



DVV International

Education for Everyone. Worldwide.
Lifelong.

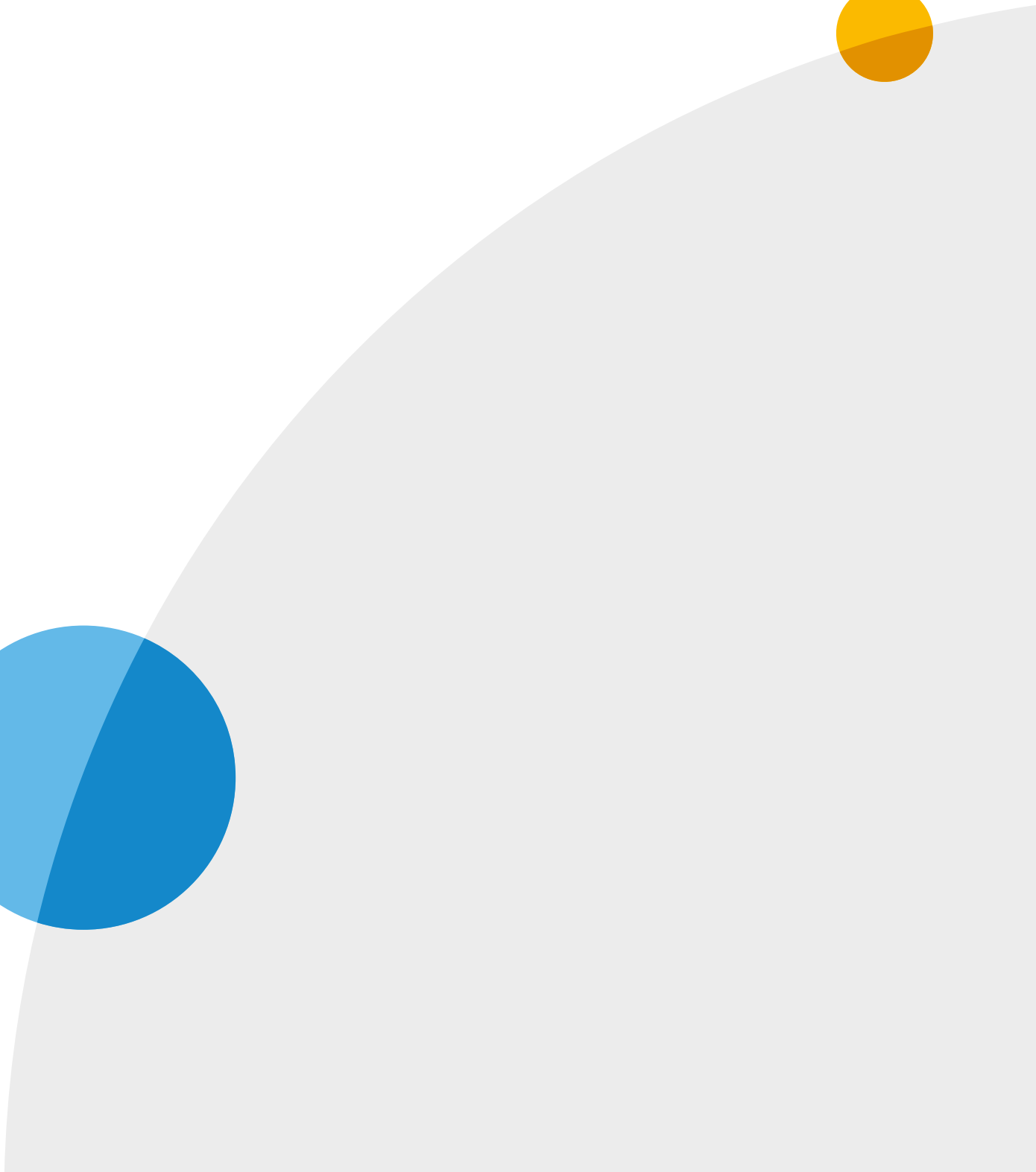
Annual Report 2021



With financial support from the



Federal Ministry
for Economic Cooperation
and Development



Contents

- 04 Introduction
- 05 Foreword

- I. Adult education projects worldwide**
- 07 20 years of successful education initiatives in Afghanistan
- 08 Malawi: Achieving economic independence with pen and paper
- 09 DWV International contributes to strategic policy developments in Georgia
- 10 Creating lifelong learning opportunities for indigenous communities in Mexico
- 11 Turkey: Building a better future through remembrance
- 12 “The closest neighbour is better than a distant relative”:
Two women engage in peace negotiations in Central Asia
- 14 Evaluations in fragile contexts: The example of Mali

- II. Expertise and advocacy for adult education**
- 17 ALE campaign: Amplifying our message through a common mission
- 18 CONFINTEA VII: Off to Marrakech
- 20 Curriculum institutionALE: Examples from Palestine and Ukraine
- 22 The new European Adult Education Agenda: A step in the right direction
- 23 Building bridges between theory and practice: Publications by DWV International

- III. International engagement of the Volkshochschulen**
- 25 International partnerships: Shaping the future together
- 26 Interview with Julia von Westerholt, Director of the German Adult Education Association (DWW)
- 28 Global Learning in the Adult Education Centre: “Think globally, act locally”
- 29 Cross-border exchange on preventing extremism

- IV. DWV International at a glance**
- 31 Project topics in 2021
- 32 Our partner countries
- 34 The profit and loss account
- 35 The balance sheet
- 36 Strong together: Global partners and networks
- 37 The Board of Trustees of DWV International
- 37 Employee statistics
- 38 Legal notice



This annual report refers to activities from 2021. It therefore makes no reference to the outbreak of war in Ukraine in 2022.

Introduction

Dear reader,

Despite the rapid development of vaccines, the coronavirus pandemic once again severely affected our work last year. The accompanying challenges such as educational gaps, social inequalities and rapidly advancing digitalisation will continue to occupy us intensively in the future.

At the same time, we observed last year that our work in an increasing number of partner countries has been compromised by instability. The Taliban takeover in Afghanistan and the military coup in Mali are two examples. Other partner countries of the Institute are confronted with autocratic forms of government, shrinking spaces for civil society actors or internal and inter-state tensions. These circumstances often require our Institute to respond rapidly and extensively to the crisis. Despite these complex situations, DVV International succeeded in maintaining its youth and adult education programmes and adapting them to meet diverse needs. I would like to take this opportunity to thank all the staff and partners of the Institute!

We will continue to work to strengthen civil society in our partner countries and thus contribute to international development. Particularly during these difficult times, we recognise that the promotion of social structures is a proven instrument of development cooperation since a systemic approach establishes sustainable adult education structures that can remain resilient and effective even in crisis situations.

