fingerprint. I plan to open a bank account for my savings. My dream is to open my own small business in order to improve my circumstances.”

# 50<sup>th</sup> Anniversary of the Asia South Pacific Association for Basic and Adult Education

When the Asian-South Pacific Bureau of Adult Education was established on January 30, 1964 in Montreal in the presence of the then Director of the German Adult Education Association, Helmuth Dolff, no one knew that this would be the beginning of a real success story. Today, the association with its 179 member organisations from 33 countries is one of the most important regional associations for primary and adult education. Along with the possibilities for experience exchange in the region, the image of the association in recent years has been bolstered by capacity building and offers for the training of trainers and facilitators, as well as in particular by the substantial lobbying and advocacy activities for lifelong learning.

## Decades of partnership

DVV International has accompanied this development officially since 1977, when a partnership with ASPBAE was agreed upon. The support focused initially on the exchange opportunities, training opportunities and publications. ASPBAE never fell into the danger of being dependent on its main supporter; rather, it continually succeeded in formulating visions and targets independently. This created a partnership that both sides benefit from up to today, which is supported by a common understanding of solidarity and the human right to education. At the first General Assembly of ASPBAE in 1991 in Tagaytay, Philippines, the then ASPBAE President Dr. Rajesh Tandon brought the common beliefs to a point: "As adult educators, we believe in the capacities of people (...) We have to work towards strengthening the people-centred, people-based, people-controlled development efforts. (...) Issues that concern people need to become issues for adult educators."

## Engagement for lifelong learning

The consequence of this strong human rights-based approach was a strong emphasis on lobbying activities for the interests of adult education. Especially after the year 2000, ASPBAE grasped the entire agenda of lifelong learning and became increasingly involved



The ASPBAE team at a meeting in Tagaytay, Philippines, in January 2014. Also included from DVV International: Uwe Gartenschlaeger (third from left, back row) and Heribert Hinzen (third from left, middle row)

in the areas of basic and youth education. As a result, the 5<sup>th</sup> General Assembly of 2008 decided to rename the organisation into "Asia South Pacific Association for Basic and Adult Education" (ASPBAE).

The impressive competence and strength that the association has now developed is evident in the role that ASPBAE and especially its Secretary General Dr. Maria Khan has played in the debate in recent years as regards the new global education and development goals. If as planned, at the World Education Summit 2015 in Korea, an agenda will actually be accepted that is based on the concept of lifelong learning, then that will largely be the merit of ASPBAE.

DVV International is proud of its 37 years of cooperation with ASPBAE and congratulates the association heartily on its 50<sup>th</sup> anniversary! ●

More information about ASPBAE at  
[www.aspbae.org](http://www.aspbae.org)

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# The Theatre of the Oppressed – educational work in Bolivian prisons

DVV International has been engaged in promoting better educational opportunities for prisoners in Bolivia since 1998. In close cooperation with government and civil society actors, innovative approaches and initiatives have been developed which have led, since 2010, to the education of offenders being officially established as a national educational mission and to the quality of education being sustainably improved in prisons. The professional qualification of teachers, for example, in a special self-designed degree programme, adequate teaching and learning materials as well as the involvement of local adult education centres and their networks are central aspects of this process. In 2014, for its educational work in Bolivian prisons, for the first time DVV International used approaches from theatre education.

## Daily life in prison presented as theatre and then analysed

A particularly suitable method revealed itself to be the Theatre of the Oppressed, which was developed by the Brazilian theatre theorist Augusto Boal. In 2014, educators from the adult education centre in San Pedro, La Paz – a partner of DVV International – worked intensively with this method for the first time along with inmates of the San Pedro prison. It combines art and self-learning experience and motivates performers as well as the audience to deal playfully and together with issues that

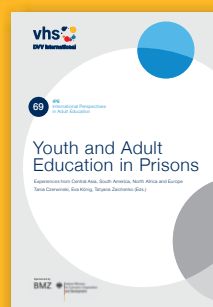
are often neglected or suppressed in everyday life. The incarcerated become actors and present pieces with particular situations of their everyday life in prison. Again and again they slip into different roles in order to present the perspectives of other people and groups and get to know them. The audience is integrated into the scenes as often as possible and encouraged to express their own ideas and suggestions, and thus, for example, to contribute to the solution of problems.

With this method, space for discussion and awareness of the problematic situation of incarceration and the reality of prison life is created. This also gives the participating adult educators the possibility, and prison staff the ability, to perceive the reality of the incarcerated from a different perspective and, building on that, encourage measures for the social inclusion process. The approach was very well received by all the participants and will, in future, be further developed and disseminated. ●



DVV International has been working with its partner organisations in Bolivian prisons since 1998. Photo: sewing course in Tarija prison

Not only in Bolivia, but in a number of locations around the world, DVV International implements education projects in prisons. In the collection “Youth and Adult Education in Prisons”, which appeared in 2014 in the series “International Perspectives in Adult Education”, DVV International staff and partners from around the world report on their work and experiences in the field of youth and adult education in prisons in Latin America, Central Asia, North Africa and Europe.



The publication is available in English, Spanish and Russian and can be requested free of charge via [info@dvv-international.de](mailto:info@dvv-international.de). The digital version is available for download at [www.dvv-international.de](http://www.dvv-international.de).

# Adult education in refugee contexts

In 2014, violent conflicts and the resulting refugee flows were important issues in some of the partner countries of DVV International. In special focus were Jordan and Turkey: Since the outbreak of the civil war, over 2.5 million Syrians fled across the borders to these countries. But in other countries, such as Bosnia and Herzegovina, Armenia, Georgia and Mali, DVV International is also concerned with educational programmes for refugees. All the programmes want especially to improve the future prospects for refugees. This can be achieved through the provision of professional qualifications. However, conflict prevention, civil society education, social inclusion and reconciliation are important issues as well.

In the summer of 2014, employees and partners of DVV International from different countries met in Madaba, Jordan, to share their experiences and discuss key issues of adult education in refugee contexts.

## Design education programmes for the special needs of refugees

Different levels of education among the refugees and uncertain future prospects represent a major challenge for the needs assessment and planning of educational programmes. The involvement of the target groups is particularly important. The participatory needs assessment of DVV International in Turkey was not just able to discover and secure the orientation of the demand for educational programmes, but it was also able to instil confidence among the Turkish and Syrian population.

The experiences from Georgia emphasise the importance of psychosocial factors on learning ability. In order to successfully support the psychosocial needs of people, their education programmes should create low-threshold opportunities for contact and exchange. In this way, the participants can process experiences at their own pace. It is also important that education programmes recognise their limitations and refer people with severe trauma to specific programmes.

## Develop conflict-sensitive programmes

The office in Jordan has developed a conflict-sensitive programme that considers both the refugees and the host community. Resource shortages, high unemployment and



DVV International works with refugees in various partner countries. In Jordan, among other things, workshops for recycling methods are offered

rising housing and food prices led to tension and conflict between Jordanians and Syrians. As a consequence, Jordanian partner organisations were trained to implement the educational programmes for Jordanians and Syrians. Jordanian and Syrian course instructors and course leaders were jointly prepared for their tasks and so were able to learn how to deal with the stress which arose in the groups.

Experiences from Bosnia and Herzegovina emphasise the effectiveness of adult education for conflict resolution and reconciliation. A holistic and long-term perspective on conflict is of great importance for educational work. By dissecting conflicts and through social and economic integration after an acute crisis, education programmes can help prevent future crises.

Experiences from Mali show that thorough planning and specific training of employees has an important role in the success of the programme in the new context. Short funding periods and planning time are major challenges for the programmes. In order to fully exploit the potential of adult education in refugee contexts, after acute emergency relief, long-term support programmes are indispensable. ●

# “Adult education can help instil new courage to face life”

Interview with Dr. Ernst Dieter Rossmann (MP), Chairman of the German Adult Education Association, about the work of DVV International with refugees in Jordan and Turkey

**What is the unique contribution that adult education can make in refugee crises?**

**Ernst Dieter Rossmann:** Many refugees see themselves suddenly thrust into an entirely new life environment. We would all do well to imagine ourselves in this particular situation and to ask ourselves what it means to try and orient oneself in such a dramatically new life environment and to try and find a way to hold one’s own life together and, should it be the case, of one’s family, and to rebuild despite adverse circumstances. That’s where help is needed. Adult education can support this orientation process in many ways. It can create meeting places, where the refugees can communicate with one another and also with people from the host communities. This is not only useful for the people concerned. It can also prevent conflicts; adult education can continue to provide knowledge and practical skills, such as language skills or information about the legal situation of refugees in the host country; and it can prepare people to the demands of a new labour market through the provision of professional skills. Once again, the most important thing: Adult education can help people to develop perspectives and instil courage to face life again.

