



DVV International

Education for Everyone. Worldwide.
Lifelong.

Annual Report 2018



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for Economic Cooperation
and Development



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Introduction

Dear Readers!

It is an ongoing task that never ends, as the saying goes. Last year too, the German Adult Education Association, together with its Institute for International Cooperation (DVG International), successfully promoted adult education both in Germany and abroad. Thanks not least to the lobbying work carried out by the Association, further training was given an important place in the Coalition Agreement that the German Federal Government passed in 2018. The adult education centres (*Volkshochschulen*) are explicitly mentioned as a special partner for the first time. The Coalition Agreement also underlines the importance attaching to education in development cooperation – “along the entire education chain”.

Adult education is indeed key to attaining sustainable development on a global scale. It imparts knowledge and skills, and can provide people with an orientation as well as with highly-practical tools helping them to take control of their own lives and of their children’s futures, especially in countries that need to struggle in order to achieve development and prosperity. Adult education makes an important contribution toward overcoming global social challenges such as social inequality or environmental degradation and climate change, to name only two particularly serious examples. It enhances social cohesion and exerts a preventive effect in conflicts, as well as helping to stave off radicalisation. Promoting adult education means shouldering a global responsibility.

Adult education is however only sustainable in concrete terms if it can build on reliable structures: There is a need for appropriate legislation and adequate funding, networked and professional adult education institutions, competent teaching staff as well as integral, high-quality educational provision tailored to the needs of the population. DVG International has therefore set itself the task of promoting precisely these structures in its more than 30 partner countries. In order to achieve this,



Dr. Ernst Dieter Rossmann

the Institute pursues a systemic approach that works across the different levels.

In the work that it carries out worldwide, DVG International can draw on the experience of both the adult education centres in Germany, and of its many local partners on the ground. Conversely, the Institute brings its international experience back into its domestic work, for example when it comes to integrating refugees and in intercultural further training. DVG International has been supporting development policy education work at German adult education centres in this context for decades in order to make it possible to experience global connections at local level.

We in Germany have an Institute in the shape of DVG International that is unique worldwide in that it forms a bridge on a global level between adult education and development cooperation. I would like to cordially invite you to take a look at the following pages in order to gain an insight into and an overview of the varied work that the Institute has carried out over the past year. I hope that you enjoy reading them.

Yours faithfully,

Dr. Ernst Dieter Rossmann

Chair of the Deutscher Volkshochschul-Verband e. V. (DVG)

Foreword

Dear Reader,

We would like to introduce you on the following pages to our worldwide commitment to youth and adult education, which once more enabled us to make a contribution last year toward establishing and expanding sustainable structures.

In the first section of the annual report, we describe youth and adult education projects that we are carrying out in close cooperation with our local partners. This section cites from several brief examples which we would like to use in order to provide you with an insight into our multifaceted activities around the world: We report on the design of policy frameworks, dialogue measures and planning processes in Bosnia-Herzegovina, Ethiopia and Afghanistan. The focus in Kyrgyzstan has been placed on preventing radicalisation. By contrast, you can read reports on international history competitions from the regions of our Eastern neighbours and the Caucasus. We also provide you with a stocktake of our many years of successful work in Bolivia.

The second section of the annual report is dedicated to our work as a professional organisation operating where adult education and development come together. Key future issues which are addressed include digitalisation and the position that adult education is to take up with regard to the Sustainable Development Goals. We talk about the branding process that we have initiated, and which we hope will make it possible to bring across the core brand of adult education in an understandable, uniform and targeted manner. Another building block is formed by information on framework curricula developed by DVV International. This concerns, firstly, Curriculum globALE, which we have established and which is being deployed in order to help professionalise teaching staff. We present it using the example of our work in Laos. Secondly, we report on the newly-created Curriculum interculturALE, an intercultural-didactic form of advanced



Christoph Jost

training for working with refugees which was piloted last year in selected adult education centres in Germany.

The third section of the annual report provides a systematic overview of the work carried out by DVV International – ranging from our profile and strategic fields of action, through our partner countries, monitoring and evaluation, to our global network, committees and donors. This section also emphasises the degree to which the long-term social structure funding provided by the German Federal Ministry for Economic Cooperation and Development (BMZ), drawing on the experience of the German Adult Education Association and our global partner network, continues to form the basis for our work.

I would therefore like to thank not only our staff and our partners at home and abroad, but also the BMZ in particular for their trust and cooperation. In line with the guiding principle set out by the United Nations in its 2030 Agenda to “leave no one behind”, we will continue to work to ensure that youth and adult education offers better prospects for the future to those who are most disadvantaged, and that it fosters sustainable development.

I wish you stimulating reading.

Christoph Jost
Director of DVV International

I. Adult education projects worldwide

Our project work focuses on disadvantaged young people and adults. In order to improve their situation and to promote development, the Institute is working worldwide to establish and expand sustainable structures of youth and adult education. To this end, DVV International works with more than 200 partners in over 30 countries.

Bosnia and Herzegovina – one country, 14 governments, eleven adult education laws

The small state of Bosnia and Herzegovina has one of the most complex political structures in the world, with a total of 14 governments on different levels. Twelve of them are directly responsible for education. With strong support from DVV International, eleven of these governments have established legal frameworks for adult education since 2009.

Bosnia and Herzegovina consists of two Entities: the Federation of Bosnia and Herzegovina – which comprises ten cantons – and the Republika Srpska. Added to this is the Brčko District, which is a self-governing administrative unit. Each of these entities, cantons and districts has its own government and its own ministries. When it comes to education, ministries on the national level and on the level of the Federation have a coordinating role only. The country's entire education system is thus regulated and managed by twelve independent ministries, all of which have different capacities and approaches to education.

Eleven administrative units have adopted laws on adult education since 2009. DVV International closely accompanied and supported these processes by providing counselling, organising study exchanges, and commenting on draft versions of the laws. Adult education has become an integral part of the country's educational system for the first time. Most of the units have taken further steps, for example by adopting a number of bylaws, establishing a register of adult education providers, or developing adult education programmes. But even though the laws on adult education are quite well harmonised, practices differ between these ministries, and many of them are still facing challenges when it comes to the implementation of the laws.

Cooperation and exchange between ministries to improve implementation

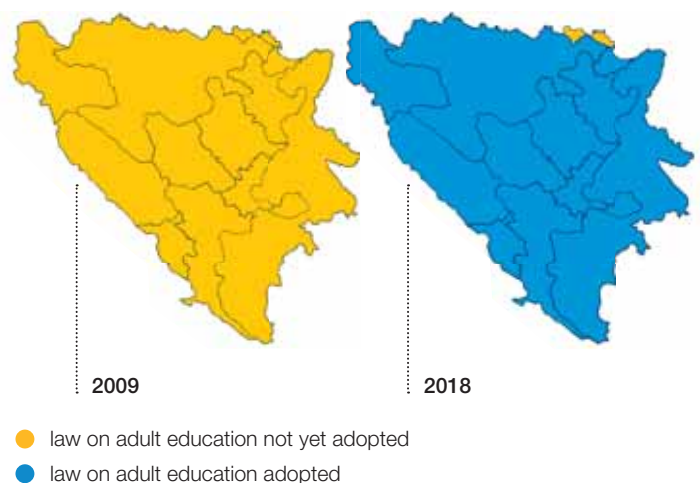
In order to enhance cooperation between the ministries and to develop a systematic, common approach to adult education throughout the country, DVV International has created a non-formal network of contact persons for adult education within the responsible ministries in recent years.

In October and November 2018, the Institute organised two workshops on “Laws and Regulation in the Field of Adult Education” for these contact persons as well as for legal associates of the ministries. During the events, representatives of eleven administrative units shared their experiences and discussed solutions on how to improve the implementation of adult education legislation. They analysed and discussed the different laws and regulations, identified strengths and weaknesses and agreed on necessary amendments to the legislation or to implementation procedures.

While the analysis showed good results in areas such as the elaboration of strategic documents or cooperation with the labour market, participants mentioned the lack of knowledge and experience in implementation, as well as the absence of a common approach and intersectoral cooperation, as remaining challenges.

Based on the analysis, participants defined eleven key recommendations for the further improvement and harmonisation of adult education in the country, and these were delivered to decision-makers in all relevant bodies in the country, including ministries, agencies and pedagogical institutes. ●

Map of administrative units in Bosnia and Herzegovina



Literacy – the foundation for social and economic development in Afghanistan

Abdul Bashir Khaliqi is the Director of ANAF AE, the Afghan National Association for Adult Education, founded in 2005 with the support of DVV International. He talks about the situation in his country, as well as about the Geneva Conference on Afghanistan – where he lobbied for adult education as a key driver for development.

Mr Khaliqi, you attended the Conference on Afghanistan that took place in Geneva on 27 and 28 November 2018. What exactly happened at this Conference, and what was your role?

Abdul Bashir Khaliqi: Afghanistan is in a ten-year transformation period, in the course of which the country is to achieve its independence by 2024, with the support of the international community. At the Brussels Conference on Afghanistan in 2016, the international community committed 15.2 billion US dollars to the Afghan Government until 2020 in order to enable it to implement its development and reform plans. At the conference that was held in Geneva, the progress made in the reform process so far was assessed and the mutual commitments for the coming years were discussed and renewed. I went to Geneva as a representative of ANEC, the Afghan National Education Coalition. I was also part of the Afghan Civil Society Working Committee (CSWC) that prepared an advance position paper, which was presented at the Conference.

Were education and literacy important topics at the Conference?

Abdul Bashir Khaliqi: No, education did not play any prominent role. The importance of education as a key driver for development and enabler for the Sustainable Development Goals was barely mentioned, and the topic was only discussed in relation to women's empowerment. I was the only person advocating for literacy education at the side events I attended. Therefore, my takeaway from this event is that we need to lobby much more; we need to raise people's awareness of the issue. During the Conference, I was able to talk to important



Abdul Bashir Khaliqi

decision-makers from the Afghan Government, including the First Lady. I stressed the fact that social and economic development is impossible with today's literacy rate of only 34 %.

How can literacy education help improve the situation in Afghanistan?

Abdul Bashir Khaliqi: In so many ways. Let me mention four central points: First, there is evidence that in families where the mothers can read and write, the children are more likely to get an education as well. The situation in our country is however exacerbated by the fact that the school system is still facing massive challenges – such as overcrowded classrooms and poorly-trained teaching staff. This means that much of the education that is taking place has to take place at home. As men are usually out working, it is the mothers who are supporting their children. Second, literacy empowers women in particular, and enhances their participation in society. It helps them to become informed, learn more about their rights and make their own decisions, for example in elections. Third, literacy is also crucial when it comes to getting people out of poverty. Being able to read and write opens up new doors for them. They can gain relevant skills leading to them finding a job and improving their income. And finally, literacy is a central element of many aspects of daily life. Literate people can for instance read street signs and the information leaflet enclosed with their medicine;



Women attending a literacy course in Kabul

they can use a mobile phone, manage their budgets, and much more besides. Being literate lays the foundations for living an independent life.