Thanks to our robust network of international structures, we have a long-standing and professional network with civil society and government actors that enables us to



Annegret Kramp-Karrenbauer

work together in a spirit of trust. Furthermore, the unique organisational structure of the German Adult Education Association (DVV) allows us to succeed in creating synergies between the Adult Education Centres (vhs) in Germany and our work abroad, as well as in developing transnational approaches to solutions to the global challenges of our time. These challenges are becoming increasingly important for the German Federal Government's foreign policy relations in the sense of "soft diplomacy". We are testing new approaches in this field, for example, with the project "Urban X-Change Network", which promotes cooperation between cities by actively involving adult education institutions and civil society in Germany and selected countries.

The Institute's work was particularly challenging last year due to the aforementioned political, and pandemic-related, conditions. Nevertheless, the Institute has proven that it not only has excellent technical expertise, but has become stronger and more resilient through the crisis. This makes DVV International a particularly reliable partner for the future. After all, it is important to actively help shape the future so that those who are acutely affected by the consequences of the pandemic and other crises can continue to exercise their right to education. I invite you to take a look at the following pages and read about the outstanding work of the Institute for yourself.

Enjoy!

Annegret Kramp-Karrenbauer

President of the Deutscher Volkshochschul-Verband e. V. (DVV)

Foreword

Dear reader,

The second year of the global Covid-19 pandemic has confronted DVV International with major challenges. Once again, numerous projects had to be rescheduled and shifted online. In addition, there were crises in some of the Institute's partner countries. Our work in Belarus was particularly affected where we were forced to close our long-standing country office due to government regulations. In Afghanistan as well, our traditionally largest project could no longer be implemented as originally planned after the Taliban took over.

On the other hand, it is gratifying to note that we were able to continue our work in most partner countries despite adverse circumstances. In addition, we have managed to acquire new projects on strategically important key topics, often with the active involvement of German Adult Education Centres (vhs), for example, on the topic of Education for Sustainable Development (ESD) and in strengthening cooperation at the municipal level. The new projects underpin the Institute's objective of establishing a wide range of valuable international partnerships through adult learning and education (ALE). However, it is also clear that the social structure promotion of the Federal Ministry for Economic Cooperation and Development (BMZ) will remain the central basis of our future work abroad.

As usual, our annual report highlights selected projects to give you concrete insights into our multifaceted activities and our global commitment. The reports include a retrospective on our long-standing work in Afghanistan, as well as details on projects in Georgia, Central Asia, Turkey, Malawi, Mali and Mexico. This year, for the first time, we have dedicated a separate chapter to our work with vhs.



Christoph Jost

In addition to an interview with the Director of DVV, you will find further information about our new strategic projects and practical examples of Global Learning at vhs as well as domestic and international approaches in the field of preventing extremism.

Another section of the annual report focuses on the strategic work of the Institute. The Institute's own Curriculum institution ALE, which supports the organisational development of adult education institutions, the European Adult Education Agenda and the global "ALE" campaign, for example, are crucial aspects of this strategic work, as is the ground-breaking expertise of the Institute that supported the development process of the new UNESCO policy report ("Futures of Education") and will accompany the positioning of the Institute and its partner networks, especially during UNESCO's International Conference on Adult Education (CONFINTEA VII) which takes place in 2022.

This year, along with the BMZ and our other donors, I would like to expressly thank all our staff in Germany and abroad for their extraordinary commitment, especially our former colleagues in Belarus and our long-standing partner in Afghanistan, ANAF AE. Despite, or perhaps because of, the increasing number of global hotspots, we will continue our work to sustainably strengthen ALE to provide better opportunities for the future.

I wish you pleasant 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.

20 years of successful education initiatives in Afghanistan

Over the past two decades, DVV International has effectively supported the development of youth and adult educational structures in Afghanistan. When the Taliban assumed power in 2021, the country faced a major turning point. We would like to take this opportunity to look back on our long-standing partnership with the Afghan National Association for Adult Education (ANAF AE).

DVV International launched its first projects in Afghanistan in 2002 after the USA and its allies overthrew the Taliban government of the time. The early days were difficult since most of the population did not speak English, nor did international military personnel, organisations or civilians who came to the country speak Pashto or Dari. There was an enormous need for language programmes that could facilitate exchange between locals and newcomers.

A much bigger challenge, however, was the low enrolment rate, which was also reflected in the overall population. Studies showed that two-thirds of Afghans over age 14 were illiterate. It was therefore not only necessary to offer school education, but to establish non-formal education opportunities for youth and adults.

First successes in Afghan adult education

DVV International has worked in multiple areas at the same time over the past 20 years. The first success was founding the Afghan National Association for Adult Education ANAF AE in 2005. From then on, literacy



Second-chance education course at an adult education centre in Kabul in 2019



Adult education centre in Afghanistan

became an integral part of ANAF AE. In a process lasting several years, a curriculum for second-chance education was developed and piloted in coordination with the Ministry of Education. A second area of development was to accompany students during their education and in transitioning to work. Over the past 15 years, more than two million course participants have been trained in English language, accounting, entrepreneurship and other subjects at more than 20 training locations.

New political conditions affect educational work

Thanks to reliable cooperation with the German Federal Ministry for Economic Cooperation and Development, DVV International was able to develop a long-term strategy. For example, ANAF AE is the first organisation in Afghanistan to certify digital skills through the International Certification of Digital Literacy (ICDL). Similarly, language skills and acquired qualifications in entrepreneurship are recognised internationally.

Since the Taliban returned to power in August 2021, the long-term outlook has been unclear. However, as long as adult education remains possible, DVV International will continue to cooperate closely with its Afghan partner. One focus for the next two years will be the education and training of girls and women as well as female teachers. ●

Malawi: Achieving economic independence with pen and paper

In rural Malawi, DVV International's integrated adult education approach is helping to improve the entrepreneurial skills of young people and women who are barely or only partially literate. In 2021, a Malawian daily newspaper reported on the successful project.

"Pen + paper = profits" was how the Malawian daily newspaper *The Nation* succinctly summed up "Integrated Adult Education for Entrepreneurship in Rural Malawi", a DVV International project funded by the EU through the GIZ. The participants were mostly women who had dropped out of school, never attended school or were unable to acquire skills crucial for work and business life. The graduates of the project can now earn money, make a living and support their families.

Linking literacy with basic business know-how

The Integrated Adult Education (IAE) approach brings together literacy and numerical skills with basic knowledge on how to run a small or microenterprise. As a result, the programme can reach even learners who only have a rudimentary level of education and would otherwise not meet the training requirements.