**For you, what are the key success factors of the DVV International refugee projects in Jordan and Turkey?**

**Ernst Dieter Rossmann:** Responsibility for all the victims and the helpers is particularly high in crisis situations. The learners have traumatic experiences behind them and find themselves in unstable living conditions. The professional staff have to deal with difficult situations, human destinies and great personal stress. And then of course scarce aid funds must always be used effectively. A basic rule is: Educational programmes will only be accepted if they are perceived as directly helpful. Both projects therefore attach great importance to a thorough needs analysis



Dr. Ernst Dieter Rossmann

together with the target groups. The educational programmes are geared to meet the needs of the participants and help them find their way and provide for their families.

The actions are aimed at both the refugees and the local population – this is particularly important in the already resource-poor, underdeveloped areas, where many refugees settle. It prevents conflicts and helps the parties to resolve urgent problems with all in mind. Another important factor for success is experienced and trained local staff. DVV International engages not only local specialists in the training centres, but also refugees who are intensively supervised and trained. This is especially important to us because it turns help into self-help and creates identification.

**How have the projects in Jordan and Turkey managed to combine emergency aid with structure-building?**

**Ernst Dieter Rossmann:** Education programmes in refugee contexts can only take effect when the basic needs of the refugees are ensured, with food, shelter, medicines, etc. On the other hand, information and contacts acquired through education can also help refugees to access goods and services they desperately need. This is where the projects of DVV International begin. They encourage refugees and locals to work together, to use their respective skills to help each other and ensure the supply of assistance. For this, DVV International trains staff in conflict resolution. This is the individual approach that we combine with institutional advice when we help training centres to adapt their programmes to the changing situation and build networks to support refugees. ●

# Peace Education in Kyrgyzstan

Over the past decade there have repeatedly been violent conflicts and tensions between different ethnic groups in the Kyrgyz Republic. The initiators were mostly young people, particularly in the rural areas. High unemployment, low living standards and lack of education lead to confusion and frustration, especially among young people. In crisis situations, this frustration can turn into violence, which can then often be directed against the representatives of other ethnic groups.

In 2014, the DVV International office in Kyrgyzstan, with the financial assistance of the European Union and the Federal Ministry for Economic Cooperation and Development (BMZ), initiated a project to promote ethnic equality and civic engagement. The project “Promotion of Ethnic Equality and Civic Engagement” (PEACE) aims to counteract ethnic and religious tensions, especially among young people, through the use of art and make a contribution by promoting tolerance and civic participation for peace education in Kyrgyzstan. DVV International operates in close partnership with the local youth organisations “Institute for Youth Development” and “Youth of Osh” in the regions of Osh, Jalalabad, Batken and Chui.

## Creative work on the topic “Peace-Building”

In the project, more than 500 young people aged between 15 and 25, with very different cultural and social backgrounds, were brought together in 25 creativity groups. With media, photography, performance, music, graffiti and dance they were to work together to create artistic and informative works for peace education. The work includes, for example, photo albums, short films on social issues, songs for peace, historical chronicles and interactive performances.

The young people have the chance to express themselves, to develop their own initiatives, to be heard and listen to others. In addition, they can exchange experiences and ideas. The works produced in the project are presented to the public through advertisements, flash mobs, festivals, forums and exhibitions.



In the PEACE project, young people from Kyrgyzstan deal artistically with questions about tolerance and peace

The experiences from the project will later be brought together in a “Peace-Building Toolkit” and passed on to youth organisations, secondary and vocational schools, where they can be used in the future in extra-curricular activities. ●

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More information about the project can be found here:  
[www.peace.dvv-international.kg](http://www.peace.dvv-international.kg)



## West Africa: “Today an Ebola-module is mandatory in all basic projects”

Because of the unprecedented outbreak of Ebola, since February 2014 the world has been holding its breath. Particularly affected are Guinea, from where the infection emanated, and the neighbouring countries of Sierra Leone, Liberia and now, Mali. DVV International maintains its West Africa Regional Office in Bamako, Mali, and a country office in the Guinean capital Conakry. Gerhard Quincke, Regional Director in West Africa, talks about the contribution that adult education can make in this situation.



Gerhard Quincke

### What is the mood in the countries affected by Ebola?

**Gerhard Quincke:** Life must go on. People are worried, but mostly calm. Some common behaviour is disappearing, such as the handshake or women giving a welcome kiss on the cheek. Many avoid hospitals for fear of being infected there. This has become a problem for some in the most affected areas who need medical treatment because of very different things; there are facilities that are completely closed.

### Can adult education make a contribution against the further spread of the virus?

**Gerhard Quincke:** Of course! In the courses for functional literacy supported by DVV International there has always been the subject of “health”, in which up to now family planning, health and nutrition issues in particular were addressed. Today an Ebola-module is mandatory in all basic projects of DVV International in Guinea and Mali. The teaching staff is specially trained in this respect. Where possible, experts are invited as speakers. Similar approaches are applied to combat HIV/AIDS. Based on this experience, DVV International was also asked to participate in a project of the German Agency for International Cooperation (GIZ) for Ebola prevention

in the Malian-Guinean border area. In 300 relatively remote villages in Mali, the population can be educated about risks. Correct responses can be practiced if the situation arises that a case of Ebola is encountered in their environment.

### What does such prevention work look like in practice?

**Gerhard Quincke:** The medical work with patients is left to the experts. We use our strength: access to the rural population through local partner organisations. First, locals, familiar with local languages and customs are trained as trainers. They disseminate the necessary information to village mediators who then, together with the village population, translate educational materials – usually available only in French – or produce them and initiate discussion forums. If competent adult education structures adapted to local social and cultural realities had been available, Ebola would not have spread so dangerously and helpers would not have been assaulted – as happened in Forested Guinea. Education is now helping to combat the crisis. But even more important: education helps prevent further crises! ●



Illustrations from an Ebola educational brochure for the Ivory Coast, which is also in circulation in Mali. (Published by the government of the Ivory Coast, WHO, UNICEF and the Red Cross)

# Remembering for the Future: 1914–2014



Participants in the “Remembering for the Future” conference

2014 marked the beginning of the First World War for the 100<sup>th</sup> time. On the occasion of the commemorative year, DVV International and the European Association for the Education of Adults (EAEA) gave birth to the joint initiative “Remembering for the Future”. It offered adult education institutions across Europe a platform for networking, dialogue and joint activities on the topics remembrance, reconciliation and securing peace.

Through adult education projects about history and remembrance work encompassing the First World War, citizens in the European Union were to be made aware of the effects of nationalism and xenophobia. At the heart of the initiative were the questions: What, and how can we learn from the past? How do we want a united Europe to be structured in the future?

## Final conference at a historical site

On 13 and 14 November 2014, the final conference of the initiative took place in the historic City Hall of Sarajevo. The more than 100 participants from 30 countries discussed how adult education in Europe today and in the future may contribute to a positive “Remembering for the Future”. A number of projects were presented relating to peace-

keeping and conflict resolution, and speakers from across Europe addressed fundamental questions related to the work of remembering, which were delved into more deeply in thematic workshops. A history excursion was taken through Sarajevo, a city with a turbulent history. The assassination in Sarajevo on 28 June 1914 of the heir to the Austria-Hungarian throne, Archduke Franz Ferdinand, is impressed in the collective memory of Europe as the outbreak of the First World War.

## Presentation of the Grundtvig Award 2014

Within the aegis of a ceremony, the Grundtvig Award 2014 was presented at the conference in Sarajevo, for which adult education institutions from all over Europe had applied. Every year, with this prize, the EAEA honours outstanding achievements in the field of adult education.