How would you describe the current political conditions for literacy among the population in Afghanistan?

Abdul Bashir Khaliqi: Unfortunately, the conditions are very unfavourable. We have one of the lowest literacy rates in the world, with an estimated 10 million adults in the country who can neither read nor write. You might think that literacy education would be one of the top development priorities, but it is not. Only 1.5 % of the national education budget is spent on literacy. This small amount mainly goes to finance civil servants' salaries. The structures of the Deputy Minister for Literacy in the provinces are inefficient. In the end, only very little funding is left for literacy courses, for the development of new methods or teacher training.

What is your organisation, ANAF AE, doing in order to change this?

Abdul Bashir Khaliqi: We strongly believe that literacy and continuing education for everyone are key to the peace, development and prosperity in Afghanistan that will change the everyday lives of our citizens for the better. We are therefore committed at all levels to enhancing them. For instance, we have established a monthly

coordination meeting of national and international adult education providers together with the Afghan Deputy Minister for Literacy. This important platform is addressing and discussing current needs and challenges. Together we advocate and lobby for more investment into adult and literacy education. We have also developed a national literacy strategy. Afghanistan has a Community Based Education (CBE) policy that provides access to education for out-of-school children aged from 9-14. Together with UNESCO, we are now lobbying for a policy including all people aged above 15 to open new pathways for them to gain access to the education system. Not least, in our literacy education courses we impart basic skills, and develop new pathways making it possible to catch up on formal education or other skill-enhancement activities. Our Government will subsequently be able to apply these concepts and methods on a nationwide basis and refine them. ●

ANAF AE and DVV International support and coordinate 15 adult education centres and community learning centres in four provinces in Afghanistan – reaching around 200,000 learners each year. At the national level, they advocate for better financing and greater consideration of adult and literacy education as well as lifelong learning in policy and legislation. More information at: www.anafae.af

Combating religious radicalisation in Kyrgyzstan

Kyrgyzstan is a predominantly Islamic secular state, but one in which a multitude of religions from all over the world live together. Although religious freedom is guaranteed by the Constitution, the country is facing religious tensions and tendencies toward religious radicalisation. The DREAM project helped underpin a debate on religion and democracy, targeting young people in particular.

The representatives of the different religions in Kyrgyzstan have become increasingly politicised and radicalised in recent years. Another problem in this context is that co-operation between the State and religious organisations is inefficient, and the system of religious education is in need of improvement. Low levels of religious education, combined with a challenging economic situation along with unemployment, make especially young people vulnerable to radical rhetoric.

DVW International launched the project by the name of “Democracy and Religion – Dialogue between Equal and Moderate Voices (DREAM)” in 2017 in order to underpin the dialogue between young people from different religions, to counter extremist ideologies, and to foster a cohesive, democratic society in Kyrgyzstan. This two-year project was supported by the EU Delegation in the Kyrgyz Republic and implemented together with the Bishkek “Institute for Youth Development”, the non-governmental “Youth of Osh” organisation, and the “CRISP” (Crisis Simulation for Peace e.V.) association from Berlin.

Television and radio talk shows tackled burning issues

One important component of the project was the development of talk shows for television and radio which were broadcast on national and regional channels. The “Free Dialogue” television show and the radio programme entitled “Questions and Answers” brought together religious experts, theologians, lawyers, public activists and representatives from ministries, as well as young citizens. They discussed issues such as the state policy on religion, religious traditions including wearing a hijab, religious stereotypes or questions on religious education. The radio pro-



Young people discussed religious issues with experts in the television show “Free Dialogue”

grammes went out live so that the audience was able to ask questions during the show. The educational TV game show “History of Religious Cultures” was another format that helped broaden students’ knowledge and understanding of the different world religions in an entertaining and engaging manner.

Successful youth empowerment

Around 1,300 young people with different religious affiliations from rural and urban areas in all seven regions of the country were involved in various project activities. In addition to the television and radio formats, they used methods such as theatre performances, media production and oral history to explore different questions and challenges related to religion and democracy in everyday life. For example, theatre performances related to social problems were staged and performed in 80 schools in all regions of the country. In addition, members of youth councils across the country developed their own projects to initiate debates about security issues within their communities and to support communities in preventing radicalisation, extremism and violence.

The DREAM project enabled participants to learn not only about each other, but also with each other. They were encouraged to question stereotypes and prejudices, and to address common challenges together. ●

Bolivia – an adult education system that serves as a role model

For more than 30 years, DVV International successfully advocated in Bolivia for a strong adult education system. The Institute closed its office in La Paz at the end of 2018. Wilfredo Limachi Gutiérrez, who has worked for DVV International since 1997 and had been head of the country office in La Paz since 2013, talks about what has been achieved and the future of adult education in his country.

Mr Limachi Gutiérrez, DVV International has concluded its work in Bolivia after more than three decades. How has adult education developed during this time, and what role was DVV International able to play?

Wilfredo Limachi G.: When DVV International opened its country office in Bolivia in 1986, adult education was not yet an integral part of the state education system. Officials in the public administration could not imagine adult education being able to play any role at all in the country's development. DVV International contributed over the years to heightening the sensitivity of the Bolivian Government to the importance of adult education and to supporting its institutionalisation. On the one hand, the Institute provided technical and financial support for the professionalisation of adult educators and, at the same time, developed proposals for extracurricular educational approaches that enable disadvantaged segments of the population in particular to access needs-based learning opportunities. On the other hand, DVV International assumed a leading role in the networking of educational actors and in the organisational development of civil society adult education institutions. It is partly thanks to DVV International's contribution that Bolivia has its own Vice Ministry for Alternative Education today, and that six per cent of the education budget flows into extracurricular youth and adult education. This is a unique achievement in South and Central America.

In your opinion, what can other countries learn from the “Bolivian success story”?

Wilfredo Limachi G.: In my view, two elements are central: Firstly, the administrative structures must be



Wilfredo Limachi Gutiérrez

adapted and expanded so that youth and adult education become an integral part of state education policy. Administrative staff, for example, must also be trained for this purpose. In addition, adult education teachers must be properly qualified. This is because the quality of adult education depends to a large extent on whether teachers understand and apply alternative teaching methods tailored to young people and adults. The experience gained in Bolivia has also been applied to the work of DVV International in other Latin American countries, for example in Guatemala, where a Vice Ministry for Alternative Education is also to be created.

What major challenges do you see for your country in the future? What contribution can adult education make toward meeting these challenges?

Wilfredo Limachi G.: The challenge facing the country is to continue the fight against poverty and inequality while creating the economic conditions to enable as many people as possible to live in dignity and find just employment. Adult education can and must make its contribution in this area, in particular by supporting disadvantaged population groups – regardless of their age – in taking control of their lives and improving their situation through extracurricular educational opportunities. Through vocational training, it can help people find jobs that secure their livelihoods, and at the same time make a contribution toward improving the economic situation in the country. ●

Searching for the past – history competitions in post-Soviet countries



The participants of the award ceremony in Belarus, June 2018

National histories written in post-Soviet countries are often replete with gaps and ambiguities, aiming to shore up nationalist ideologies. The history competitions project invited young people in four post-Soviet countries to conduct their own research projects, taking an approach toward tackling history that was both critical and open.

History textbooks in post-Soviet schools are often full of set answers, presenting the unique, “correct” view of the past. Students have to learn dates and events by heart, and are seldom encouraged to question them. In addition, school classes are almost exclusively given over to political history, wars and tragedies. This approach fails to do adequate justice to an approach to history that provides an insight into the everyday lives of so-called “normal people”.

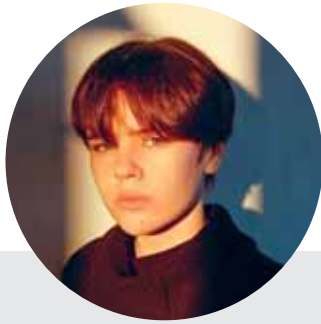
DWV International and the German Körber Foundation, with its EUSTORY network, initiated the “History Competitions” project with financial support from the German Federal Foreign Office in order to challenge this understanding of history and to offer different approaches to exploring it. Together with five organisations engaged

in historical and political education in Belarus, Georgia, Moldova and Ukraine, they organised a competition among young people, encouraging them to unravel new and unknown aspects of the history of their countries and communities.

The organisations worked together with schools, civil society organisations and youth associations in order to reach and engage as many young people as they could. A total of 1,460 young people aged between 14 and 18 participated in the project, which lasted from April 2017 until December 2018.

[Questioning official narratives and working with original sources](#)

Each country developed a main theme for the competitions: Belarusian participants studied photos from family archives; participants in Moldova searched out heroes from among “ordinary people”. Participants from Georgia tried to imagine what it meant to be young in the twentieth century, and young people in Ukraine studied the local history of the places where they live.



“I dedicated my research project to the ‘Executed Renaissance’ – the period of persecutions and repressions in Soviet Ukraine. I believe that the materials I gathered will help young people avoid the mistakes of the past. On a personal level, the project was a great opportunity to overcome shyness and talk to people, to take part in stage performances, and to express my views.”

Polina Zen, winner of the history competition from Ukraine



“My work was based on a photo of my grandmother taken at the school for young workers. It was taken sometime in the 1960s. I have tried to talk about the kind of country she lived in, what kind of routine filled her everyday life. After six months of hard work – going to the archive in Vitebsk, conducting numerous interviews with my family – I wrote an essay and won the grand prize. I never thought that history could be so relevant to my personal life and so fascinating.”

Veronika Ostrovskaya, winner of the history competition from Belarus

Participants were encouraged to question the official historical narratives that are taught in schools and to arrive at their own conclusions by working hands-on with historical sources. During their research, they conducted interviews with eyewitnesses and experts, collected photographs and documents, and spent time in libraries and archives. The participants were able to choose the format of their work themselves, ranging from traditional essays and movies to games, websites, exhibitions, sightseeing tours and so on.

The young people not only engaged in research, but they also had an opportunity to be useful to their local communities. For example, a group of participants from the city of Sumy in Ukraine established an online museum of the vanishing mosaics of the Soviet period that are neglected by the municipal authorities. Another group from the city of Kamyanske, Ukraine, launched an advocacy campaign for the protection of World War Two burial sites.

Support from experts and more than two hundred tutors

More than 20 historians, journalists and anthropologists were involved in the project, and helped the young

students during the preparation of their competition works by being available for consultation online.

In addition, more than two hundred tutors – mainly history teachers – were trained to work directly with participants and to coordinate the research processes in the field. They received training on current trends in history research and had the opportunity to discuss with leading historians, journalists and intellectuals from their countries. Last but not least, the project created an informal space for an exchange of experiences between teachers, volunteer historians and professional researchers. With this new knowledge and experience, the tutors supported their student groups in searching for sources; they suggested literature and provided guidance concerning the methodology of historical research.