Building on the experience of the project, DVV International Malawi is now developing basic business knowledge with catch-up literacy for target groups such as small-scale farmers. The potential of IAE lies in promoting local economic cycles and thereby also contributing to food security.

Enormous demand for integrated adult education programmes

The demand for this sort of integrated project is high, especially in areas where many young people and adults have gaps in their education. This not only holds true in Malawi, but across the entire continent. This problem has dramatically worsened as a result of the Covid-19 pandemic, completely aside from the issues of conflict in many regions. Many children and young people have lost up to two years of schooling, and the school system



Newspaper article about the project

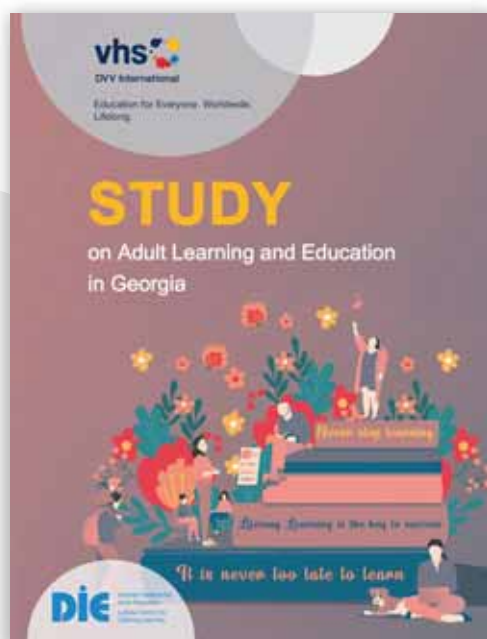
cannot absorb these losses. Therefore, it is increasingly important to provide adequate education and training opportunities for people whose schooling has been interrupted so they can quickly start to earn a living.

There are two key lessons from the project in Malawi: firstly, the project was successfully implemented despite all the adversities resulting from the Covid-19 pandemic; secondly, structures composed of local leaders and citizens were formed to take joint responsibility for the project. This is one more reason why the results can be expected to be highly sustainable. The programme graduates are empowered to participate in economic and social life. At the same time, they play a leading role in the preservation of natural resources and in maintaining peaceful, secure social existence. In the end, everyone benefits. ●

DVV International contributes to strategic policy developments in Georgia

A long-standing and intensive cooperative relationship between DVV International and the Georgian Ministry of Education and Science has led to important successes for the further development of adult learning and education (ALE) in Georgia. In 2021, DVV International was involved in developing key strategic policy documents.

For the first time, DVV International conducted a qualitative study on ALE in Georgia between 2020 and 2021. The study was carried out in cooperation with the German Institute for Adult Education-Leibniz Centre for Lifelong Learning (DIE) along with international and national experts. At the same time, another study collected data on the participation and lack of participation of adults in lifelong learning programmes using the European data collection methodology “Adult Education Survey”. Both studies were able to provide indications for the further development of the sector, particularly with regard to the political and legal framework. Their findings also served as a basis for the work of the Georgian Ministry of Education and Science on strategic documents.



Cover of the study on ALE in Georgia

ALE recognised as an independent pillar

One of the most important documents is the Education and Science Strategy 2022–2032 of the Georgian Ministry of Education and Science, which DVV International was involved in drafting for the section on ALE. The strategy aims to meet the needs of the national education system as well as Georgia’s obligations under various international agreements. For the first time, ALE is included in a strategically important policy document as an independent pillar of the education system. The fact that both formal and non-formal adult education are mentioned, and that the government is committed to strategic development of the sector, represented remarkable progress for ALE in Georgia.

Secure funding for ALE in the long term

Another important building block in the strategic work with policy makers was the development of a methodology for funding short-term vocational training courses for adults in non-formal education. This was finalised in 2021 and agreed upon with the Georgian Ministry of Education and Science. In addition to national experts from the Ministry, the working group also included an expert from the German Adult Education Centre Cham, who contributed to the successful completion of this important document thanks to his knowledge and many years of experience in the German ALE system. The developed funding methodology allows state funding for the first time for short-term vocational training courses at non-governmental and non-profit adult education centres as well as for other adult education providers.

The same working group developed a concept for financing non-formal adult education in Georgia, offering recommendations for the long-term financing and improvement of the entire ALE system. This concept will serve as a basis for the development of appropriate guidelines and laws in the coming years. ●

Creating lifelong learning opportunities for indigenous communities in Mexico

In Mexico, DVV International supports projects in the southern state of Chiapas to foster inclusive and lifelong learning for indigenous people. Two approaches have encouraged close cooperation between civil society and the government and have thus enhanced the educational possibilities of marginalised communities in the region.

In Chiapas, a high percentage of the population speaks a variety of indigenous languages. To meet the needs of the diverse population and incorporate those indigenous languages into educational frameworks, DVV International joined forces with the Chiapas' Ministry of Adult Education ICHEJA (Instituto Chiapaneco de Educación para Jóvenes y Adultos). In 2016, they initiated a project to create and install a bilingual indigenous educational model (MIB, Modelo Indígena Bilingüe) which continues today.

Equipping trainers for their work in indigenous communities

Within the scope of the MIB, consultants, teachers and trainers are taught how to enhance their work with indigenous communities in the region. The training focuses on the alphabetisation in indigenous languages as well as in Spanish, on building communicative skills, and learning about the right to lifelong learning. The MIB also includes educational sessions on gender equality, democratic participation, and intercultural competences.

The beneficiaries are indigenous adults and young people over 15 years of age who, due to varying circumstances, didn't have the opportunity to finish or even start their basic education. Since its inception, 68 consultants, teachers, and trainers have been trained to pass on their knowledge to the indigenous learners.



Gardening class in La Albarrada

A training centre to develop skills

Another interesting approach to lifelong learning in Chiapas is the integrated training centre "La Albarrada". Located in the city of San Cristóbal de las Casas and founded in 1984, the centre offers free training in the fields of agriculture, food service, handicrafts and technology and has already qualified thousands of people. The offer is aimed at members of indigenous communities as well as migrants.

However, La Albarrada is not only a place for education; it also provides accommodation, catering services and rents out spaces for meetings. La Albarrada has been collaborating with the Chiapas Secretary of Gender Equality SEIGEN (Secretaria de Igualdad de Género) since 2018. This collaboration has enabled an even stronger integration of the gender perspective into the workshops held at La Albarrada.