Winner in the category “World War I Remembrance Initiatives” for initiatives to commemorate the First World War was the German-British project “The Book of Plans, Hopes and Dreams”. Through a competition in creative writing, the project encourages today’s generations to remember the people with their individual experiences during the First World War. It urged the participating



The prize-winners of the  
EAEA Grundtvig Award 2014

Remembering for  
**THE FUTURE**



authors to simultaneously record their own ideals, desires and goals for future generations.

In the category “Adult education projects that promote peace and conflict resolution”, the award went to the project “Vygonoshchi Fortress – Living History of My Village” from Belarus. The project, which was funded by DVV International and was based on local historical research, methods of oral history and a museum exhibition, keeps alive the memories of the tragic events of the First World War. It’s purpose was to raise and strengthen awareness among the villagers of Vygonoshchi as to the consequences of the First World War for their local community, but also for the Europe of today.

Especially in Sarajevo, with its still visible wounds from the last European war of the last century, the participants to the conference were always acutely aware that education must not become a tool for nationalism and, not least, that direct dialogue between people of different backgrounds can make an important contribution to overcoming collective prejudices. Adult education can promote this dialogue. ●

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More information about the initiative can be found at:  
**[www.eaea.org/remembering-for-the-future](http://www.eaea.org/remembering-for-the-future)**

More information on the winning projects  
of the Grundtvig Awards:

The Book of Plans, Hopes and Dreams:  
**[www.book-of-phd.com](http://www.book-of-phd.com)**

Vygonoshchi Fortress – Living History of My Village:  
**[www.living-history.by](http://www.living-history.by)**

In the fall of 2015, an English-language collection of articles will be published on the topic in the series “**International Perspectives in Adult Education**”. Free copies can be pre-ordered at **[info@dvv-international.de](mailto:info@dvv-international.de)**.

# Sport unites – First Education Cup in Afghanistan

Along with its partner, the Afghan National Association for Adult Education (ANAF AE), DVV International offers training programmes in Afghanistan which are especially for young people. They complement school education, improve the chances of young people to make the transition into the labour market and promote their employability. In 2014 some 190,000 students – of which 30 percent were women – attended courses in the 21 training centres. The young graduates obtain new skills and competencies in order to contribute to economic growth and social change for the Afghanistan of the future.

In the fall of 2014, through the auspices of DVV International and ANAF AE, the first Afghan Education Cup was organised in Mazar-i-Sharif. Students and young adults from different schools and educational institutions of DVV International and ANAF AE gathered together to have fun and compete in football (men) and volleyball (women).

## Initiative, self-confidence and team spirit

Sport is not only good for building up health, but is also an important step towards emancipation. Because sport strengthens initiative, self-confidence and team spirit. Females still cannot train in public places in Afghanistan. Many families find it unacceptable for girls to practice a sport because this violates tradition. The National Olympic Committee and the Afghan Sports Federation now promote football, cricket and basketball – and volleyball for girls, which is supported by the Education Ministry and the Ministry for Women as well as civil society organisations.

The Education Cup football final was held close to the Blue Mosque in Mazar-i-Sharif on September 30, 2014 between the District 9 Community Learning Centre (CLC) and the Adult Learning Centre (ALC) from the city centre. They presented a thrilling match in which both teams showed great commitment. The ALC team prevailed in the end and won outstandingly 6:2.



The radiant winners of the Education Cup in volleyball at the trophy ceremony

The contenders for the title in the women's Volleyball tournament from Bukhdi No. 1 school for girls and the Lycee Sultan Rasia had their grand appearance on October 2, 2014. After each team had won two sets, both teams were ready for action. The atmosphere was electric with excitement for their fellow students and the other spectators. A successful offensive by the Sultan Rasia team tipped the decision their way. After the tournament, the jubilant winners said: "We played a strong game and were well organised." But the losing team was confident: "We wanted to show that we can play even better, and we're proud of our final – we will stick together!"

Sports and team spirit unites people in Afghanistan as well. Preparations for the second Education Cup in the fall of 2015 are already underway. ●

# Guaranteeing the human right to education in Mexico

Article 26 of the Universal Declaration of Human Rights enshrined the right to education as a human right. Of key importance in ensuring human rights are the governments of all countries. But how effectively do states actually meet this task? How can one verify that they are meeting this responsibility, and how can one, if necessary, effectively demand this guarantee from a government? Since 2014, to address these questions and answer them, the Regional Office for Central America, based in Mexico, with funding from the European Union, has been carrying out a three-year project, the evaluation of state compliance with the right to human education in Mexico.

The target groups are young people and adults over 15 belonging to predominantly indigenous groups in the southern provinces of Puebla, Chiapas and Quintana Roo. Monitoring and evaluation concepts are developed together with them so that at the local level the implementation of national programmes of adult education can be assessed. Through that, access to and the use of educational opportunities for disadvantaged groups should be improved.

## Violation of fundamental rights as an everyday experience

For many people in Mexico, the violation of their fundamental rights is an everyday experience. The aim of the project is to make adult education as a human right understandable and to develop a methodology that allows for a conscious demand of this right; this is something completely new – something for which there is therefore no precedent.

Cooperation with longstanding partner organisations which have been working in the various provinces – “Iniciativas para la Identidad y la Inclusión AC” (Initiatives for Identity and Inclusion), “Universidad Campesina Indígena en Red” (Indigenous Peasant University Network) and “Educación, Cultura y Ecología AC” (Education, Culture and Ecology AC) – guarantees a high degree of political sensitivity, which is also essential regarding this topic.



**ABOVE:**  
The project team  
in Mexico



**LEFT:**  
Participants  
meeting for  
the project

## Challenges in the cooperation between the state and civil society

In the first phase of the project, important foundations were laid, and especially to ensure good cooperation with INEA, the state-run national education institute, which is responsible for the development of adult education programmes in the non-formal sector. One of the biggest challenges for this form of cooperation is that the state and the government of Mexico are perceived by many civil society organisations to be corrupt and unreliable.

Therefore there are only a few experiences of successful cooperation on an equal footing between civil society and state institutions. The project team needs to maintain a good balance between constructive criticism and cooperation with every step it takes. However, the colleagues succeeded in involving almost all the major institutions in the project. A regularly published newsletter informs the public on the progress of the project, whose focus is now to test the developed methodology in practice and from that to draw conclusions for the further development of the concept. ●

# Digital learning opportunities for pre-integration

In many partnerships, civil society and business unite in order to address societal challenges together. The term Corporate Social Responsibility (CSR) combines an idea: that corporations contribute to solving global problems and take responsibility for the impact of their business on society. The United Nations, the European Union and the German federal government are strongly in favour of the so-called stakeholder dialogue between all the interest groups in society.

DVW International is open to this dialogue and puts adult education and development cooperation on this agenda. The Institute wants to form alliances for lifelong learning with corporations and foundations in order to work together for the elimination of educational disadvantage. With funding from Deutsche Telekom AG it was able, for the first time, to set up a pilot project that combines the corporate social responsibility of companies with the mission of DVW International.

## Pilot project “Digital learning in pre-integration”

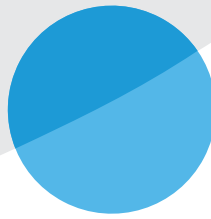
In July 2014, DVW International, with the financial support of Deutsche Telekom AG, started the model project “Digital learning in pre-integration”. By the Spring of 2015, model



Participants in a model course in Kosovo

courses for the use of the platform *ich-will-deutsch-lernen.de* will be implemented in the DVW International locations of Kosovo and Morocco. The learning portal was developed by the German Adult Education Association (DVW) with funding by the German Federal Ministry for Education and Research (BMBF) and supports the language, professional and social integration of immigrants in Germany. Since 2013, the portal has been used successfully in the nationwide integration courses of adult education centres (*Volkshochschulen* – VHS). In the pilot project, the learning portal is now going to be used in international courses. The target group includes both educationally disadvantaged learners and very well-educated, mostly young professionals who want to emigrate to Germany. For the first time, this pilot project creates a transition between pre-integration in the home country and integration in Germany. Although a German test is mandatory for many migrants, achievable learning opportunities in their home countries to improve their knowledge of German before emigration are missing. The free, flexible in time and location learning portal eliminates this disparity and helps to reduce educational disadvantages.