540 works – both individual and group works – were ultimately submitted to the juries that had been established in each country. The winners in all four countries were announced in official award ceremonies. The 18 winners from all the countries were invited to attend the all-European young history researchers meeting – EUSTORY Next Generation Summit in Berlin. ●

Building up sustainable adult education systems in Ethiopia and Uganda

Weak institutional arrangements and management processes of public institutions are hindering the delivery of quality adult education services in many African countries. As a result, illiteracy and poverty rates remain high. DVV International is supporting the Governments in Ethiopia and Uganda to improve their adult education systems.

Why have sustained efforts to eradicate illiteracy and poverty over many decades not produced the anticipated results? What constitutes a holistic adult education system which manages to deliver quality adult education services to the people? DVV International has been addressing these questions since 2014, together with the Governments in Ethiopia and Uganda. Through joint East African workshops and a broad consultation process, they have developed the “Adult Education System Building Approach”. This approach has its own conceptual frameworks, sets of tools, manuals, and guidelines, and these can be adapted to different contexts.

Building blocks for a functioning adult education system

The approach identifies four key elements of a comprehensive adult education system: the enabling environment, the institutional arrangements, the management processes and the technical processes. Each element includes five central building blocks, such as policies, qualifications frameworks, monitoring and evaluation systems or curricula development. These elements and building blocks fall across the spheres and sectors of governance (micro, meso and macro), and acknowledge state and non-state actors.

Based on this approach, DVV International and the Governments in Uganda and Ethiopia are now systematically assessing the adult education systems in both countries. The assessment includes national, regional and district levels, and analyses the ability of the overall system to deliver integrated adult education services (coupling for example literacy and livelihoods skills training).

The results of the assessment of the adult education system in one of the six regions analysed

(the indicators under each building block are not depicted)

Elements	Enabling environment	Score	Institutional arrangements	Score	Management processes	Score	Technical processes	Score
Building Blocks	Policy	1	Implementation structure	2	Participatory planning processes	2	Localised curriculum	3
	Strategy	3	Human resources	2	Appropriate budget & resource allocation	1	Adult education programme design & methodology	3
	Programme guidelines	1	Leadership and management	1	Monitoring and evaluation system	1	Capacity development at all levels	1
	Qualifications framework	2	Accountability mechanisms	1	Management information system	2	Material development	2
	Legal framework	2	Partnerships with non-state actors	2	Coordination bodies and processes	1	Learner assessments	1
	Total:	9	Total:	8	Total:	7	Total:	10

Results of the evaluation: 34 out of 100 possible points



“The vision of becoming a developed and prosperous country can only be realised by having skilled and knowledgeable citizens. Our adult education programmes are not being implemented as planned and expected. We need to learn from our mistakes and use the results of the peer review to plan a roadmap for the future.”

**Mohamed Ahemedin, State Minister,
Ministry of Education of Ethiopia**

Assessing the system through peer reviewing – a case study from Ethiopia

In Ethiopia, it was agreed to conduct the system assessment through a peer review exercise in six out of the country’s eleven regions. To achieve this goal, 23 government experts responsible for adult education across district, regional and national governments were selected. In November 2018, these experts and four technical consultants received five days of training in the System Building Approach and assessment tools. They were then divided into cross-regional teams, each responsible for reviewing one of the six regions. Each team interviewed different stakeholders and target groups, such as the heads of Education and Agriculture Bureaux and adult education experts, conducted mini-workshops, and wrote up the results over a period of two weeks. The results were shared and analysed during a symposium which drew in senior decision-makers and experts in order to deliberate on the findings and formulate milestones for the next phases.

With the aid of the system building assessment tools, the collected data was analysed, debated on and scored against a set of indicators (0–5) for each building block. A score of five for a building block would be the highest. The table on page 14 depicts an example of the final score of one of the regions in Ethiopia.

The importance of institutional arrangements and management processes

The scores and complementary qualitative information from the assessment across the six regions indicated among other things that:

- The enabling environment at macro level needs to be strengthened since most building blocks in this area – such as policies and legal frameworks – are not in place, or are outdated.
- Institutional arrangements for adult education are informal and cannot provide integrated adult education services with the necessary accountability mechanisms.
- Management processes are weak; monitoring and evaluation systems are poor or non-existent.
- Technical processes require a strengthening of the methodology, materials and capacity building of experts in order to implement quality programmes.

The comprehensive report now provides baseline data on Ethiopia’s adult education system. It shows strengths and weaknesses. One important learning outcome is that the usual interventions of capacity building and material development do not address the root causes of poor service delivery. These usually lie in the areas of institutional arrangements and management processes. Based on diagnostic studies and alternatives analysis, the best leverage and entry points now need to be agreed on to have a multiplier effect on the overall system. DVV International will continue to support the Government in its efforts and in the next phases on the road toward a functioning adult education system. ●

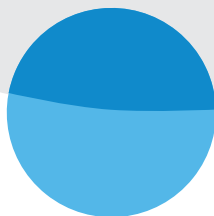
A cross-regional exchange on the System Building Approach

The System Building Approach and a study conducted by DVV International in Malawi on “Building Adult Education Systems in African Contexts” formed the basis for a cross-regional conference that was held in Malawi from 24 to 26 September 2018. The conference brought together colleagues from Eastern, Western and Southern Africa.



Expertise and advocacy for adult education

As a specialist organisation, DVV International provides expertise at the cross-section between adult education and development, promotes global exchange between experts, and works internationally to ensure that the political recognition and public visibility of youth and adult education are heightened.



Benefiting from the opportunities offered by digital adult education

The number of Internet users worldwide has risen over the past ten years from 1.5 billion to just under 4 billion. This rapid development opens up new opportunities for non-formal youth and adult education, but it also involves risks. DVV International therefore examined the topic of digitalisation in a study in 2018.

One global challenge facing youth and adult education is how to help disadvantaged groups benefit from the digital development process. That is why DVV International advocates the development of solutions that meet the needs of all learners and aims to see to it that such solutions are made accessible to all. In 2018, in order to analyse the experience gained from its international work to date, DVV International conducted the study entitled “Digitalisation in Non-formal Youth and Adult Education – Global Stocktaking and Recommendations for Use in Development Cooperation, especially in Sub-Saharan Africa”.

A wide range of potential applications for digital adult education

Taking a glance at DVV International’s worldwide project work reveals that the Institute already has extensive experience when it comes to digitalisation and digital learning: In Ukraine, for example, an online platform was developed in order to make it possible to search for non-formal educational activities. In Palestine, DVV International works in the virtual domain to enable adult educators from the Gaza Strip to “attend” events. Digital education gave prison inmates in Belarus access to higher education as part of the EU project by the name of “Education Opens Doors”. In Kosovo, DVV International introduced DVV’s “Ich-will-Deutsch-lernen” learning platform. In Mali, in turn, the Institute developed two learning apps which are used in rural areas as part of post-literacy activities. And in Ecuador, DVV International set up a virtual classroom for intercultural courses attended by members of the indigenous population.

Against the background of current studies and trends, the experiences from these and other examples were systematically evaluated within the study. The experience of the



Citizens in Ukraine can use the <https://learnlifelong.net> online platform to search for non-formal educational opportunities near them

German Adult Education Association (DfV), which plays a pioneering role in digital learning in adult education in Germany, was also taken on board. An assessment was furthermore carried out in order to ascertain the degree to which more intensive use could be made of the products and measures implemented by DVV in an international context in the future.

The study results that will be published at the beginning of 2019 describe the areas in which DVV International is active in digital adult education, and point out potentials, inter alia when it comes to creating new digital learning scenarios and developing the skills of teachers working in educational institutions worldwide. The results led to the identification of a number of recommendations for future work. The approaches to digital post-literacy, for example, have been particularly effective. The study’s recommendations include expanding the work that has already begun in sub-Saharan Africa and adding a basic education programme to promote digital skills, with the aim in mind of doubling the efforts in promoting social and professional participation. ●

Boosting sustainable development worldwide through youth and adult education

The debate on global development has taken on a new dimension as a result of the adoption of the Sustainable Development Goals by the United Nations. The goals now apply to all countries, and no longer to developing and emerging countries alone. Education is a pivotal element of the “2030 Agenda”. DVV International continued its efforts in 2018 to highlight the importance that attaches to youth and adult education if these goals are to be achieved.

The fourth out of a total of 17 global Sustainable Development Goals (SDGs) focuses on lifelong learning. This means that, for the first time, it includes not only formal but also non-formal education, and hence also youth and adult education, which is central to achieving several of the targets underlying this educational goal. Literacy is just as much a part of this as is the transfer of vocational skills, equal access to education, and education for sustainable development. In addition, two of the three implementation mechanisms address youth and adult education directly: building safe learning environments and infrastructure, as well as training teachers in developing countries.

Youth and adult education as well as related intersectoral learning processes are however not relevant only to the educational goal, but they also play an important role in achieving all the other Sustainable Development Goals.

The SDGs thus provide a good opportunity for youth and adult education to position itself better, both within the education sector and as part of the development agenda as a whole.

Demonstrating the potential of youth and adult education

Even if the holistic understanding of education that is embraced by the 2030 Agenda opens up a broader field of action for youth and adult education, the political priorities and realities are often different. Many countries focus almost exclusively on the formal sector, and as a rule only invest between one and two per cent of their education budgets in youth and adult education. The potential has yet to be fully recognised. The commitment to lifelong learning and the 2030 Agenda has yet to reach beyond the level of a global policy dialogue. The postulated establishment of a learning society is thus becoming more wishful thinking than reality.

The adoption of the 2030 Agenda represents a necessary but far from sufficient first step towards boosting youth and adult education. In addition, there is a need to actively monitor the global policy dialogue and effect a targeted transfer to national and local levels. There is, moreover, a long way to go to convince politicians in the specific

The United Nations Sustainable Development Goals at a glance





The Sustainable Development Goals were the topic of the “Encuentro Andino” cross-regional specialist event which was held in Ecuador in December 2018

agencies, as well as experts and also representatives of the donor community. Achieving this crucially depends on presenting the potential that resides in youth and adult education in an understandable manner and highlighting opportunities for development on the basis of practical results.

Making targeted use of specialist publications, events and lobbying work

In order to make a contribution in this respect, in 2018 DVV International, as a specialist organisation, took a closer look at, discussed and appraised the relevance of youth and adult education within the 2030 Agenda process on several levels: by playing an active role in the global policy dialogue on education, by taking part in supra-regional adult education networks, through analytical appraisals, and not least by means of various event formats which the Institute has implemented worldwide, together with its civil society and government partners. DVV International has taken up an unambiguous position on this issue with the expert paper entitled “The United Nations 2030 Agenda – The contribution and power of youth and adult education”. The paper underlines the importance attaching to youth and adult education for lifelong learning and for achieving the goal of making basic education available to all people. Examples of integrated approaches from DVV International’s project work underline the cross-sectoral potential of youth and adult education. DVV International’s involvement in the green innovation centres in Mali, where literacy courses are combined with imparting knowledge about agriculture, is one such example. The long-standing global learning programme at German adult education centres, which focuses on education for sustainable development, is another.