Together with its partners, DVV International will continue its support for marginalised individuals and support lifelong learning opportunities in Chiapas. ●

Turkey: Building a better future through remembrance

The cultural anthropologist Aleida Assmann once said, “Remembering is working on the future”. This very idea served as leitmotif for the project “Hatirla! Remember!”. The project, funded by the German Federal Foreign Office, took place in Turkey from April 2019 to December 2021 and was implemented by DVV International and its Turkish partner *beraberce*.

In Turkey, the official narrative of historical events is strongly directed by the state. However, many people in Turkey do not feel represented by the government’s narrative, which in turn leads to tensions and increasing polarisation within society. The project “Hatirla! Remember!” sought to address precisely these issues. Its aim was to show the diversity of Turkish remembrance culture through educational and exchange offers and thus to foster discussion on how to shape future Turkish society.

Discussion in safe spaces

The cooperation with the Turkish partner was a crucial element of this process since the local association was able to react to the social tensions with acute sensitivity. Above all, *beraberce* succeeded in designing educational offers by offering discussion rounds, summer as well as winter courses as a protected space in which each and every participant could speak openly. The facilitators played a central role in this, and were praised by many participants for their neutral and thoughtful attitude.

In addition to providing educational opportunities, the project led to the creation of an Archive of Memory and Hope which has made Turkish and international memory sites accessible online. It allows interested people to contribute to the archive on lesser-known historical events and thus to a grassroots version of history. The archive is still accessible via web and app.

Peace trainings for peaceful coexistence

Over the course of the project, DVV International and its partner were able to observe increasing polarisation in Turkish society due to the pandemic and its



Peacebuilders coming together in a camp

socio-economic consequences. People needed mediators and strategies to overcome interpersonal tensions in everyday life. Therefore, the project integrated peace education measures at short notice.

In addition to peace camps which simulated conflicts and peace negotiations, 42 peace educators were trained as part of the project. The trainees acted and continue to act as multipliers who can pass on what they have learned in their civil society, communal or social work. Over the course of a training period of several months, they were given concrete tools for conflict resolution. The trained participants now carry out peace-building activities in their respective environments. In this way, DVV International and its Turkish partner continue to contribute to the promotion of peaceful coexistence in Turkey, transcending the scope of one specific project. ●

“The closest neighbour is better than a distant relative”: Two women engage in peace negotiations in Central Asia

Often surprisingly, people living in remote villages can play a larger role in building peace and stability in their communities than government structures. DVV International has implemented the EU-funded project “Peaceful Villages Evolvment” (PVE) with the aim of fostering reconciliation between villages in Tajikistan and Kyrgyzstan. Two participants share their thoughts and achievements.

Aliyakhon Dovudova lives in Somoniyon, Tajikistan, Zarina Kadyrova in Kara-Bak, Kyrgyzstan. The places where they live are shaped by the international border between their two countries. Their hometowns are so-called chess villages, directly crossed by some of the non-demarcated sections of this border.



Aliyakhon Dovudova, Tajikistan

Aliyakhon, a secondary school teacher, participated in the project’s “Peace Academy for Women”. She realised that conflicts can be prevented. However, the inhabitants of the chess villages first have to be sensitive to conflicts and tolerant towards one another.

After one of the recent serious clashes in September 2021, Aliyakhon encouraged a group of women from two chess villages to meet and talk to each other. During the meeting, Aliyakhon spoke about the particular role and status of a mother. The women agreed to pay special attention to educating their children in the spirit of tolerance and peaceful coexistence. The skills she developed during the PVE project have allowed Aliyakhon to play an active part in this women’s initiative.

“I intend to continue to work for peaceful coexistence with my Kyrgyz neighbours. To do this, we need to get to know each other better, to organise joint meetings and avoid marginalisation. We should also tell the younger generation about the friendship between our ancestors.” Aliyakhon’s father, for example, lived side by side for many years with the Kyrgyz. He was an honoured guest at the table of his neighbours, and always told his children about the benefits of friendship and the consequences of enmity. “There still are such elders in both communities, and we must use that opportunity comprehensively”, says Aliyakhon.

About the conflict

The border between Kyrgyzstan and Tajikistan spans almost 1,000 kilometres and nearly half of the entire common border is still not mutually recognised today. Governments at both national and regional levels are responsible for settling the question of the unfinished border, which has been a continuing source of conflict. However, the negotiation process has been stalled for years. At the local level, the situation leads to everyday conflicts between residents, and has at times resulted in violent clashes between soldiers of both sides, involving firearms and claiming victims.



Peace
Academy for
Women in
Tajikistan



Zarina Kadyrova, Kyrgyzstan

Zarina is a young student and has participated in the “Global Citizenship Education Program for Youth and Schoolchildren”, a “Training on Media Literacy”, and “Capacity Building in Mediation and Promotion of Mediation Services” of the PVE project.

She emphasises that she has become more open through her participation in the project. She also realised that Kyrgyzstan is a part of the larger global community, and that everyone in the country can directly contribute to preserving peace and stability in the region.

Zarina has actively started sharing her knowledge with her peers and has so far led trainings for several dozen

schoolchildren from Kara-Bak. “Conducting trainings is a very responsible job”, says Zarina. “I am very glad that young people in my region are dynamic and want to change something in their country, but sometimes they lack support from both the government and the community. After the trainings, we, the young people, started raising issues and concerns that would help improve our community.”

Zarina is also an active internet user and has accounts on various social media platforms. “The training in media literacy brought out a good blogger in me. I have always believed in the power of social media. This training helped me distinguish reliable from fake information. As a blogger, I also contribute to protecting women’s rights in our community, and even the greater region by referring cases of rights violation to the appropriate government bodies.”

Zarina’s participation in activities of the PVE project even influenced the selection of her future profession: She wants to become a lawyer and protect women’s rights.

The project “Peaceful Villages Evolverment” is funded by the European Union and co-financed by the German Federal Ministry for Economic Cooperation and Development. DVV International’s project partners are the non-governmental organisations “Adult Education Association of Tajikistan” and “Youth of Osh” in Kyrgyzstan. ●

Evaluations in fragile contexts: The example of Mali

An evaluation conducted in Mali in 2021 illustrates the challenges that education initiatives face in a fragile state context. An externally commissioned evaluation team was able to demonstrate to DWV International the possibilities and limitations of its work in the country.

Mali: A fragile state with a low level of education

Mali is one of the poorest countries in the world according to the United Nations Human Development Index (HDI) (the country ranked 184 out of 189 countries in 2019). Over 60% of the population aged six years and older are without education. In 2015, 33.1% of adults were illiterate, a significant increase since 2001 (21.3%).