In addition to the learning material for the acquisition of German language skills, and as the key to successful integration, the learning portal offers broad learning areas with exercises related to professional and social issues and illustrates life and work in Germany. Entry into the learning material is flexible, depending on prior knowledge, and is individually customisable. The learners have a learning plan and are accompanied throughout by tutors. A unique feature is the ability to learn reading and writing for the first time – in German, the second language. With this offer, the portal also addresses illiterates, thus improving their access – through the learning portal – to participation in society. In Morocco, the illiteracy rate is around 30 percent, and especially affects women in rural areas.



Kosovo and Morocco are among the top ten countries of origin for migrants to Germany. They are characterised by high youth unemployment, low educational opportunities and low income. Many people want to emigrate to Germany or to join relatives already living in Germany. Among the potential emigrants are many highly qualified professionals in search of better job prospects.

#### More than 1,000 learners in the first few weeks

The pilot courses in Kosovo and Morocco are a complete success and a great demand for them has been created. In Kosovo, in the first weeks of the pilot project, more than 1,000 learners already used the portal, with many more, especially young people, on the waiting list for

the blended learning courses in the training centres in Pristina and Prizren. The ICT skills of the course instructors and leaders are also being strengthened by the project. DVV International conducted train-the-trainer measures in Pristina, Casablanca and Rabat to strengthen capacity building of teachers to train multipliers and to permanently anchor digital learning in everyday life.

The pilot project is supported by the German Institute for Adult Education (DIE). To ensure sustainability, the research institute is exploring the opportunities of digital learning in pre-integration in an accompanying study. ●



#### Zeycan Tutar

Zeycan is the Director of the pilot project courses in Rabat: “With the support of the online tutor, learners achieve rapid progress in their learning. But the guidance and the teaching locally are vital. Motivation must always be maintained – in the classroom as well as online. In my course it is especially the educationally disadvantaged who show a huge willingness to work with the portal and learn a new language.”



#### Bujar Shaqiri

Last semester Bujar studied law and took part in a pilot course in Pristina, Kosovo. “For the first time, I learned online, and I want to continue to work independently in the portal after the end of the course. After my bachelor’s degree I want to emigrate to Germany, where two of my brothers live.”

# Ukraine: “The revolution must become an evolution”

DVW International has been working in Ukraine since 2009 and witnessed first hand the emergence of the protest movement on the Maidan in Winter 2013. The armed conflict has changed the field work; understanding and reconciliation have become important issues; internally displaced persons (IDPs) have been added as a new target group. In 2014, along with its partner organisation “Integration and Development”, DVW International implemented the Foreign Office funded project “Common Future – Ukrainian society after the Maidan. Promotion of understanding and cooperation for conflict prevention.” Oleg Smirnov, Director of “Integration and Development”, talks about the situation in Ukrainian society and the challenges it presents for the joint project.

## How would you describe the situation in Ukraine at the beginning of the project?

**Oleg Smirnov:** The polarisation of Ukrainian society has steadily increased over the past years. After more than 100 protesters were killed on the Maidan at the beginning of 2014, the conflict has escalated very quickly. As a result of the armed conflict, entirely new problems have emerged, such as the more than one million internally displaced persons. Due to the economic crisis and the dramatic increase in military spending, these problems are only being addressed very slowly. Thus, the social tensions and conflict potential is growing in all regions of the country. On the one hand, Ukrainian society was welded together by the armed conflict. On the other hand, it remains divergent and divided.

## How does the project meet these challenges?

**Oleg Smirnov:** DVW International has a lot of experience with projects for conflict resolution. Our joint project builds on this expertise and would like to enable the members of the communities in different regions to effectively enable change and reconciliation processes. We have carried out six conflict prevention and resolution trainings for local activists and civil service employees. The participants have learned to work in a multicultural environment and to lead groups that have internal conflicts. The focus was on the topics identity, stereotypes and discrimination. In addition,



Oleg Smirnov

as part of 16 mini projects in eleven regions, very specific activities were also implemented to overcome the effects of armed conflict or to promote processes of dialogue between different population groups. So, for example, a forum for IDPs took place, where refugee groups from 15 Ukrainian regions could exchange ideas and network with others to better represent their interests in the future.

## Is it possible to use the energy of the protests constructively in the current situation?

**Oleg Smirnov:** This can only be achieved through a national dialogue between the population groups that have different perspectives. It is important that people learn to reflect on their own actions, feelings and attitudes and to put that into words. The most important thing is to create a culture of open dialogue. Only then will it be possible for the participants in the discussion to accept other points of view seriously and see them in relation to their own positions. The central lesson for everyone was to emphasise the importance of dialogue in every situation, as difficult as it may be (“Peace is always better than war”), and the primacy of reconciliation (“Peace is more important than the truth”). The revolution must become an evolution. We need to outgrow ourselves, learn from each other and be happy for everyone’s success. ●



# “Adult Education and Development” – professional journal for South-South exchange

The global commitment to lifelong learning by DVV International is also supported by the publications of the Institute. Thus, DVV International currently publishes “Adult Education and Development” – established in 1973 – the premier professional journal for adult education and development worldwide.

## A media for the Global South

The journal is published once a year in English, French and Spanish and in 2014 was sent – for free – to adult education institutions, libraries, universities, ministries, civil society organisations, and colleagues in over 160 countries. The majority of the recipients, about 85 percent, are in Africa, Asia and Latin America. Many adult educators in developing countries have very limited access to relevant literature or to what the Internet offers. The journal enables them to learn about important issues and developments in adult education from an international perspective.

Not only the readers, but also the authors come predominantly from Africa, Asia and Latin America. “Adult Education and Development” thus offers colleagues, particularly from the global South, an independent forum to exchange ideas, share experiences and to think outside the box.

## Keep different regional perspectives in view

To ensure the relevance of content and to keep the different regional developments and prospects in sight, the editors are advised and supported by a ten-member international editorial board. In it, among other colleagues, are representatives from the International Council for Adult Education ICAE as well as the Asian, European, Latin American and West African adult education associations. In January 2014, the editorial board met in Manila to discuss the direction and the contents of issue 81 on “communities”, which was published in the Fall of 2014. In issue 81, authors from around the world discuss the role adult education plays in indigenous, virtual, rural, professional, political and many other communities,



Meeting of the Editorial Board in Manila, January 2014

and what it can do. In an interview, Dr. Gerd Müller, German Federal Minister for Economic Cooperation and Development, talks about the role of adult education in development cooperation, and in the section “Community Learning in ...” there are examples of training centres, concepts and projects for “local learning” presented from all parts of the world, from Georgia to South Africa to the Fiji Islands. ●

Since 2013 “Adult Education and Development” has been published in cooperation with the International Council for Adult Education ICAE, which organises an online seminar after each print edition. In March 2014, the first seminar on issue 80 “Post 2015” was held. About 1,000 colleagues from around the world participated.

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Download the latest edition from [www.dvv-international.de](http://www.dvv-international.de) as well as find further information and the possibility to subscribe to the journal.



Request a free printed copy from [info@dvv-international.de](mailto:info@dvv-international.de)

# II. DVV International and the Volks- hochschulen



# “Global Learning in the adult education centre” – offers in tune with the times

Climate change, globalisation, people fleeing: Global Learning is an interdisciplinary learning system which is centred within “Education for Sustainable Development” and makes topics out of the global connections – social, environmental, political, economic – in our everyday lives.

The DVV International project “Global Learning in the adult education centre” is aimed at all the departments of adult education centres (*Volkshochschulen* – VHS) in Germany. Adult education centres can apply for project funding for three different types of events: for multipliers, for young people aged 6–29 and for people aged 50 and over. In 2014, a total of 158 events with about 4924 participants were funded.

## Diverse methodology and content

Global Learning lives from diverse approaches to methodology and content and can take place in any media: whether in community radio (“Global Heroes – music as a (development) political weapon”), learning in the kitchen (“A culinary journey around the world: getting to know vegetarian & vegan cuisine – from purchasing to menu”) or with a sewing machine (“Upcycling? Do it yourself”).

One focus of the 2014 events dealt with the facets of Fair Trade: a topical training of tour guides (“Fair Trade – learn from history in order to make the future fair”), to the structures of world trade (“The world trades – fair?”), to the connection of two topics (“Fair Trade and Climate Change”), and to the classic (“Coffee – much loved and traded fairly?”).