In addition to the expert paper, DVV International prepared a study last year which examines in detail the role, contributions and potential of youth and adult education for the Sustainable Development Goals. One of the central takeaways from the study is that the cross-sectoral effectiveness of youth and adult education stems from learner empowerment. Concrete facts were compiled relating to targets in education, and connections were examined that exist between youth and adult education, on the one hand, and other 2030 Agenda goals on the other. It was demonstrated that youth and adult education correlates positively with key topics of the Agenda such as poverty reduction and health, and makes major contributions toward achieving goals such as employment and decent work, peace-keeping, reducing inequality and climate change. The results of the study, which will be published at the beginning of 2019, are to be incorporated into the political dialogue, specialist conferences and lobbying activities, both at global level and in DVV International’s partner countries.

The role assigned to youth and adult education in the 2030 Agenda is also discussed in the various professional associations to which DVV International belongs, as well as at events held in the partner countries. This took place for example within the “Encuentro Andino”, a transnational specialist event for adult educators from countries in South and Central America, where approximately 120 participants from Bolivia, Colombia, Cuba, Guatemala, Mexico, Peru and Ecuador came together in December 2018 – including representatives of governments, civil society, universities and supraregional networks. A workshop attended by representatives of 35 civil society organisations was held in Malawi in April 2018 in order to analyse the educational goal, promote dialogue between players in education, and raise a greater awareness of the need to adopt a holistic approach toward education and lifelong learning.

Youth and adult education still has considerable potential to contribute toward achieving the Sustainable Development Goals. DVV International will therefore be working together with its partners to further enhance the specialist and lobbying work: in order to ensure that youth and adult education receives more attention and funding, that all people can play an active role in the societies in which they live and that they can lead dignified lives. ●

On the road to a global brand for adult education

Adult education not only takes many forms all over the world, but is also known by many different names. A globally-recognised, common term has been lacking as yet. This is why DVV International, working together with some of its international partners, has begun to develop a global brand for adult education.

The diverse character of adult education worldwide is one of its great strengths. But in order to be visible globally and to be able to speak with one voice, it must be identifiable and recognisable as a distinct sector, despite all its diversity. DVV International and the UNESCO Institute for Lifelong Learning (UIL), two global players in adult education, have joined forces in an international consulting and branding process to develop a brand that can be applied globally. They are being assisted in their efforts by representatives from adult education associations from Asia (ASPBAE), Europe (EAEA), Latin America (CLADE and CEAAL), the International Council for Adult Education (ICAE), and Academia.

ALE – a global term for adult education

Under the auspices of DVV International and under the patronage of UIL and ICAE, the international experts conducted two workshops in Korea (2017) and Hamburg (2018), at which they developed a common, unambiguous definition of the term “adult education” which was accepted by stakeholders and actors in the international associations. They have thus laid the foundations for the development of a global brand.

They were able to draw on the work of UIL, which has already laid the technical foundations for a globally-applicable terminology in adult education with the GRALE report and the CONFINTEA process. The GRALE report offers the acronym ALE (Adult Learning and Education) as a global term for adult education. ALE goes beyond a general definition of “adult education” to also describe formal, non-formal and informal learning through the two terms “learning” and “education”. In their consultation process, adult education experts agreed that this term should be used both nationally and internationally as a brand name for adult education worldwide.



The international experts during the workshop in Hamburg

David Atchoarena, Director of UIL, also emphasised when speaking in Hamburg the special importance attaching to having a brand as part of the 2030 Agenda process. The 2030 Agenda constituted the first time that the United Nations had spoken of lifelong learning as a central concept for the education system. However, adult education is not explicitly mentioned, despite its importance. Early childhood education, primary and secondary education, as well as vocational and tertiary education, are however mentioned. A global brand can therefore also contribute toward making adult learning highly visible in the context of the 2030 Agenda.

The next step will consist of drawing up a charter in which the experts describe the common values and goals of a global brand, which will also be presented visually at a later date. ●

Experience with Curriculum globALE – an example from Laos

DVV International and the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) have jointly developed the Curriculum globALE in order to support the professionalisation of adult educators worldwide. This intercultural framework curriculum outlines the skills required for successful course guidance, and provides advice for hands-on instruction. Since 2016, DVV International has been training “master trainers” from non-formal educational institutions in Laos in the application of the Curriculum globALE. The course graduates are considered to be the first expert trainers in teaching and learning for young people and adults in their organisations. Amphone Lorkham completed master training in 2018.

Ms Lorkham, why did you participate in the training?

Amphone Lorkham: I am working at the Non-Formal Education Development Centre (NFEDC), which is part of the Department of Non-Formal Education of the Lao Ministry of Education and Sports. The limited number of qualified trainers in the non-formal sector is a huge challenge for us in Laos, and my organisation is responsible among other things for the professionalisation of adult educators. I was therefore very excited about the opportunity to become a master trainer. I wanted to improve my teaching skills, and I especially wanted to learn methods for engaging learners. During the training I gained new knowledge in various fields: andragogy, participatory learning, methodology, critical and positive thinking, teambuilding, gender, communication, reflection, facilitation skills and many more.

What were the most important takeaways from the training?

Amphone Lorkham: What impressed me most was experiencing that education does not always mean sitting still, but that you can teach and learn through being active. We learned how to integrate ice breakers, energizers and activators into teaching practice. These methods made learning much more fun than I had imagined it would be. I also learned how important the learning environment and



Amphone Lorkham

mutual respect between learners and trainers are. Despite the fact that the participants had different starting points in terms of knowledge, as well as diverging positions, ages and sexes, we all had the same rights and were treated in the same way. I felt highly appreciated, and this made me more confident when it came to sharing ideas, interacting with other people, helping others, listening, learning new things, and so on.

You have conducted several training activities for adult educators as a master trainer. What motivates you to work as a trainer?

Amphone Lorkham: When I organise my training, it makes me happy to see all the participants enjoying the courses, sharing and being eager to learn from each other without boundaries and despite different genders, positions, ages, religions and backgrounds. I now understand better and more clearly why lifelong learning is so important, and I myself will keep on learning, sharing and practicing whenever possible. ●

DVV International wins Grundtvig Award 2018

The master training project won the EAEA (European Association for the Education of Adults) Grundtvig Award in the international category in 2018. More information about the Award at <https://eaea.org/our-work/capacity-building/eaea-grundtvig-award/>

Curriculum interculturALE – a new perspective on educational work with refugees



A German course for refugees at a German adult education centre

Since the increased arrival of asylum-seekers and refugees in Germany, adult education centres have reported about a shortage of teaching staff who are specially qualified to meet this demand. In addition to linguistic, didactical and intercultural skills, there is a particular need for instructors who can empathise with refugees as a specific learning group. In order to close this gap, DWV International has been developing the intercultural-didactical qualification entitled “Curriculum interculturALE”¹ since 2017.

The further training is aimed at instructors and volunteer learning guides who teach courses for refugees at German adult education centres. They are to be sensitised to the challenges and opportunities arising from working with culturally-diverse groups.

In developing Curriculum interculturALE, DWV International was able to build on its international experience in working with refugees, particularly in the Middle East, and to use the knowledge and methods gained there for integration work in Germany. With support from the German Federal Ministry of Education and Research (BMBF), the Institute has designed and tested the further training course as a pilot project together with an international team of experts from Jordan, Palestine, Iraq and Germany.

Focusing on the educational situation of people who have experienced displacement

The Curriculum interculturALE, which was developed as part of the project, provides an insight into the further education concept and the three underlying approaches of multicollectivity, active citizenship and participatory education. It comprises three modules on the following main topics:



Who am I? – My role as an adult educator in a culturally-diverse setting



Who are my students? – Understanding learners' backgrounds, experiences and contexts



How can we learn together? – Diversified methods for learning from one another

¹ ALE stands for “Adult Learning and Education”



“The strength of Curriculum interculturALE lies in the fact that it motivates self-reflection and self-questioning. It shakes up apparently sound knowledge relating to cultural backgrounds, traditions, mentality, attitudes, etc. This paves the way for a completely different approach toward learning from one another as the course progresses.”

Daniela Haslecker, Germany, multiplier working in the “Curriculum interculturALE” project



“Curriculum interculturALE provides instructors with an understanding of the reality of refugees’ lives and of the challenges that they face. In addition to the content, the question of how to impart knowledge is also of central importance to me. And the participatory education approach has proved its worth here, especially when it comes to multicultural learning environments.”

Jawad Al Gousous, Jordan, expert working in the “Curriculum interculturALE” project

Curriculum interculturALE focuses on the educational backgrounds and needs of people who have experienced displacement, and promotes an attitude of appreciative inquiry. Rather than providing ready-made solutions for working with particular groups of learners from specific countries of origin, it supports the ability to select learning and teaching strategies that respond to learners’ individual situations. Integration work with refugees requires instructors to be willing to change perspectives and to be highly receptive to differences, but without losing sight of commonalities. The training based on the three abovementioned modules is intended to help teaching staff to adjust their perspective with regard to the course that they offer and their professional role in this context. After successful participation, instructors are to be able to:

- create a safe, appreciative atmosphere in culturally-diverse learning groups;
- explain the basic principles of education in contexts of forced displacement;
- apply learner-centred methods; and
- strengthen their self-reflection and open up perspectives for pluralistic values.

A two-stage further training concept

The further training was implemented and piloted in two phases in 2018: The first stage consisted of international meta-trainers training a total of 25 multipliers from seven associations of German adult education centres at *Länder* level in various workshops. In the second stage, the multipliers who had been qualified in this way offered weekend workshops for roughly twelve instructors and volunteer learning guides each. This meant that a total of

125 teaching staff throughout Germany received further training in 2018.

In addition, a five-day study trip to Jordan gave the multipliers insights into the work of DVV International. They became familiar with partner organisations from the education sector, and visited Zaatari, the largest refugee camp in Jordan. They experienced the challenges and successful instruments that exist in the implementation of educational programmes for refugees, and were able to draw parallels to their work in Germany.

The project led to the production of extensive teaching and learning materials, in addition to the publication entitled “Curriculum interculturALE”. The materials include exercises, didactical implementation via film, and dossiers on topics such as culture and identity, migration, educational biographies and backgrounds of refugees, learner orientation as well as dealing with trauma.

DVV International will work together with the German Adult Education Association to promote the further dissemination and use of the intercultural-didactical training in Germany. In addition, DVV International will make the training concept and the developed methods available for the practical use in its international work in the future. ●

All materials relating to the “Curriculum interculturALE” project can be downloaded free of charge from the following website:
www.dvv-international.de/en/materials/curriculum-interculturale/

WEB

Shaping a new world together – global learning in German adult education centres

Adult education centres (*Volkshochschulen – vhs*) offer numerous activities that enable people in Germany to deal with the complex backgrounds of coexistence in a globalised world. DVV International supports them within the framework of the project, entitled “Global learning in the adult education centre”.