In 2012, a rebellion by separatist Tuareg and ethnic groups in the north of Mali plunged the Sahel country into a serious crisis that continues today and is growing worse. In August 2020, the elected government was deposed in a military coup following mass protests. The civilian transitional government that followed was ousted by another military coup in May 2021.

Promoting adult education structures in Mali

DWV International has had its own office in Mali since 2008. The German Federal Ministry for Economic Cooperation and Development (BMZ) finances two social structure promotion projects (Sozialstrukturförderung, SSF) in the regions of Southern Mali and Central and Northern Mali.

DWV International works in the country on three levels. At the macro level, the aim is for national and regional institutions to take into account the importance of adult learning and education (ALE) in their policies and implementation on the ground. The technical and operational capacities of the partners are strengthened at the meso level, thus promoting the non-formal education system at the same time. At the micro level, community-managed ALE centres contribute to socio-economic and community development.

DWV International regularly evaluates its projects. The evaluation conducted in Mali aimed to analyse the effectiveness and efficiency of the SSF projects in terms of their objectives, impact and new direction for the future. To this end, the evaluation team conducted various individual and group interviews in the regions and analysed project reports.

Enormous impact at the municipal level

Overall, the evaluation team confirms the projects' high relevance for the partners and the target groups. For example, it states that the work of DWV International and its partners has contributed to significantly reducing the number of illiterate participants in the projects. In addition, learners have been provided with training that enables them to engage in economic activities and generate income.

Through its project activities, DWV International, together with the local state actors, has demonstrably contributed to improving social cohesion and peacebuilding in the respective communities. Furthermore, other communities have been encouraged to also focus on literacy and education measures.

In the project area, diverse target groups have benefited from education initiatives. The organisation of so-called REFLECT circles, which link literacy with vocational training skills (e.g. tailoring, soap making, manicure, etc.), has contributed to a greater appreciation and acceptance of non-formal education.



Two young women during a tailoring training at the Community Education Centre in Sebekoro, Mali

Limited development of national strategies

The biggest challenge lies in the formulation of policies and strategies at the national level. While all project participants in the discussions recognise the need for cooperation between different actors and institutions to promote non-formal education, this work is very difficult in practice. Coordination should actually be the responsibility of the respective ministry. However, the ministry is not in a position to manage the coordination, not least due to the fragile political situation. DVV International, on the other hand, lacks the mandate to take on this role.

The evaluation team consequently states that at the municipal level, it is clear that the project is effective but questions regarding coordination and thus the necessary development of higher-level policies and strategies for implementing ALE remain unresolved. Even if the results at the macro level do not meet the targets, DVV International will intensify the work with actors of national policies. At the same time, the work at the meso level must be further strengthened in order to support ALE institutions in their development, to work independently and successfully, and to sustainably develop their impact with the actual target group. ●

Evaluations 2021

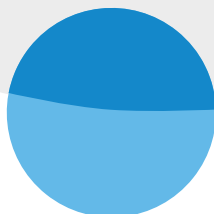
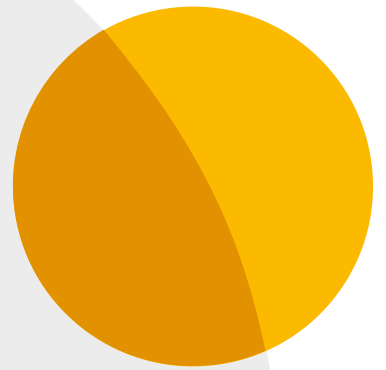
Regular evaluations are an integral, accompanying instrument of DVV International's work. In 2021, a total of ten evaluations were carried out.

Country	Title
Morocco	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Tunisia	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Mali (North and South)	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Ethiopia	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Uganda	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Malawi	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Mozambique	Regional evaluation of the BMZ-funded programme for social structure promotion in the period 2020–2022
Turkey	Evaluation of the project “Hatırla! Remember!”
Tajikistan	Evaluation of the EU-funded project “Inclusion”
Uganda	Evaluation of the EU-funded project “Green Livelihood Opportunities through Local Service Delivery Optimisation” (GloServe)



Expertise and advocacy for adult education

As a specialist organisation, DVV International provides expertise at the interface 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.



ALE campaign: Amplifying our message through a common mission

The global ALE campaign strengthens civil society in its advocacy work for adult education

A conversation about the “Branding ALE Project” between Katarina Popovic, Secretary General of the International Council for Adult Education (ICAE), Head of the ALE Campaign, and Anja Thöne, Senior Marketing Manager at DVV International, Head of the “Branding ALE Project”.

Anja Thöne: DVV International successfully completed its multi-year “Branding ALE Project” in 2021. In the project we have developed and visualised the first global name, definition and vision of adult learning and education (ALE). Thanks to the participation and sponsorship of the UNESCO Institute for Lifelong Learning (UIL) and ICAE, the core values of ALE have been defined: adult education as a driver of equity, wellbeing and change. In spring of 2021, ICAE took the results of the project and transformed them into a campaign. Shortly afterwards, in the autumn of 2021, UNESCO published the report “Reimagining our futures together: A new social contract for education”. The report describes UNESCO’s fundamental ideas and values for education of the future. These values line up nearly identically with the programme we have been developing since 2019, representing a huge success for the “Branding ALE Project” and the campaign.

Katarina Popovic: Yes, we looked into the future! There is no reason to be modest. This landmark UNESCO report mentions “well-being”, “justice” and “transformation”, which is exactly what we are conveying with our campaign. UNESCO views ALE as a vehicle for effecting powerful, positive change towards a sustainable society as defined in the 2030 Agenda. Thus, the report gives civil society both an instrument and measurement tool to lobby, especially with regard to the implementation of the 2030 Agenda and the upcoming world education conference CONFINTEA in 2022. In these central policy processes of the next few years, we are fighting for better understanding and enhanced importance for ALE. Both are already defined in the campaign.



Campaign logo

Anja Thöne: We carried out the “Branding ALE Project” with a fixed group of civil society actors in the field of adult education. In March 2021, ICAE’s ALE campaign started with a very broad target group. All stakeholders worldwide will be approached to share the understanding and identity of ALE in order to speak with one voice and strengthen adult education globally. DVV International has already joined the campaign and has committed to using the term “ALE”.