Many similar points of connection were offered by events for personal consumption: in the field of clothing (“Fashion, fairness, foreign countries. Global textile production, for example Bangladesh”), or in principles (“Between local and global – lifestyles, consumption and globalisation”).



Global Learning focuses on the global realities in our daily lives. A central idea is the three-pronged approach: Recognition – Assessment – Action

The possibilities of taking informed action were the focus of numerous events such as “Breakout – live better differently. Local trade with global responsibility”, or the exhibition and the accompanying programme to “Me and my city – shaping the future”.

## Address current social developments

In 2014, it became clear once again that adult education centres can directly respond to social developments: Faced with a growing number of people looking to escape from wars, environmental destruction and lack of economic prospects and seeking refuge in Germany, some adult education centres have developed new offers. These range from supplementary services for people in language and literacy courses, through a workshop in preparation for a

“Migrants Day”, to a multi-stage approach in which county actors – government, civil society, churches, clubs, the affected – are trained to be multipliers.

The project “Global Learning in the adult education centre” is sponsored by Engagement Global on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). ●

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More information is available from the menu item “Global Learning” on [www.dvv-international.de](http://www.dvv-international.de)

Language course leaders are the target audience of a new publication series of Global Learning for English lessons. The material is divided into “Overview and Background”, “Teaching Guide”, “Student Pages” and “Materials for Activities”, and consciously uses different levels. The beginning was the focal point “Think globally, eat locally?” for levels A2+/B1.

In the series “Materials”, the handout “Global Learning in the VHS – but how? Suggestions on methods and issues” was published as Volume 55. It provides colleagues at adult education centres, with or without previous experience in global learning, tips on how to use topics and methods of Global Learning for their work.



Publications are available for download under the menu item “Global Learning” at [www.dvv-international.de](http://www.dvv-international.de). These publications can also be ordered as a PDF by e-mail at: [info@dvv-international.de](mailto:info@dvv-international.de)

## “Know your lifestyle” – private consumption and its global impact

Since the beginning of 2013 DVV International, along with adult education associations in Estonia, Slovenia and Austria, has been implementing the project “Know your lifestyle – Sustainable consumption for young adults in second-chance education”. It is aimed at young adults who get their school leaving certificates through remedial study at adult education centres such as the German *Volkshochschule* (VHS).

In collaboration with NGOs and teachers, in 2014 a total of five training modules were developed on the topics “Mobile Phone & Smartphone”, “renewable energy”, “Water as a global good”, “Global production of goods in the textile industry” and “Human Energy”. Their aim was to make the course participants aware of the relationship between local very personal consumption and its global implications so that they can reflect critically on their own consumption and can develop alternative, sustainable, methods of action.

The five modules were presented in the final publication of the project, which is now available in German, English, Slovenian and Estonian. It can be ordered free of charge from DVV International by writing to: [info@dvv-international.de](mailto:info@dvv-international.de)

“Know your lifestyle” is funded by the European Union, the Ministry for Economic Cooperation and Development (BMZ) as well as government bodies in the partner countries. ●



Teaching modules from the project “Know your lifestyle”

## “Discover Georgia” – a joint German-Georgian project

The experience of the German VHS (*Volkshochschule* – adult education centre) system is of central importance for the work of DVV International. This also applies to the Regional Office in Georgia. Since 2006, it has built nine Georgian adult education centres on the German model. They offer successful professional, political and cultural training as well as social and community activities for more than 8,000 participants each year. In particular, socially disadvantaged groups such as the unemployed, national minorities and internally displaced persons are the target groups.

The intensive cooperation between German and Georgian adult education centres includes, among other things, study trips for employees of Georgian adult education centres to Germany, training assignments for German VHS experts in Georgia or exhibitions and lectures at adult education centres in both countries.

### Educational travel to Georgia for German tourists

As part of this collaboration, with the support of DVV International in 2014, the joint tourism project “Discover Georgia” was launched by the Mansfeld-Südharz county VHS and the Koda adult education centre in Georgia. The Koda adult education centre developed the programme for the educational tour, which was aimed at pensioners from Germany, most of them former teachers from schools and VHS. The programme included visits to various adult education centres, meetings with course participants, as well as talks and workshops with teachers of the German School in Tbilisi. In addition to excursions in the various regions of Georgia and information about local history and traditions, an important element of this educational journey was participation in innovative approaches to civic education, which DVV International and its partners in Georgia offer. Lively discussions among the guests from Mansfeld were generated by the alternative Tbilisi city tour “In Stalin’s footsteps”.

In 2015, in addition to the Koda adult education centre, the Leliani adult education centre will also offer an appropriate tourism programme. The implementation of this programme not only promotes cooperation between Georgian and German educational institutions, but also the organisational development of the two participating Georgian adult education centres.



Employees of the Mansfeld-Südharz county VHS visit the Koda Adult Education Centre

Through these educational tours they acquire new skills and open themselves for offers in new areas and new revenue opportunities. 100 percent of the money earned goes to courses for the disadvantaged in Georgia, which would otherwise not have been financed.

The DVV International Regional Office Georgia plans to support the continued collaboration between Georgian and German adult education centres. The goal is to find at least one German partner VHS for every Georgian adult education centre. This goal will be realised in cooperation with the Georgian Adult Education Network (GAEN), which was launched in 2013 and to which all adult education centres in the country are currently connected. ●

# Insights into the VHS system – study tours to promote the exchange of expertise



Visitors during the closing ceremony



Methodological exercises at VHS Vaterstetten

As part of the German Adult Education Association, DVV International can count on support for its work worldwide from the structures and experiences of some 920 VHS (*Volkshochschulen* – adult education centres) in Germany. Like the German Adult Education Association and the federal association, they are an important and valued partner of various educational institutions in many partner countries of DVV International. Study tours are an important way to support the exchange of experience and knowledge with these partner countries. They get targeted support by DVV International.

From October 27 to November 5, at the invitation of DVV International, 14 colleagues from Ecuador, Peru, Bolivia, Cuba and Mexico traveled to Germany for such a study trip. Among the participants were both adult educators of various educational institutions and decision-makers from ministries. They had the opportunity to learn about the German adult education system, to enter into a professional exchange with German colleagues and to explore opportunities for cooperation.

## Non-formal adult education as a supplement to formal education structures

In many Latin American countries, the strongest influence comes from formal education. It is often seen as a tool for economic development and not as an opportunity for the development of society. Accordingly, many of the national

education systems are geared primarily to the needs of the market and globalisation, civic or political education are rarely supported. This also applies to the field of adult education.

However, it is actually non-formal adult education which is an effective tool to reach, in particular, disadvantaged groups. It offers those people who for various reasons do not have access (anymore) to the formal education system, new educational opportunities and prospects. In Germany, non-formal adult education, such as that offered in adult education centres, is a supplement to formal education and has become an integral part of the education system. During their visit the delegates from Latin America got an insight into the structure of the German education system and an idea of how formal and non-formal education can be successfully linked.

## The German VHS system as a practical example of non-formal education

The focus of the visit was mainly to look at the practical aspects of the organisation, programme design, the range of participants and the public relations work of the adult education centres. Local anchoring, quality management and funding were important issues as well. In addition, the German Adult Education Association (DVV) was presented as an example of the building of an association as well as the importance of it and its regional associations for educational work.

On the programme were visits to the Bavarian Ministry of Culture, the Bavarian Adult Education Association (bvj) and the adult education centres in Munich, Erding, Vaterstetten, Regen, Neuburg on the Danube, Nuremberg and Jena. Each of the adult education centres dedicated itself to one of the key issues mentioned above, which was then discussed in presentations and discussions. Additionally, the delegates were also able to visit events and courses from the programmes of the individual adult education centres. Thus they were not only able to see the synergistic interaction of the participating German institutions, but were also given an insight into the work done locally with its specific local challenges.

Because the delegates work mainly in formal adult education, insight into the largely non-formal adult education of the VHS was a whole new experience for them. In particular, the

formats and methods used by the adult education centres proved to be an aspect of enrichment for the participants.