Globalisation, migration, climate change: Global learning addresses global social, ecological, political and economic contexts arising in our everyday lives. With the project entitled “Global learning in the adult education centre”, DVV International supports adult education centres in developing and implementing events related to global learning. In addition to financial support, DVV International offers the adult education centres and their regional associations advice on topics, methods and possible cooperation partners as well as study materials and publications.

From a writing workshop to museum pedagogics

A total of 88 adult education centres in 13 Federal *Länder* were supported as part of the project in 2018. All in all, 245 event days with 2,007 participants were dedicated to our role in a globalised world – sometimes directly, sometimes also indirectly.

The target groups, which adult education centres are addressing in their global learning events, are just as varied as the topics and didactic methods. The vhs Vorpommern-Rügen, for example, organised a writing workshop for senior citizens enabling attendees to focus on the topic of “Women’s Rights Worldwide” for six months. The senior citizens then took their work on a regional reading tour. The vhs Cologne offered a museum education course for teachers. The course members developed their own didactic methods on the basis of a concrete museum exhibition on working conditions in the textile industry in order to visit this exhibition with their respective target groups. Topics such as human rights, cocoa production and climate change were the focus of a series of project days for students at the vhs Görlitz. At the vhs Inzigkofen on the other hand, 46 participants aged between 31 and



Impressions of a nationwide workshop with adult education centre staff on internationalisation and global learning

82 spent two days intensively working on the United Nations Sustainable Development Goals (SDGs).

All of these events have served in their own way to sharpen participants’ understanding of the effects that their own actions have elsewhere in the world, and to show how each individual can contribute with his or her actions to a fairer world and to sustainable development.

The project is supported by ENGAGEMENT GLOBAL with financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ). ●

Further information about the project can be found at:
<https://www.dvv-international.de/en/vhs-cooperations/global-learning/>

WEB

Building bridges between theory and practice – publications by DVV International

As part of its publishing activities, DVV International brings current topics related to adult education into the public debate, combines theory with practice and promotes global professional exchange.

Adult Education and Development, an international professional journal – With the periodical Adult Education and Development (AED), established in 1973, DVV International has the most significant specialist publication on adult education and development in the world today. This specialist periodical, with its strong practical applicability, is aimed primarily at adult educators and political decision-makers in the global South. Each issue is planned by a ten-member international editorial board in order to bring together perspectives from its worldwide readership and to guarantee the relevance of its content. Adult Education and Development is published once a year in English, French and Spanish. The print version is distributed free of charge to more than 6,000 adult education centres, libraries, universities, ministries and civil society organisations in over 160 countries. In cooperation with the International Council for Adult Education (ICAE), an accompanying online seminar as well as webinars with selected authors for each edition is offered by DVV International.

Publication series International Perspectives in Adult Education – The International Perspectives in Adult Education (IPE) series addresses important regional and thematic priorities of the work carried out by DVV International and its partner organisations. It enables the Institute to undertake cross-regional, theoretical reflection and intensify its own practical engagement, and at the same time to make the experiences of DVV International available to a broad swathe of target groups. The series addresses practitioners, policy-makers and researchers who work in specific regions or subject areas, offers space for professional exchange, and enhances international cooperation in adult education. The individual volumes are published in different languages, depending on the topics and target groups.



Adult Education and Development, No. 85/2018



Expert paper on the United Nations 2030 Agenda, 2018

Expert and Position papers – Through its Expert and Position papers, DVV International takes a stance and introduces current issues relating to adult education and development cooperation into the professional and public debate. The Institute thereby combines its expert knowledge with the experience that it has gathered working in more than 30 countries. The Expert and Position papers appear at irregular intervals in German and/or English.

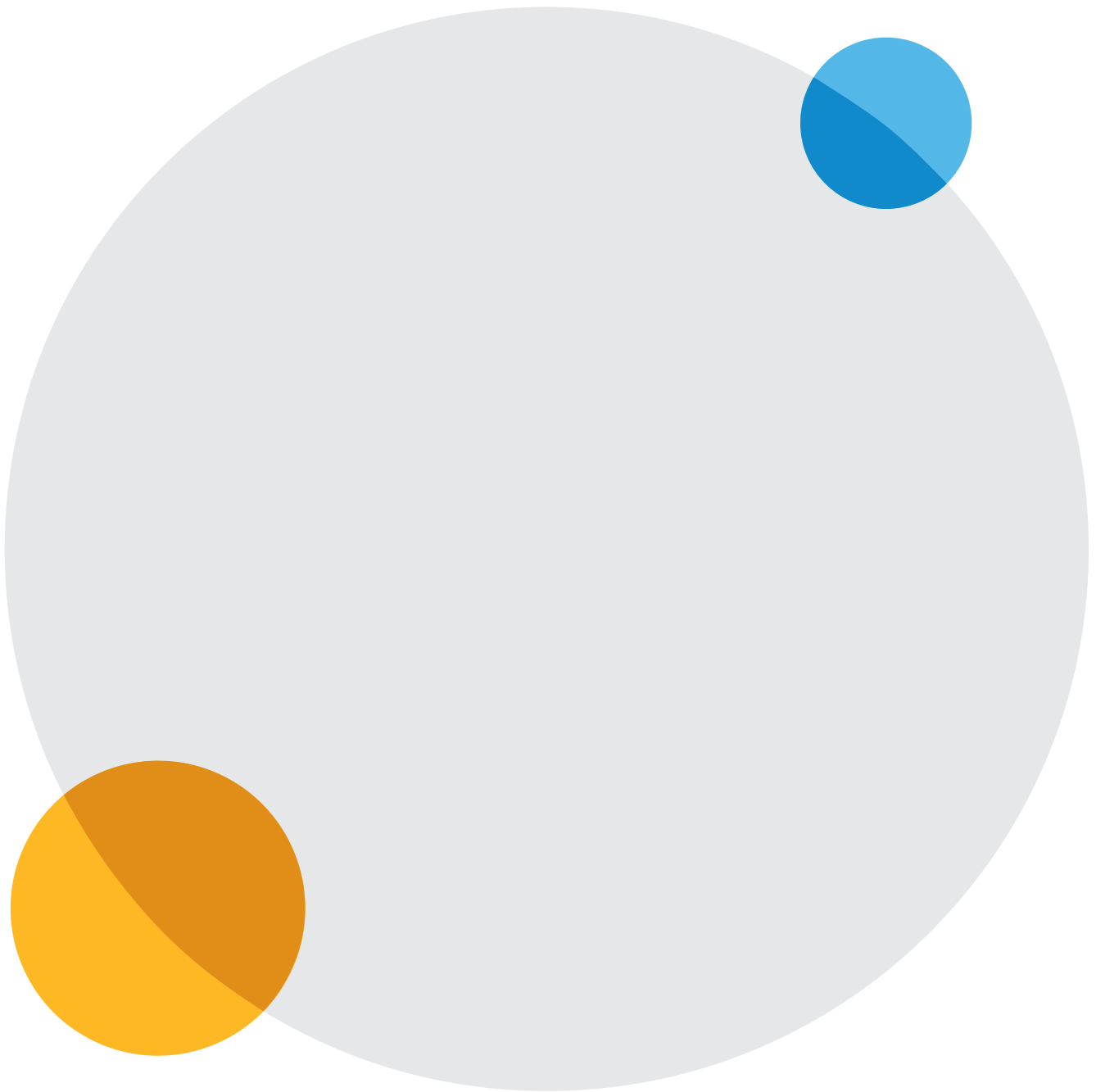
Global learning information material – To support development policy education at German adult education centres, DVV International publishes information material relating to global learning (in German). These cover individual topics such as human rights and world trade, and offer suggestions as to how people working in adult education centres can use the topics and methods of global learning for their work.

WEB

All publications and materials can be requested as a print version free of charge from info@dvv-international.de. Online versions are also available for download at www.dvv-international.de/en/materials/

The digital version of the AED journal can be found at <https://www.dvv-international.de/adult-education-and-development/>

III. DVV International at a glance



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 900 adult education centres (*Volkshochschulen*) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for almost 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education.

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

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orient ourselves on the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Strategic fields of action

DVV International has defined three fields of action for the strategic orientation of its work. These fields of action are closely interlinked – they are mutually dependent and mutually supportive:

Promoting development through adult education projects: Together with its local partners, the Institute develops and implements adult education projects worldwide.

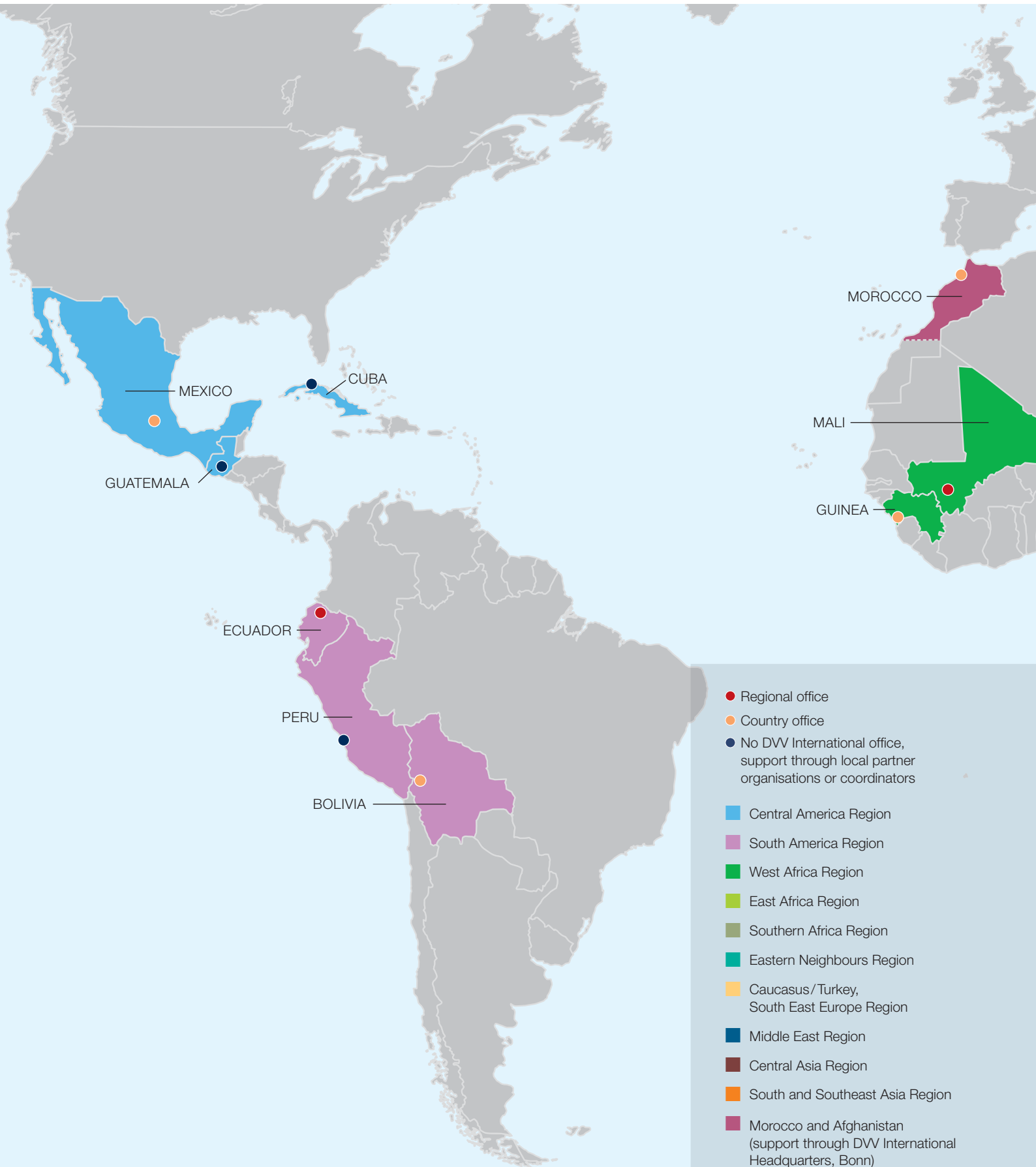
Providing expertise: As a specialist organisation, the Institute provides expert knowledge at the interface of adult education and development, a central role attaching to the benefit ensuing from the knowledge that it has acquired at home and abroad.