Katarina Popovic: Anyone involved in advocacy knows: the target group should be clearly defined. This is currently not the case with our ALE campaign, but that is intentional. We want to position ourselves broadly. What is important to us when it comes to the ALE campaign is that our messages and our goals are clear, strong and distinct. ICAE’s main focus, which also motivated us to join DVV International’s “Branding ALE Project” and then start the campaign, was to look for common ground. Globally, we rightly focus on the diversity of participants, but have lost sight of our commonalities. However, it is precisely these commonalities that strengthen us in our lobbying work and make ALE heard in the political arena. For the next five years, the global ALE campaign offers us exactly that. The more players join in the process, the greater the chance for success when it comes to our goals and joint lobbying efforts internationally. ●



CONFINTEA VII: Off to Marrakech

In June 2022, the seventh International Conference on Adult Education, CONFINTEA VII, will take place in Morocco. DVV International has already been actively involved in the CONFINTEA preparatory process which began in 2021 with various activities and regional events.

The adult education community will meet in Morocco for CONFINTEA VII in 2022. It will be the first time that the conference is held on the African continent. The conference is hosted by UNESCO and aims to set binding goals for the further development of adult education. Invited participants include high-level representatives of UNESCO member states and international organisations, civil society and education experts.

National education reports in abridged form

Preparations for the conference started as early as 2021 with a survey on the state of adult learning and education (ALE) among member states, organised by the UNESCO Institute for Lifelong Learning (UIL). Together with UIL and the International Council for Adult Education (ICAE), DVV International offered a series of virtual information and training workshops. These were aimed at familiarising both official journalists and civil society with the possibilities of influencing the reporting.

These preparations took place despite the criticism raised by ALE associations and shared by DVV International that

the chosen procedure was perceived as lacking in both transparency and a motivating quality. One salient point of criticism highlighted that the results of the survey would only be published after CONFINTEA had concluded. Moreover, the new format of the reports consisted merely of a questionnaire to be answered. It would have been preferable to retain the established concept of detailed country reports.

DVV International supports regional conferences

Regional and sub-regional conferences were held throughout the year, mostly virtually. The participants were able to exchange information on the current situation and prepare regional reports to serve as a further basis for the international conference in Morocco. DVV International supported these activities through its regional offices in various ways. In Latin America, the regional offices participated in the organisation and moderation of the regional conference and hosted two thematic side events. The conference ended with a moving tribute to the late Paulo Freire, the internationally best-known educator and “Grand Señor” of “Educación Popular” in Latin America, on the occasion of his 100th birthday.

Together with the UNESCO Cluster Office in Almaty, Kazakhstan, the Central Asia Regional Office organised a sub-regional preparatory meeting with over 130 participants. The meeting addressed the specific challenges in the region and identified priority areas for action. According to the participants, target areas include an improvement in legislation, reliable basic funding, offers for training and further education of adult teachers, and an expansion of sub-regional cooperation.

DVW International was also intensively involved in the organisation and preparation of content for events in Africa, the Arab region and Europe.

DVW International represented on the Consultative Committee

At the global level, the process is accompanied by the “Consultative Committee”, of which DVW International Director Christoph Jost is a member. The committee is closely involved in all steps of the preparation. The committee adopted the concept for the international conference and chose “Adult learning and education within the new social contract: A key to sustainable development” as the motto with the goal of highlighting the central contribution of ALE to the achievement of the global Sustainable Development Goals (SDGs).

The reference to the “new social contract” is also intended to build a bridge to the new UNESCO report on the development of education entitled “Reimagining our futures together: A new social contract for education”, which was published in November 2021. DVW International supports efforts to link the CONFINTEA process to other powerful processes around the world and clearly demonstrates that global objectives in and outside of education always require investment in ALE.

Positioning on citizenship education

One success of the last CONFINTEA in Belém, Brazil, was certainly the decision to commission UNESCO with regular reporting on the state of international adult education in the future. Since then, the “Global Reports on Adult

Learning and Education (GRALE)” provide information on the implementation of the Belém resolutions. In addition, they each take an in-depth look at a specific topic. In 2022, GRALE V is to serve as the basis for the consultations in Morocco. The main topic will be citizenship education.

DVW International has decided to produce an accompanying expert paper and a publication specifically dealing with the experiences with citizenship education in the Institute’s project work. One key experience concerns the importance of the cultural and regional context for the development of citizenship education in the project countries. This must be respected in order to avoid the danger of attempting to mechanically transfer a concept that is strongly influenced by Western thinking. However, it goes without saying that fundamental values such as human rights apply in all contexts. Both publications will be available at the beginning of 2022 and will be used intensively in the further CONFINTEA process.

Outlook

Given the global context of the pandemic, it will not be easy to ensure that CONFINTEA is an inspiring and ground-breaking event that emphasises the importance of adult education. However, DVW International will work intensively towards this goal with its partners and external networks. ●



In Gaza, participants in Forums of Hope are empowered to improve the quality of their lives through their own initiative

Curriculum institutionALE: Examples from Palestine and Ukraine

Institutions of Adult Learning and Education (IALE) operate in very different environments worldwide. Their work is strongly influenced by legal settings, financial resources, local culture and practice, availability of partners, networks, qualified educators and the general reputation that adult learning and education (ALE) enjoys in the local community. Nevertheless, what IALEs have in common is the need to take a deeper look at the quality of the services they provide and the general direction and vision their organisation is pursuing. How can IALEs be supported and guided in this challenging process?

With the Curriculum institutionALE (CI), DVV International has developed a framework with a broad range of topics, indicators and methods for supporting IALEs in their ongoing search for adequate structures and services in a constantly changing environment.

The CI covers all three main functions of adult education institutions: providing orientation, offering education and enabling participation. It aims at increasing the impact of capacity development in ALE, making ALE more visible and improving communication and collaboration in organisational development teams.

Potential users should be aware that this tool developed by DVV International is not a curriculum in the usual sense, but an orientation framework with indicators that should be adapted to each individual context.

WEB

More information can be found in our ALE Toolbox:
www.dvv-international.de/en/ale-toolbox/organisation-and-management/curriculum-institutionale

Two examples from Palestine and Ukraine show how CI can be used on the ground.

Palestine

The CI has been used as holistic instrument for capacity building and development of partner IALEs in Palestine since 2018. At that time, a new type of community-based youth and adult education centres was founded as a joint effort together with the Ministry of Education and local municipalities. The CI provided an excellent general framework in that context. From the beginning, DVV International's long-term partner Dar Al-Kalima University (DAK) served as resource centre for capacity building in the Palestinian ALE sector and accompanied the process of organisational development with advisers.

DVV International Palestine currently cooperates with eight organisations in the field of capacity development, among them local NGOs as well as IAELs established at universities. Furthermore, DVV International works together with public literacy classes funded by the Ministry of Education



Discussion of a capacity development plan within the framework of a CI workshop

and has supported them on their way to becoming IAELs that provide a variety of services oriented toward local development, employability, cultural education, etc.