### Continue and intensify the exchange

At the end of the study tour, all the delegates stated that they were able to garner a lot of inspiration and numerous correlations for their own work through the technical exchange with their German colleagues, but also with the Latin American participants. An initial concrete implementation plan for each country was able to be worked out in the final event. DVV International will continue to lend technical professional support to these colleagues. The exchange between the delegates also led to the desire to increase cooperation between the participating countries and institutions. Especially through continued exchange of information and materials as well as joint events and activities, new synergies should be created in the future. ●



**Milagros Iparraguirre Pinto, participant from Peru**

“Although the Peruvian education system is largely formal in the field of youth and adult education, many of the experiences and methods used by the VHS can also be used in our country. For example, I’m thinking of the ‘Alpha Scouts’<sup>2</sup> model, the special cooperation with the local authorities and the strong target group orientation of the courses offered. Thank you for this unique experience!”



**Patricio Benavides, participant from Ecuador**

“We came with the idea that learning can only take place in classrooms and always presupposes a formal educational structure. During the study tour, we discovered that learning does not have to be limited to certain forms and techniques, but that it can be designed as a holistic approach that addresses the specific needs of the participants.”

<sup>2</sup> “Alpha Scouts” are professionals who regularly come across people with basic educational needs in their daily work (in government, social institutions, practices, etc.) and are specifically trained to identify those in need and to refer them to appropriate counselling centres.

# III. DVV International Overview





# Our Profile – Our Vision

## Our Profile

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 920 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.

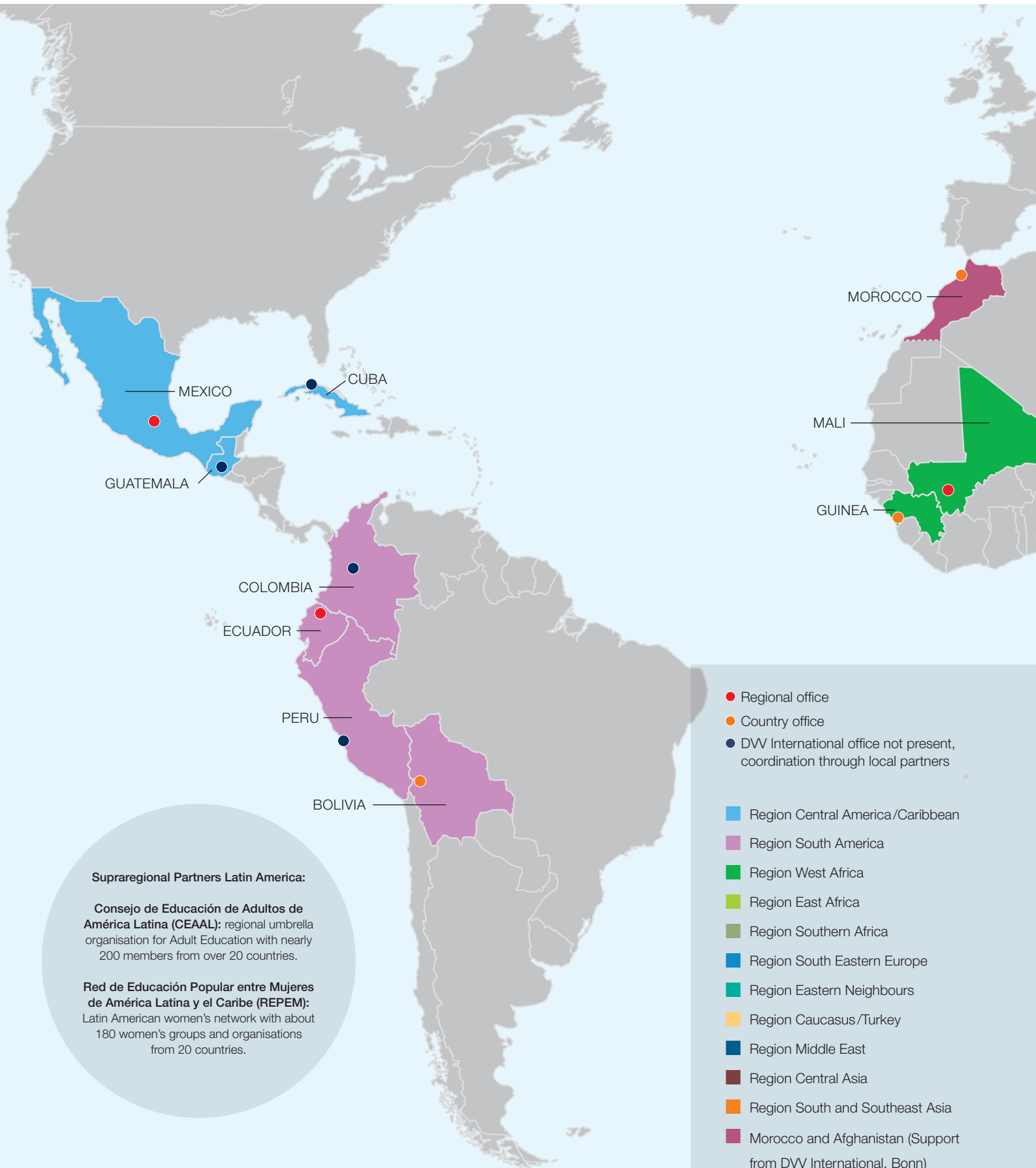
We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation 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.

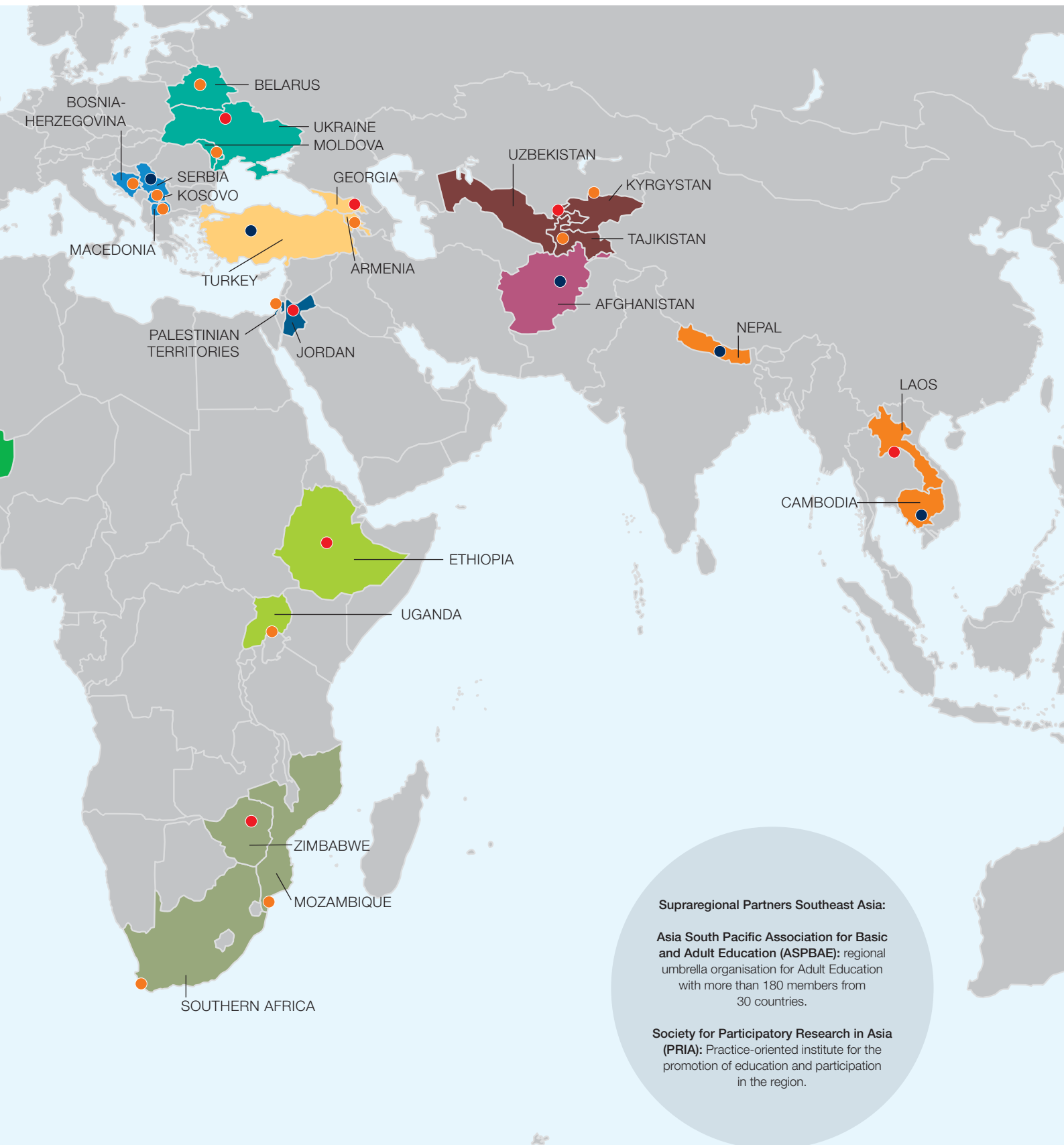
DVV International finances its work with funds from institutional and private donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orient ourselves on the UN Millennium Development Goals (MDG), the global Education for All (EFA) programme and the UNESCO World Conferences 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