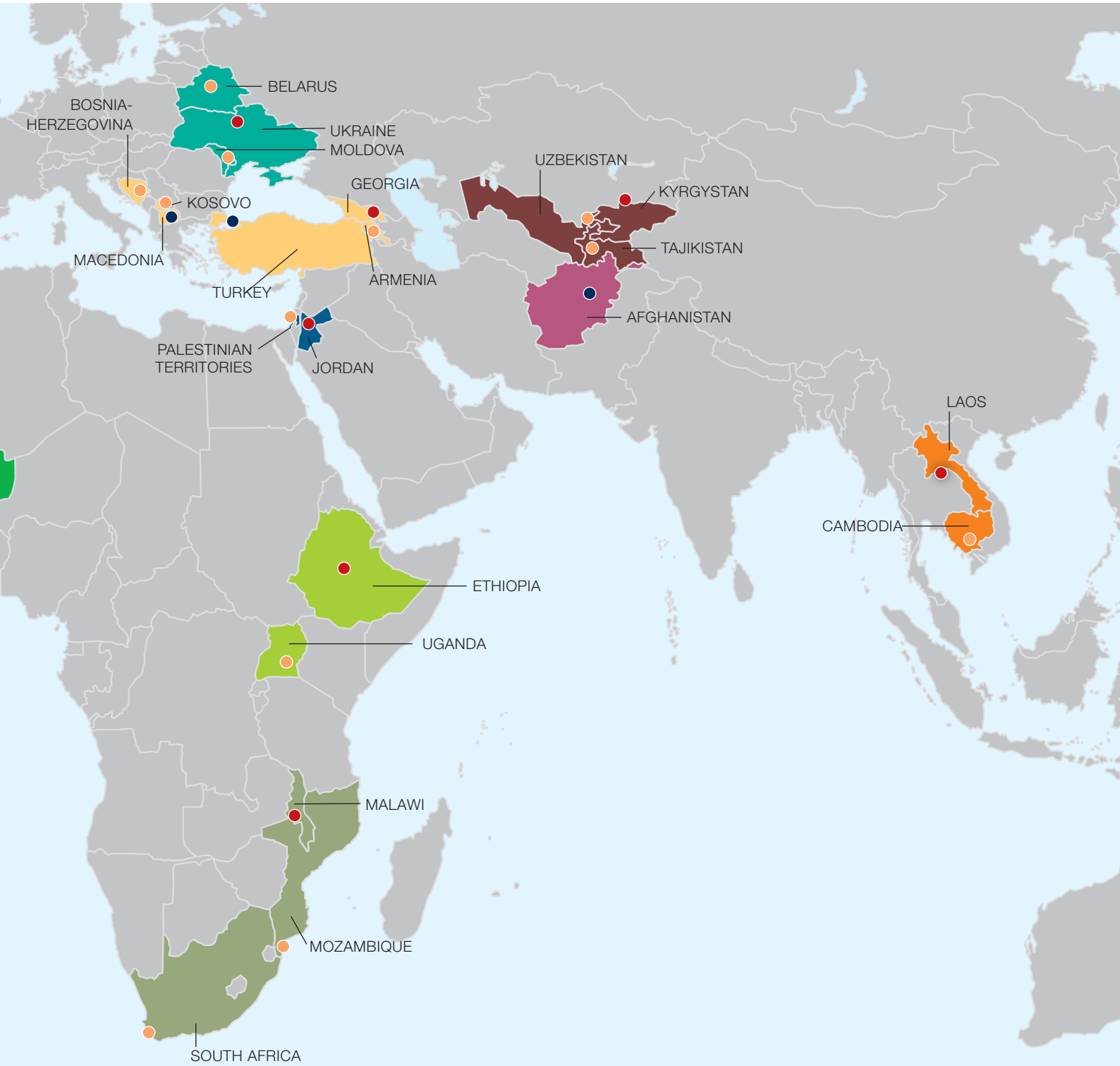
Improving the framework conditions for adult education worldwide: DVV International also makes targeted use of its expertise to improve the framework conditions for adult education worldwide.

The detailed version is available online at

<https://www.dvv-international.de/en/materials/expert-and-position-papers>

Our partner countries (as of December 2018)





All projects in 2018

DVV International carried out projects in more than 30 countries in 2018. The Institute generally develops and implements these projects together with local civil society partner organisations, and in a close exchange with ministries and other governmental institutions. The table below contains an overview of all projects both at home and abroad.

Country	Donor	Work priorities/Project contents
AFRICA		
Ethiopia	BMZ	Supporting the Federal Ministry of Education, regional and local Education Bureaux and Offices in the design and implementation of an integrated, cross-sectoral adult education system. This includes: development of adult education policies and guidelines, optimisation of adult education service delivery through the adjustment of structures, management and technical processes, capacity building for government representatives as well as trainers, piloting the establishment and development of community learning centres in selected model regions and districts; functional adult literacy, business skills training and access to start-up capital through village savings and loan schemes for female farmers and refugee women
Guinea	BMZ	Functional literacy; digital post-literacy activities; vocational training; income-generating activities; establishment of community learning centres; organisational development; improving the national adult education framework
Malawi	BMZ	Supporting the Ministry of Civic Education, Culture and Community Development in the development of a national adult education policy, the drafting of a new national monitoring and evaluation framework, and the revision of the national adult learning and education curriculum; piloting innovative approaches: community learning centres and Integrated Adult Education, which links literacy acquisition with livelihoods and other skills
Mali	BMZ, GIZ	Functional literacy; digital post-literacy activities; non-formal vocational training; income-generating activities in combination with the establishment and management of small and micro-enterprises; establishment of community learning centres: promotion of decentralisation and community development, food security, stabilisation in a crisis context; organisational development; improving the national adult education framework; support for a regional adult education network
Morocco	BMZ, GIZ	Support for municipal adult education centres; basic and further training of adult educators; functional literacy; establishment of a national association of adult education centres; promotion of a national literacy network; conceptual and practical preparation of educational measures for migrants
Mozambique	BMZ	Advising the Ministry of Education within the framework of the national literacy strategy; encouraging dialogue between government and civil society; support for women in rural areas; development and implementation of the Integrated Programme, a new literacy approach
South Africa	BMZ	Supporting the Department of Higher Education and Training in the roll-out of community colleges nationwide, and in national policy development; implementation of popular education programmes that focus on youth education and women's empowerment; strengthening the capacity of adult education professionals; disseminating innovative non-formal learning and educational practices; advocacy and lobbying for adult education
Uganda	BMZ, EU	Supporting the Ministry of Gender, Labour and Social Development to implement the Uganda National Adult Literacy as well as Community Development Policies. This includes: supporting the establishment of an integrated adult education system through the development of regulations and guidelines, optimisation of service delivery of adult education through the adjustment of structures, management and technical processes, capacity building for technical as well as system managers, piloting of the approach in selected model districts; enhancing the awareness and the capacities of municipalities and local authorities with a view to an environmentally-sound economic transformation
ASIA		
Afghanistan	BMZ, GIZ	Education at the transition point between school and university or work; offering education and training programmes in 15 adult education and community learning centres across the country; training of multipliers and adult educators and trainers; lobbying and networking; programme and strategy development in literacy; literacy programme for girls and women affected by war-related migration
Cambodia	BMZ, EU, Stern-singer	Support for the national umbrella association of civil society educational organisations; literacy and basic education for ethnic minorities; establishing peace learning centres; support in the development of a statutory framework for non-formal education; strengthening civil society commitment