The cooperation between DVW International and the IALEs starts with an announcement of calls for interest in partnership. Additionally, DVW International staff organise information sessions on capacity building and development.

After selecting partners, the process of needs and local community assessment of the IALEs begins. Based on the outcomes, capacity building and development plans

are drafted by DVW International and DAK advisers and measures are implemented on that basis. The team of advisors evaluate the progress of the IALEs annually together with IALE representatives.

Since the CI was established in Palestine, a Community Development Curriculum evolved in order to foster the aim of formulating the role that IALEs can assume in developing the local communities where they operate.

Ukraine

Note: This article describes activities from 2021, before Russia's attack on Ukraine and the subsequent armed conflict.

In Ukraine, DVW International has also been using the CI as a guidance and assessment framework for the organisational development of its seven partner organisations since 2018. These non-governmental IAELs lacking consistent financial support are thus strengthened in capacity building. Together with its partners, DVW International has developed a model for IAELs that corresponds to the framework conditions in the country. This model particularly took into account the broad and needs-oriented range of educational programmes for diverse, particularly socially disadvantaged target groups, as well as the financial sustainability of the centres.

Based on an organisational and needs analysis of the partner organisations, individual development plans for each partner organisation along with a training and counselling concept were created and implemented to strengthen competences of the partners in central service and functional areas such as general management, analysis of the educational needs of the target groups, recruitment of qualified trainers and local networking.

To measure progress, DVW International and its partners jointly developed a matrix for regular self-evaluation based on the CI. Implementing the individual institutional development plans requires strong motivation and commitment from the partners. This is not possible without a clear vision and strategic foresight.



Workshop with the Ukrainian Curriculum institutionALE partners

A number of factors complicate organisational development. For example, some team members are reluctant to embrace the concepts. Moreover, the self-assessment process is often quite subjective and does not reflect the actual state of institutional development. Moreover, despite significant improvements in staffing and equipment at IAELs, lack of human resources remains a major obstacle for many partner teams.

Nevertheless, in Ukraine the CI has proven to be an extremely effective tool, going hand in hand with a clear, shared understanding of the respective expectations, perspectives and goals of the participants. ●

The new European Adult Education Agenda: A step in the right direction

In November 2021, the EU Council of Ministers adopted the new European Agenda for Adult Learning (EAAL). DVV International and the European Association for the Education of Adults (EAEA) contributed significantly to shaping the content.

DVV can certainly list the adoption of the new EAAL by the Council of Ministers as its greatest success at the EU level in 2021. This achievement was due in large part to the intensive lobbying of the EAEA, whose president is the Deputy Director of DVV International. It is, however, also the result of open, trustful cooperation with the Slovenian Council Presidency in the second half of 2021.

Understanding adult education holistically

The new agenda defines the political framework for the further development of adult learning and education (ALE) up to 2030. Its goals and objectives guide the work of the European Commission. Fortunately, the EAAL – in contrast to the agenda of 2011 – is based on a holistic understanding of ALE. This applies, for example, to the equal value placed on formal, non-formal and informal educational opportunities, as well as to the statement that ALE not only makes decisive contributions in the areas of vocational qualification and basic education, but also nurtures social cohesion, helps individuals cope with pandemics and climate crises, and enhances personal development.

In addition, the Agenda draws attention to the central role of well-equipped and professional guidance services, especially for educationally disadvantaged groups. The (further) development of certification systems for non-formal knowledge is also explicitly emphasised. This is the only way to strengthen the transitions between different educational offers.

Increased funding and participation in education

It is encouraging that the Agenda recognises that reliable funding for the providers of ALE is an indispensable prerequisite for qualitative and sustainable services.



The same applies to continuous training and further education for trainers and managers working in the ALE sector. This is the only way to achieve the Agenda goals of 47% participation in educational offers in 2025 and 60% in 2030. One unfortunate detail is that the age group between 25 to 64 years of age was defined as the reference point and thus older individuals remain excluded. We are committed to more advocacy in this area since ALE offers many benefits for this group as well.

Furthermore, national coordinators will accompany the implementation of the agenda. A continuation of the Electronic Platform for Adult Learning in Europe (EPALE) is also planned. Both are good prerequisites for ALE to be able to rely on European tailwind in the coming years. DVV International and EAEA will accompany the implementation of the Agenda closely and critically. ●

WEB

You can find a link to the Agenda on the DVV International website:
www.dvv-international.de/en/materials/global-processes-and-policy-documents/new-european-agenda-for-adult-learning

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. Furthermore, the Institute develops teaching and learning materials for the adult education sector.



Analysis “Public Financing of Popular Adult Learning and Education”

Analysis

DVV International is publishing its in-depth investigations and studies at the interface of adult education and development as part of the “Analysis” series. In 2021, the edition “Public Financing of Popular Adult Learning and Education – Experience, lessons and recommendations from 14 countries and case studies” was published. The study looks at the current situation from a global perspective by

analysing cases from selected countries, presenting good practice examples and discussing challenges and existing funding models.

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.



Handout on designing digital events in Global Learning

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.

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. ●

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/

Teaching and learning materials are available free of charge in our ALE Toolbox:

www.dvv-international.de/en/ale-toolbox



International engagement of the Volkshochschulen



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. DVV International supports the exchange of experience between Volkshochschulen and partner institutions all over the world through numerous projects and measures.

International partnerships: Shaping the future together

Global challenges can only be solved if actors from different sectors enter into dialogue across borders. Based on this assumption, the German Adult Education Association and its Institute for International Cooperation (DVV International) have launched two new projects in 2021 to promote partnership-based cooperation between Germany and selected countries.

The projects entitled “Urban X-Change Network” and “International ESD Alliances” strengthen cooperation between adult education institutions in Germany and participating partner countries. The key element of both projects is the joint design of activities to include perspectives from the different national, regional and local contexts. To this end, the Sustainable Development Goals (SDGs) of the United Nations offer an important political frame of reference.

Urban X-Change Network: city partners as the engine of an international cultural and educational dialogue

The aim of the “Urban X-Change Network” project funded by the German Federal Foreign Office is to strengthen cross-border cooperation and dialogue between city partners with the active participation of civil society on cultural and educational policy issues.

The project offers nine German Adult Education Centres and their counterparts in the UK, Ukraine and the USA the opportunity to design and implement cross-border activities within the framework of the 2030 Agenda in close cooperation with their respective city administrations and local civil society.

The city partnership cooperations are complemented by two international conferences. These conferences are organised by DVV International for the project participants of all four countries and are intended to promote the exchange on city partnership topics and processes as well as to create a network of experts and practitioners.