**Supraregional Partners Southeast Asia:**

**Asia South Pacific Association for Basic and Adult Education (ASPBAE):** regional umbrella organisation for Adult Education with more than 180 members from 30 countries.

**Society for Participatory Research in Asia (PRIA):** Practice-oriented institute for the promotion of education and participation in the region.

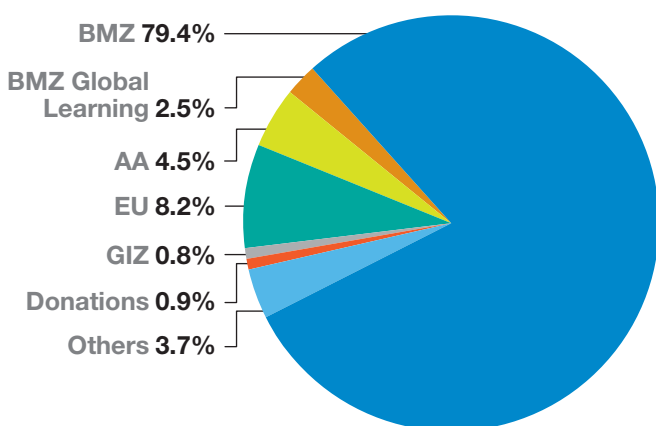
# Profit and loss account

Income	2014	2013
<b>A. Income Headquarters</b>	<b>1,819,471.67</b>	<b>1,953,466.92</b>
1. Administration grant BMZ	1,349,923.98	1,349,962.36
2. Administrative costs (portion)	444,819.81	518,363.35
3. Income from services	20,683.40	31,241.21
4. Other income	4,044.48	
5. Liquidation of provisions		53,900.00
<b>B. Project grants</b>	<b>15,339,560.53</b>	<b>13,482,958.02</b>
1. AA	789,004.91	855,160.93
2. BMZ	12,965,516.10	12,114,028.85
<i>International projects</i>	<i>12,522,000.00</i>	<i>11,737,000.00</i>
<i>Global Learning</i>	<i>443,516.10</i>	<i>377,028.85</i>
3. EU	1,425,832.57	397,312.78
4. Assoc. for Int. Education & Exchange (IBB)	16,245.26	37,600.00
5. GIZ	142,961.69	
6. Royal Netherlands Embassy, Ethiopia		78,855.46
<b>C. Income from donations</b>	<b>150,000.00</b>	
<b>D. Other income project countries</b>	<b>157,881.03</b>	<b>106,778.35</b>
<b>Total income</b>	<b>17,466,913.23</b>	<b>15,543,203.29</b>
<b>Expenditure</b>	<b>2014</b>	<b>2013</b>
<b>A. Expenditure Headquarters</b>	<b>1,819,471.67</b>	<b>1,953,466.92</b>
1. Staff costs central services	1,390,978.88	1,450,682.61
2. Building	86,980.73	125,137.99
3. Office equipment	56,470.43	84,720.31
4. Business supplies	24,279.76	30,093.11
5. Events/Publications	29,710.63	13,656.81
6. Travel costs	57,050.00	69,295.04
7. Communication	29,451.76	26,884.95
8. Dues to Organisations	19,106.38	6,720.00
9. Other administrative expenditure	125,443.10	146,276.10
<b>B. Project expenditure</b>	<b>15,647,441.56</b>	<b>13,589,736.37</b>
1. International projects	14,406,513.60	11,248,515.34
2. Global Learning at VHS	457,925.26	693,664.60
3. Advances to projects	783,002.70	1,647,556.43
<b>Total expenditure</b>	<b>17,466,913.23</b>	<b>15,543,203.29</b>
<b>Result for the year</b>	<b>0,00</b>	<b>0,00</b>

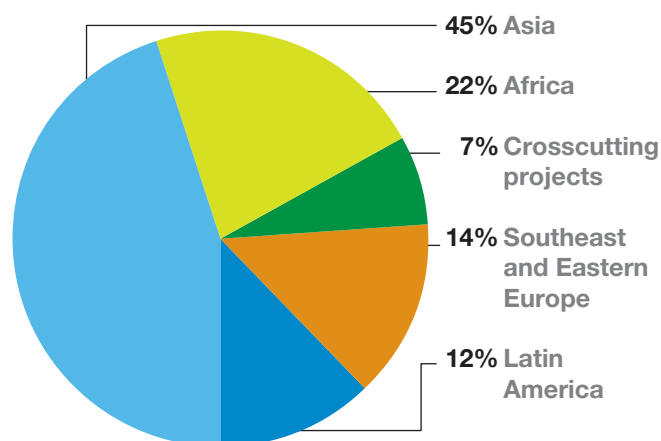
# Balance

A. Assets		31.12.2014	31.12.2013
<b>I. Cash</b>			
1.	Cash on hand	2,095.91	1,883.48
2.	Bank balances	927,005.93	1,686,338.19
<b>II. Receivables</b>			
1.	Receivables from deliveries and services	20,024.23	38,267.32
2.	Project billing costs	445,531.86	662,471.93
3.	Rent security deposits	9,045.00	9,045.00
<b>III. Accruals and deferred income</b>		<b>47,981.69</b>	<b>45,434.20</b>
<b>Total Assets</b>		<b>1,451,684.62</b>	<b>2,443,440.12</b>
<b>B. Liabilities</b>		<b>31.12.2014</b>	<b>31.12.2013</b>
<b>I. Provisions</b>		<b>96,227.43</b>	<b>171,400.00</b>
<b>II. Liabilities</b>			
1.	Other liabilities	369,410.84	346,774.83
<b>III. Accruals</b>			
1.	Project billing costs	911,696.81	775,265.29
2.	Deferred income	74,349.54	1,150,000.00
<b>Total liabilities</b>		<b>1,451,684.62</b>	<b>2,443,440.12</b>

Origin of financial resources 2014  
(17,466,913.23 euros)



Regional distribution project funds 2014  
(15,647,441.56 euros)



**List of abbreviations**

- AA** Foreign Office
- BMZ** Federal Ministry for Economic Cooperation and Development
- EU** European Union
- GIZ** German Agency for International Cooperation (GIZ)

## Acquisition of Funds – Public Funding

As a provider of social structure support, DVV International finances itself mainly through funds from the Federal Ministry for Economic Cooperation and Development (BMZ). In addition, the Institute also works with its partner organisations in national, European and international project proposals. In 2014, ten of these proposals were successful.