Country	Donor	Work priorities/Project contents
ASIA		
Jordan	BMZ	Policy support for adult education providers; organisational development of adult education providers; education activities to empower Syrian refugees and the Jordanian host communities, including skills for income generation, career counselling and support in the transition to the labour market and opening of business start-ups
Kyrgyzstan	BMZ, EU	Lobbying for the human right to lifelong learning; policy advice; organisational development of adult education centres and selected partner structures; educational activities for young adults to prevent conflicts and religious radicalisation; educational work in the prison system; promotion of non-formal training activities in rural areas; vocational training and income-generating activities
Laos	BMZ, Sternsinger, LuxDev, Austr. Aid	Establishment of and support for community learning centres; outreach vocational training for people in remote areas of the country; capacity building for staff in non-formal education; cooperation with the Ministry of Education to develop and refine the statutory foundations for non-formal education; opening local training centres for activities with children and juveniles
Palestine	BMZ	Support for the implementation of the National Strategy for Adult Education; organisational development of adult education providers; education activities for the empowerment of disadvantaged target groups
Tajikistan	BMZ, EU	Improving the national framework for adult education and lifelong learning; organisational development of adult education providers and selected partner structures; educational activities for juveniles and young adults; training work in the prison system; educational and advisory work with former convicts; creation of non-formal educational activities in rural areas; vocational training and income-generating activities
Uzbekistan	BMZ, EU, FCO	Lobbying for the human right to lifelong learning; organisational development of selected partner structures, educational work and (re-)integration activities for people in difficult circumstances (people with tuberculosis or HIV, former convicts); creation of non-formal educational activities in rural areas; vocational training and promotion of key skills
Regional project	BMZ	Supporting the Asian adult education association ASPBAE in capacity building for non-governmental organisations in adult education and non-formal education, as well as in lobbying and advocacy for adult education and non-formal education
EUROPE		
Armenia	BMZ	Support for and establishment of adult education centres; promotion of an adult education association; reconciliation projects; vocational training; museum education; political education; advocacy for adult education at national level and support for capacity building of adult education providers
Belarus	BMZ, EU, AA, IBB Dortmund	Advocacy for adult education; capacity building for adult educators and adult education providers; education for empowerment and income generation; capacity building for civil society structures to enhance participation by marginalised groups; networking and advocacy; civic education; education for prison inmates and capacity building for education structures in prisons; support to develop the concept of learning cities and fostering creative economies
Bosnia and Herzegovina	BMZ	Empowerment of marginalised groups through vocational training; professionalisation of educators and management staff in adult education; accreditation of providers and programmes for education and training of adults; lobbying and policy consultation for legislation and harmonisation of laws, bylaws and policies in adult education; building and strengthening adult education networks; awareness raising on the importance of adult education for sustainable local and global development
Georgia	BMZ, EU, AA	Vocational training; cultural education; financial literacy; history and civic education; strengthening the GAEN national adult education network; establishment and support of adult education centres across the country; lobbying for adult education and lifelong learning legislation at national level; popularising adult education and lifelong learning among the wider public; education for prison inmates; conflict resolution and trust building between Georgian and Abkhaz youth; education for internally-displaced persons
Kosovo	BMZ	Vocational training; support for eight vocational training centres across the country; strengthening adult education institutions; training adult educators; development of a system to recognise prior learning; supporting the accreditation of adult education institutions and the validation of their training programmes
Macedonia	BMZ, EU	Capacity building among teachers/trainers/staff in adult education; advocacy and awareness-raising for adult education and lifelong learning; supporting the national reform of the vocational education and training, adult education and lifelong learning systems; developing strategic policy documents; supporting the development and reform of public adult education providers supporting the set-up of a national system for validation of non-formal and informal learning

Country	Donor	Work priorities / Project contents
EUROPE		
Moldova	BMZ, AA	Advocacy for adult education; capacity building for adult educators and adult education providers; facilitation of networking and exchange of adult education providers; education for income generation and human rights; education for prison inmates
Turkey	BMZ, AA	Strengthening active citizenship; policy consultation; basic skills training for Syrian refugees; capacity building for Syrian non-governmental organisations; training of trainers working with refugees; vocational training; collective memory
Ukraine	BMZ, AA	Support for the development of the adult education law; advocacy for adult education at local level; capacity building for adult educators and adult education providers; promotion of democracy education, enhancing citizens' participation and political debates at local level; income generation and entrepreneurial skills
Regional project	AA	Capacity building of civil society organisations to conduct history competitions (multi-country project in Ukraine, Belarus, Moldova and Georgia); capacity building for the "Prison Education Network" and its member organisations for lobbying and advocacy for the human right to education in the penitentiary system (multi-country project in Armenia, Belarus, Moldova and Ukraine); development of needs-based civic education programmes for the socially-disadvantaged (multi-country project in Belarus and Ukraine)
LATIN AMERICA		
Bolivia	BMZ	Establishment of employment-oriented training programmes at local adult education centres in cooperation with the Bolivian Ministry of Education; enhancing a civil society-based national adult education platform; support for the shaping of the national education information system to enable it to take account of and access indicators and information that are also relevant for adult education
Cuba	BMZ	Environmental and adult education; further training for instructors; political education
Ecuador	BMZ	Development of innovative educational activities for disadvantaged population groups (indigenous people, school drop-outs, women at risk); education for sustainable development; enhancing a national public educational provider by providing further staff training and innovative activity development; skill-building for staff in Ecuadorian prisons; developing a position vis-à-vis Latin American prospects for youth and adult education
Guatemala	BMZ	Lobbying for the human right to lifelong learning; educational work with migrants; solidarity-based, sustainable economics; food security and sovereignty
Mexico	BMZ	Lobbying for the human right to lifelong learning; educational work with migrants; solidarity-based, sustainable economics
Peru	BMZ	Enhancing networks of local adult educators; enhancing a national network of local leaders; enhancing local adult education centres; introducing a course of studies to train adult educators; innovative curriculum development and advising the Ministry of Education on the topic of basic education for juveniles and adults
Regional projects	BMZ	Support for the Latin American adult education association CEAAL in lobbying and advocacy for Educational Goal 4 of the 2030 Agenda; along with the REPEM network, systematisation and evaluation of emancipatory educational work methods with women at risk of poverty
GERMANY		
	BMZ, BMBF, EU	Promotion of development policy educational work at German adult education centres (<i>Volkshochschulen</i>); development of an additional intercultural didactic qualification to professionalise instructors working in integration in Germany; research project to promote active citizenship through adult education among people in Europe who are marginalised in terms of education and involvement in society
GLOBAL		
	BMZ	Promotion of interregional exchange of expertise and further development of global and interregional approaches and instruments of adult education, particularly in the context of the 2030 Agenda; promotion of international specialist exchange by publishing multilingual specialist publications on adult education and development cooperation, as well as accompanying online seminars

List of abbreviations

Austr. Aid: Australian Aid; AA: German Federal Foreign Office; BMZ: German Federal Ministry for Economic Cooperation and Development; BMBF: German Federal Ministry of Education and Research; EU: European Union; FCO: Foreign and Commonwealth Office; GIZ: German Agency for International Cooperation; IBB Dortmund: Internationales Bildungs- und Begegnungswerk Dortmund; LuxDev: Luxembourg Development Cooperation Agency

Strong together – global partners and networks

In order to improve the global framework conditions for adult education and support sustainable development, DVV International works closely with the following national, regional and international specialist partners, associations and networks.

ASPBAE – The Asian South Pacific Association for Basic and Adult Education (ASPBAE) focuses on global and regional lobbying work as well as training key personnel. The association has about 200 institutional and individual members from 33 countries.

CCNGO – The Collective Consultation of NGOs (CCNGO) is an international network of more than 300 national, regional and international civil society organisations from the education sector. The network enables an institutionalised exchange with UNESCO, and collects, among other things, the opinions, contributions and constructive criticism of civil society for the implementation of the global 2030 Agenda.

CEAAL – The Latin American Adult Education Council (CEAAL) is the largest association of non-governmental adult education organisations in Latin America and the Caribbean. A total of 195 organisations from 21 countries belong to it.

EAEA – The European Association for the Education of Adults (EAEA) represents non-formal adult education in Europe. It includes 142 member organisations across 44 countries in Europe, representing the interests of more than 60 million learners.

ICAE – The International Council for Adult Education (ICAE) acts as an advocate at global level for youth and adult education as a universal human right, and represents more than 800 non-governmental organisations in more than 75 countries.

Networks in the Arab world – DVV International cooperates with four education networks in the Arab world: the Arab Network for Literacy and Adult Education (ANLAE) based in Egypt, the Arab Network for Popular Education (ANPE) based in Lebanon, the Arab Campaign for Education for All (ACEA) based in Palestine, and the Arab Network for Human Rights Education (ANHRE) based in Jordan. These networks are currently working with DVV International to establish a regional adult education initiative.

Pamoja – The Pamoja West Africa adult education network supports and represents national Pamoja networks in 13 West African countries, particularly in the area of functional literacy for young people and adults.

REPEM – More than 60 women's organisations from 20 countries have come together in the Latin American women's network REPEM (*Red de Educación Popular entre Mujeres*) to bring education for women and girls to the centre of attention and to support women in all areas of society.

UIL – The UNESCO Institute for Lifelong Learning (UIL) is a non-profit, policy-driven, international research, training, information, documentation and publishing centre run by UNESCO. The focus of the Institute is on adult learning education, especially literacy and non-formal education and alternative learning opportunities for marginalised and disadvantaged groups.

VENRO – VENRO is the umbrella organisation for development-policy and humanitarian non-governmental organisations (NGOs) in Germany, to which around 140 organisations belong. VENRO's central goal is to bring about justice in globalisation, and to eradicate global poverty in particular.

The profit and loss account

for the period 1 Jan. 2018 to 31 Dec. 2018

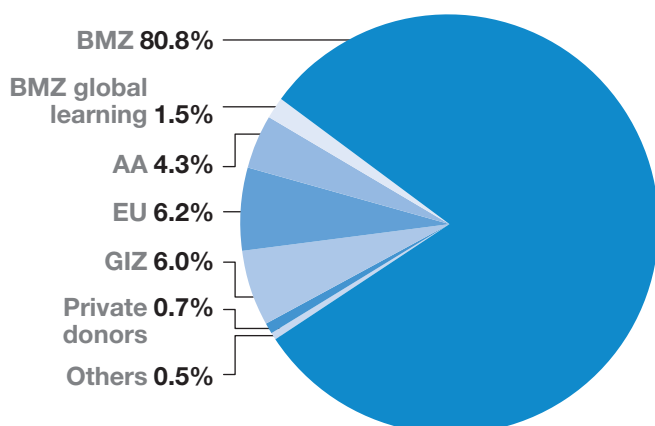
Income	2018	2017
A. Income of Headquarters	2,399,282.56	2,059,732.60
1. BMZ Administration grant	568,298.00	1,570,674.25
2. Administrative costs (portion)	1,622,759.85	435,475.61
3. Income from EU project cooperation	208,224.71	53,541.11
4. Other income	0.00	41.63
5. Liquidation of provisions	0.00	0.00
B. Project grants	18,170,717.80	17,613,426.22
1. AA	773,176.16	693,958.32
2. BMZ	14,956,463.93	14,321,508.94
<i>International projects</i>	<i>14,676,701.00</i>	<i>14,049,299.00</i>
<i>Global learning</i>	<i>279,762.93</i>	<i>272,209.94</i>
3. EU	1,131,708.94	1,650,016.40
4. GIZ	1,084,323.95	553,278.00
5. IBB	814.00	24,000.00
6. LuxDevelopment	7,458.00	14,845.50
7. Foreign and Commonwealth Office	44,460.30	0.00
8. Private donors	128,246.15	232,686.86
9. Donated fines	2,200.00	13,200.00
10. Other income project countries	41,866.37	109,932.20
Total income	20,570,000.36	19,673,158.82
Expenditure	2018	2017
A. Expenditure of Headquarters	2,314,182.56	2,059,732.60
1. Staff costs for central services	1,683,098.88	1,629,867.75
2. Building	74,671.54	73,307.41
3. Office equipment	206,072.10	101,651.29
4. Business supplies	17,614.81	18,905.83
5. Events/Publications	26,773.93	29,181.48
6. Travel costs	29,550.58	46,235.15
7. Communication	22,979.64	25,543.80
8. Subscriptions to organisations	19,749.03	19,656.55
9. Other administrative expenditure	233,672.05	115,383.34
B. Project expenditure	18,170,717.80	17,613,426.22
1. International projects	17,072,977.32	15,679,659.86
2. Global learning in the vhs	279,762.93	272,209.94
3. Advances to projects	817,977.55	1,661,556.42
Total expenditure	20,484,900.36	19,673,158.82
Result for the year	85,100.00	0.00