<p><b>Project</b> Training of mediators and establishing a network of mediators in the Hatay region of Turkey</p>	<p><b>Country</b> Turkey <b>Partner</b> NGO Support to Life (STL)</p>	<p><b>Donor</b> Institute for Foreign Cultural Relations (ifa), Federal Foreign Office <b>Period</b> 08/2014 to 12/2014 <b>Total Budget</b> € 167,829.11</p>	<p><b>Goal</b> The project aims to contribute by training mediators for constructive conflict resolution between Syrian refugees and the local population in the Hatay region.</p>
<p><b>Project</b> Vidimo se u Sarajevu – See you in Sarajevo. The contribution of adult learning to European culture of remembrance and reconciliation in the commemorative year 2014</p>	<p><b>Country</b> Bosnia and Herzegovina <b>Partner</b> European Association for the Education of Adults (EAEA)</p>	<p><b>Donor</b> Federal Foreign Office <b>Period</b> 07/2014 to 12/2014 <b>Total Budget</b> € 64,422</p>	<p><b>Goal</b> The project aims to promote remembrance and reconciliation work in Europe and strengthen networks between actors in the memory work and actors in reconciliation.</p>
<p><b>Project</b> Common Future – Ukrainian society after Maidan. Promote understanding and cooperation on conflict prevention</p>	<p><b>Country</b> Ukraine <b>Partner</b> NGO Integration and Development (IDC)</p>	<p><b>Donor</b> Federal Foreign Office <b>Period</b> 08/2014 to 03/2015 <b>Total Budget</b> € 220,077</p>	<p><b>Goal</b> The project aims to solve and avoid conflicts and promote inter-regional and inter-cultural dialogue in selected regions of Ukraine.</p>
<p><b>Project</b> Active for Life: Promoting Rights and Enhancing Capacities of Elderly People in Georgia</p>	<p><b>Country</b> Georgia <b>Partner</b> Non-governmental organisation LELI</p>	<p><b>Donor</b> European Union: European Instrument for Democracy and Human Rights <b>Period</b> 1/2015 to 6/2016 <b>Total Budget</b> € 157,895</p>	<p><b>Goal</b> The project aims to improve the quality of life of older people in Georgia by strengthening their rights, social interactions, as well as relationship to their home environment.</p>
<p><b>Project</b> Promotion of Literacy and non-formal Adult Education II</p>	<p><b>Country</b> Afghanistan <b>Partner</b> Afghan National Association for Adult Education (ANAF AE)</p>	<p><b>Donor</b> Federal Foreign Office <b>Period</b> 1/2014 to 12/2014 <b>Total Budget</b> € 491,378</p>	<p><b>Goal</b> The project aims to strengthen the cooperation between literacy providers in Afghanistan, improve the framework conditions and improve the quality of literacy programmes.</p>

<p><b>Project</b> Youth Empowerment toward Sustainability and Change <i>(YES to Change)</i></p>	<p><b>Country</b> Tajikistan</p> <p><b>Partner</b> Non-governmental organisation NUR, Non-governmental organisation MADINA</p>	<p><b>Donor</b> European Union: Peace Partnership programme</p> <p><b>Period</b> 3/2015 to 2/2018</p> <p><b>Total Budget</b> € 625,000</p>	<p><b>Goal</b> The project aims to reduce tensions and conflicts in the Tajik Gorno-Badakhshan region. For this purpose, it aims to create a network of young leaders who are committed to political dialogue and the social and economic development of their communities.</p>
<p><b>Project</b> Technical assistance – inclusive education for children with special needs in Uzbekistan</p>	<p><b>Country</b> Uzbekistan</p> <p><b>Principal Applicant</b> Hulla &amp; Co. Human Dynamics KG</p> <p><b>Partner</b> DWW International; International Confederation</p>	<p><b>Donor</b> European Union</p> <p><b>Period</b> 3/2014 to 2/2016</p> <p><b>Total Budget</b> € 1,995,000</p>	<p><b>Goal</b> The project aims to improve the quality of education programmes for children with special needs and promote their integration in kindergartens and primary schools.</p>
<p><b>Project</b> Technical Assistance Forging ahead: process-oriented Technical Assistance to the Ministry of Internally Displaced Persons (IDP)</p>	<p><b>Country</b> Georgia</p> <p><b>Principal Applicant</b> Hulla &amp; Co. Human Dynamics KG</p> <p><b>Partner</b> DWW International; Non-governmental organisation PRO</p>	<p><b>Donor</b> European Union</p> <p><b>Period</b> 6/2014 to 5/2015</p> <p><b>Total Budget</b> € 1,198,600</p>	<p><b>Goal</b> The project supports the Georgian Ministry of Internal Refugees and other relevant ministries in implementing the “IDP IV” programme, which encourages IDPs and their host communities in addressing extreme poverty.</p>
<p><b>Project</b> Promotion of adult education in Bosnia and Herzegovina</p>	<p><b>Country</b> Bosnia and Herzegovina</p>	<p><b>Donor</b> German Agency for International Cooperation (GIZ)</p> <p><b>Period</b> 5/2014 to 4/2016</p> <p><b>Total Budget</b> € 109,724</p>	<p><b>Goal</b> In the framework of the project, basic concepts and standards are worked on for curricula development in remedial basic education.</p>
<p><b>Project</b> Ebola prevention in the Southern Mali mining belt</p>	<p><b>Country</b> Mali</p>	<p><b>Donor</b> German Agency for International Cooperation (GIZ)</p> <p><b>Period</b> 11/2014 to 3/2015</p> <p><b>Total Budget</b> € 100,000</p>	<p><b>Goal</b> The project aims to promote Ebola prevention, including through training multipliers, information sessions and the dissemination of information.</p>

# Evaluations

Regular evaluations are a basic part and an instrument which accompanies the work of DVV International. In 2014, eleven evaluations were carried out.

COUNTRY	TITLE OF THE EVALUATION
Armenia	Evaluation of adult education centers in Armenia
Belarus	Evaluation of the EU project “Living History of My Village”
Kyrgyzstan, Tajikistan, Uzbekistan	Study on the project work in Central Asia
Morocco	Evaluation of national post-literacy projects
Morocco	Evaluation of local learning centres
Morocco	Study on the application of the national Reflect method
Mexico/ Guatemala	Evaluating the work of DVV International in Mexico and Guatemala (2010 to 2014)
Mozambique	Mid-term evaluation of the EU project Inclusive Adult Education (IAE)
Latin America: Interregional partners CEAAL	Participatory evaluation of the work of the Latin American Adult Education Association CEAAL (2009 to 2014)
Zimbabwe	Evaluation of sub-regional education and training on the Reflect method of 2010-2013
Tajikistan/ Uzbekistan	Evaluation of the “capacity building” component in Uzbekistan and Tajikistan



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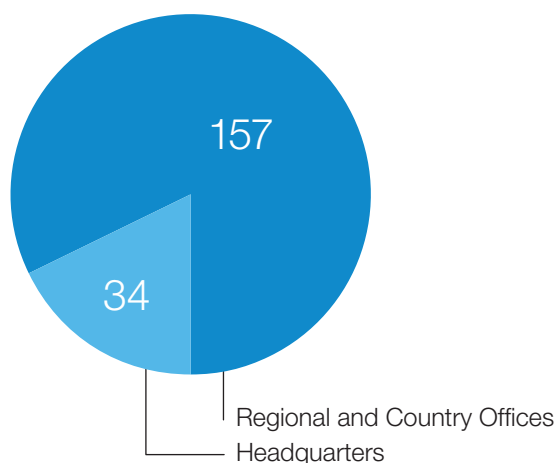
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# Employee Statistics

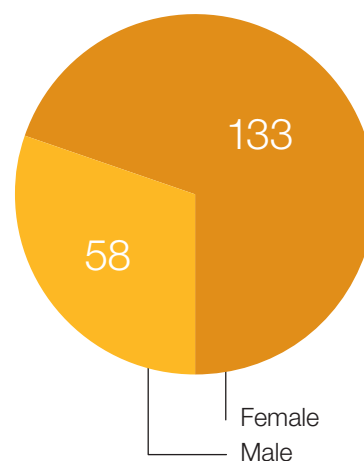
Employees DVV International (as of December 2014)									
	Number of employees	Edu./Sci. Staff	Admin./Tech. Staff	Male	Female	Full-time	Part-time	Limited	Unlimited
Regional and Country Offices	157*	68	89	54	103	132	25	101	56
Headquarters Bonn	34	14	20	4	30	20	14	6	28
<b>DVV International total</b>	<b>191</b>	<b>82</b>	<b>109</b>	<b>58</b>	<b>133</b>	<b>152</b>	<b>39</b>	<b>107</b>	<b>84</b>

\*of which 10 are employees sent overseas

## Employees Headquarters/Abroad



## Employees male/female



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P. 17: Ebola educational brochure, published by the government of the Ivory Coast, WHO, UNICEF and the Red Cross

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