The balance sheet

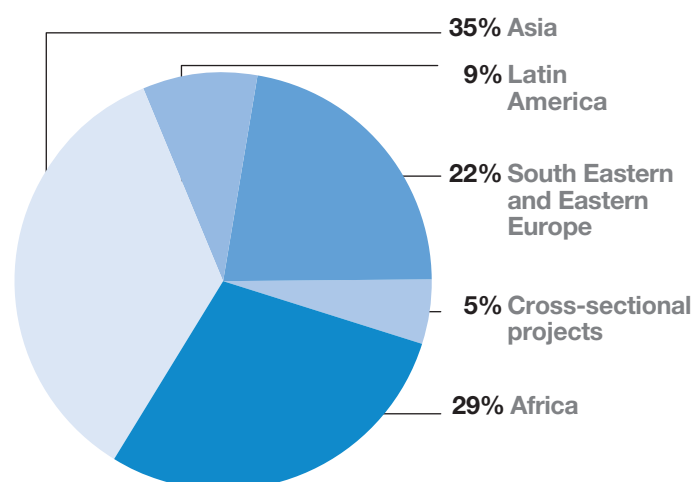
31 Dec. 2018

A. Assets	31.12.2018	31.12.2017
I. Cash		
1. Cash on hand	3,324.51	4,082.66
2. Bank balances	1,426,753.95	1,818,311.05
II. Receivables		
1. Receivables from deliveries and services	21,815.62	48,987.57
2. Project billing costs	314,079.56	322,549.59
3. Rent security deposits	9,045.00	9,045.00
III. Accruals and deferred income	121,808.21	140,841.04
Total assets	1,896,826.85	2,343,816.91
B. Liabilities	31.12.2018	31.12.2017
I. Provisions	134,969.90	58,927.43
II. Liabilities		
1. Other liabilities	453,070.83	389,490.75
III. Accruals		
1. Project billing costs	1,015,879.12	1,244,571.89
2. Deferred income	207,807.00	650,826.84
Total liabilities	1,811,726.85	2,343,816.91
C. Reserves	85,100.00	0.00

Origin of project funds in 2018
(18,170,717.80 euros)



Regional distribution of project funds in 2018
(18,170,717.80 euros)



List of abbreviations

AA: German Federal Foreign Office; BMZ: Federal Ministry for Economic Cooperation and Development; EU: European Union; GIZ: German Agency for International Cooperation

Quality assurance and impact measurement at DVV International

Continuous monitoring and regular evaluations help DVV International to measure the impact of its international projects and ensure the quality of its work. The Institute focuses in particular on formative evaluations that are carried out during a project rather than after it.

Once again in 2018, DVV International implemented its strategy for internal quality assurance on a consistent basis. For example, all country projects in Africa within the framework of social structure support that are funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) were subject to an external evaluation.

DVV International already systematically accommodates national and international standards and quality criteria for evaluations when inviting tenders for such evaluations to be carried out. These include the DAC criteria for the evaluation of development cooperation, which were established by the Development Assistance Committee of the Organisation for Economic Cooperation and Development. Additionally, the questions that guide the evaluation are formulated so precisely that it is possible to arrive at as concrete a statement as possible, and thus derive appropriate recommendations. DVV International has also switched in recent years from a summative evaluation at the end of a project to a formative evaluation, in other words one that accompanies the project.

Use formative evaluations to adapt project activities at an early stage

This approach has shown some fundamental merits. Evaluating the ongoing process enables successful implementation concepts as well as difficulties in achieving goals to be identified. Adjustments can therefore be made at an early stage of the project if necessary.

Early evaluations always also include parts of the previous – usually three-year – funding phase. The time interval makes it possible to record and evaluate the

actual impacts achieved even more precisely. This is because while some measures exert short-term effects, the impact of other effects is delayed. For example, further training aimed at generating income frequently leads to people not actually generating income until a certain time subsequent to the measure.

Reflecting on evaluation results critically and using them for further planning

Since the results of this type of evaluation are already available at an early stage, there is also sufficient time to take them into account when planning future funding phases and to refine the projects accordingly. DVV International sees itself as a learning organisation, which means that all evaluation results are critically reflected on and incorporated into internal planning procedures.

In concrete terms, the evaluations in West Africa, for example, have shown that DVV International was highly successful when it came to working at the micro level, and was able to reach large numbers of people through its partner organisations. However, it also became clear that the high level of staff fluctuation in many countries' government agencies makes the work of DVV International significantly more difficult at the macro level.

Advantages of formative evaluation from the point of view of DVV International:

- I. Formative evaluation looks at the previous funding phase after a certain period of time. This makes it easier to assess and evaluate medium-term impacts.
- II. Since the results of the evaluation are available for the current project phase, adjustments can still be made where necessary as the project progresses.
- III. The evaluation results can be used to plan upcoming funding phases, and can flow into the corresponding planning processes in good time.

Constant personnel changes lead to delayed decisions, inefficient processes and a limited ability to act on the part of state structures. Against this background, DVV International must look for solutions in order to sustainably secure the established adult education structures at the

meso level. Evaluations accompanying the process can have a supporting effect in this respect by working out which measures have proven to be target-oriented in the past or in the current project implementation, and where there may be a need for additional steering. ●

Evaluations for 2018

Regular evaluations form a basic part of and are complementary to the work of DVV International. A total of 16 evaluations were carried out in 2018.

Country/Region	Title of the evaluation
Afghanistan	Evaluation of the GIZ-funded project "Increase the literacy rate and confidence of returnees to Afghanistan"
Ecuador	Evaluation of the BMZ-funded programme for social structure support in the funding period 2013–2017
Ethiopia	Evaluation of the BMZ-funded programme for social structure support in the funding period 2014–2017
Germany	Evaluation of the BMBF-funded project "Intercultural-didactic additional qualification for integration work with refugees"
Germany	Evaluation of selected events in the BMZ-funded project "Global learning in the adult education centre"
Guinea	Evaluation of the BMZ-funded programme for social structure support in the funding period 2014–2017
Kyrgyzstan	Interim evaluation of the EU-funded project "Democracy and religion – dialogue between equal and moderate voices – DREAM"
Laos	Evaluation of the Sternsinger project "Opening up Community Learning Centres in rural Lao PDR for Youth and Children"
Mali North and Mali South	Evaluation of the BMZ-funded programme for social structure support in the funding period 2014–2017
Mozambique	Evaluation of the BMZ-funded programme for social structure support in the funding period 2014–2017
Peru	Evaluation of the BMZ-funded programme for social structure support in the funding period 2013–2017
Tajikistan	Evaluation of the EU-funded project "Youth empowerment toward sustainability and change – YES to Change"
Tajikistan	Interim evaluation of the EU-funded project "Social-economic and cultural rights of prisoners and ex-prisoners in Tajikistan – SECRET 2"
Uganda	Evaluation of the BMZ-funded programme for social structure support in the funding period 2014–2017
Uzbekistan	Evaluation of the EU-funded project "Returning PATH: Promoting access to basic human rights for vulnerable women and men"
Global	Evaluation of the BMZ-funded project "Information and communication for adult education and development" within the framework of social structure support in the funding period 2014–2017

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Employee statistics

Employees DWV International (as of December 2018)

	Number of employees	Edu./Sci. Staff	Admin./Tech. Staff	Male	Female	Full-time	Part-time	Limited	Unlimited
Regional and Country Offices	191*	88	103	76	115	159	32	145	46
Headquarters Bonn	40	18	22	6	34	20	20	9	31
DWV International total	231	106	125	82	149	179	52	154	77

*of which 9 are employees sent overseas

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Printed by: DCM, Meckenheim

Cover: "Education of hope" workshop, Gaza, November 2018. During the workshop participants talked about their personal situation in the context of war and conflict and explored ways how learning can bring new hope and perspectives into their lives. The rolled-up letters in the cover picture contain reflections of participants on lifelong learning.

Photo credits:

Page 04: Heidi Scherm
 Page 10: Kasymbekova Begaiym
 Page 15: Ministry of Education of Ethiopia
 Page 18: United Nations Department of Global Communications
 Page 20: UNESCO Institute for Lifelong Learning (UIL)
 Page 22: Nola Bunke
 Page 24: Axel Herzig

Further photos/illustrations: DWV International

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Information in accordance with Art. 14 of the General Data Protection Regulation (GDPR)

If you regularly subscribe to our annual report, we process your address and communication data in order to be able to send you this product. The General Data Protection Regulation (GDPR) has been in force in the Member States of the European Union since 25 May 2018. This Regulation places us under an obligation to inform you regarding the processing of your data in our organisation.

We are therefore providing you with information below in accordance with Art. 14 GDPR on the processing of your data.

Identity of the controller:

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Tel.: +49 (0) 228 975690
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Director of the Institute: Christoph Jost
Deputy Director of the Institute: Esther Hirsch

Contact data of the data protection officer:

You can reach the competent data protection officer at:
"Deutscher Volkshochschul-Verband e. V." Data Protection
Alexandra Horn, steep GmbH
E-Mail: dsb@dvv-vhs.de

Purposes of and legal bases for processing:

The processing activities of our organisation are legally based on Art. 6(1)(a) GDPR, with regard to which we obtain consent for a specific purpose of processing.

If it is necessary to process personal data for the performance of a contract, or in order to take steps prior to entering into a contract to which the data subject is party, processing is based on Art. 6(1)(b) GDPR.

In the event of our organisation being subject to a legal obligation requiring the processing of personal data, such as for compliance with fiscal obligations, processing is based on Art. 6(1)(c) GDPR.

Processing activities may ultimately also be based on Art. 6(1)(f) GDPR. This is the legal basis for processing not covered by

any of the above legal bases if processing is necessary for the purposes of the legitimate interests pursued by our organisation or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject. We are particularly permitted to carry out such processing activities because the European legislature has explicitly mentioned them.

Categories of data and the origin of data:

We process the following categories of data: address data and communication data. The data from these data categories were provided to us either by yourself or by staff of DVW International.

Storage period:

The periods for the erasure of the data are set according to the statutory storage periods, or three years after the most recent contact. If you have objected to the processing of the personal data concerning yourself, the data will be erased immediately.

Data subject rights:

You have the following rights under Art. 15 to 22 GDPR, assuming the statutory requirements are met: the right to information, rectification, erasure, restriction of processing and data portability. Art. 14(2)(c) in conjunction with Art. 21 GDPR furthermore provides you with a right to object to processing based on Art. 6(1)(f) GDPR.

Right to lodge a complaint with a supervisory authority:

Art. 77 GDPR entitles you to lodge a complaint with a supervisory authority should you consider that your personal data have not been processed lawfully.

The address of the supervisory authority responsible for our organisation is:

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