International ESD Alliances: a transnational initiative to promote sustainable adult education institutions

With the “International ESD Alliances”, DVV International supports the implementation of Education for Sustainable Development (ESD) at twelve chosen adult education institutions. In addition to six Adult Education Centres from



Project logo
“International ESD Alliances”



Project logo
“Urban X-Change Network”

Germany, participating partners include organisations from Japan, Austria, the Philippines, Switzerland, Slovenia and South Africa.

Within the framework of the project, the participating partner organisations implement ESD measures holistically at their institutions. This is done both at the educational programme level as well as in diverse other areas of the organisation, for example, in procurement management or the training of teachers and staff.

DVV International and seven international experts in ESD support the adult education institutions in implementation, bringing the necessary breadth of perspective from educational practice, science and advisory work. The project is funded by the German Federal Ministry of Education and Research.

Joining hands for a common future

Both the Urban X-Change Network and the ESD Alliances are good examples of the need to continue and even expand international partnerships, especially during a pandemic and crises around the globe. The participating adult education institutions and their target groups are thus strengthened to help shape the future in a closely interlinked and globalised world. ●

“An educational pathway opens up many opportunities, and we are there to show these paths.”

Interview with Julia von Westerholt, Director of the German Adult Education Association (DVV)

Ms von Westerholt, you assumed the position of director right at the beginning of the pandemic. What was it like to serve in this role over the past two years? What experiences have shaped you during this time?

Since I took on the role of the managing director on April 1st, 2020 in the middle of the first lockdown of the Covid-19 pandemic, I have been fascinated by how well people can adapt even to difficult circumstances. The pandemic has revealed our vulnerability. We have gained a new understanding of solidarity and mindfulness. This was and is a learning process. When I took over my position during the pandemic, both of these were demanded of me in particular: adaptability and willingness to learn. That was challenging.

At the same time, our mission to provide education for all was and is particularly motivating because fulfilling this mission is all the more important, especially in times and regions of crisis. We have managed the tasks in the DVV well, even in crisis mode. This has been very challenging for everyone in our organisation, but we have done well up to this point and that is a great achievement: it is the achievement of a great team! I am proud of this team and see my tasks as managing director as very diverse, exciting and, last but not least, extremely satisfying. I am pleased and grateful to be part of the large national and international DVV family.

The pandemic has highlighted the crucial task of digitisation of the adult and continuing education sector. How has the DVV responded to this challenge?

The Adult Education Centres in Germany (Volkshochschulen, vhs) have done a tremendous job during

the pandemic: In order to remain present and accessible as educational institutions even during the phases of reduced or interrupted attendance, courses were partially or completely held online. If we want to preserve this achievement and understand digitisation not as a temporary phenomenon but as a transformative process, then this must also be reflected in sustainably created framework conditions for continuing education.

In concrete terms, this means that the Adult Education Centres in Germany need federal support for digital infrastructure, qualification of teachers and the development of suitable curricula and course formats for basic digital education of the broader population.

We are therefore advocating politically for correspondingly sustainable funding of viable structures. In addition, DVV has developed the vhs.cloud communication and teaching platform, which was launched before the onset of the pandemic. This network has become a highly frequented platform for the vhs community over the past two years. Here, users can work, communicate and teach collaboratively. Today, vhs.cloud has around one million users. We want to maintain and develop this valuable tool further.





Julia von Westerholt

DVW also contributes to strengthening adult education internationally through the Institute for International Cooperation. Where do you see interfaces and synergies with the work in Germany?

I find this question particularly interesting, and I have been focusing on it ever since I took office. After all, we have a shared mission: We pursue the task, both nationally and internationally, of giving people access to education. That is a very important goal because education is the basis for a self-determined life, no matter where you live.

Some time ago, I received a postcard with the saying "Paths are made by walking". An educational path opens up many perspectives and we are there to show these paths and pave them, nationally and internationally.

I would actually like to turn your question around: The synergies and interfaces have been there for a long time; we just have to make them more visible. It is our task to highlight these potentials and to learn from each other in order to jointly create new paths within our organisation as well.

What is the role of adult education in the context of global crises and conflicts?

Education facilitates orientation, especially in times of crisis and transformation. When people seek answers to their questions, spaces for exchange and encounter – whether in presence or virtually – are essential. Adult education offers such spaces to reflect together and to gain new certainty. After all, change always prompts uncertainty at first.

Adult education promotes the ability of the individual to better cope with change. This brings me back to the idea of continuously acquiring "life skills" as well as to the adaptability of human beings, which is how I began my response to your first question. Advising this adaptability and supporting it in the best possible way is a core task of adult education everywhere in the world. ●

Global Learning in the Adult Education Centre: “Think globally, act locally”

The project “Global Learning in the Adult Education Centre (Volkshochschulen, vhs)” supports vhs throughout Germany with events on Global Learning and Education for Sustainable Development (ESD). In doing so, the vhs address diverse target groups through various formats. Effective measures take into account the real-world experiences of participants, and use interactive methods that enable a change of perspective. We have chosen to present three highlights from 2021.

Volkshochschule Bonn: “Power Structures! Classism and Global Learning” event

This training event was aimed at multipliers and addressed issues of global inequalities and discrimination in connection with class membership. “It was important to us to implement aspects of Global Learning. That’s why we used the experiences of the participants as our starting point and incorporated these into the training, which is also possible in the digital space”, summarised Andreas Preu, Head of the Department of Politics, Science and International Affairs. The seminar was originally planned to take place in-person, but was moved online due to the pandemic.

Volkshochschule Görlitz: Project days for pupils to explore the question “Is the whole world one village?”

The Görlitz vhs has organised project days for pupils since 2012. According to project manager Christiane Schmidt, “Our actions ultimately impact all of us – be it through climate change or in refugee and migration movements. Seen this way, the world is just a village after all. It is important to help the students become aware of this and to show them that they can change the world with a few decisions and make it a better place to live in. Starting with their own living environment, the pupils go on an imaginary journey of discovery to different parts of the world. For example, they follow the production route of a bar of chocolate from cocoa farms on the West African coast all the way to the shopping basket.”

Handout “Designing digital events for Global Learning”

In the past few years, seminars and conferences have moved online. Making these virtual events interactive and innovative can be challenging. This makes it all the more important to have a set of useful tools at hand that



Volkshochschule Görlitz: Pupils sample different forms of chocolate on its journey from cocoa farms to supermarket

provide a colourful variety of methods and instruments for the virtual space. The German handout “Designing Digital Events in Global Learning” (author: Lea Carstens) produced by DVV International provides concrete assistance.

Global Learning and ESD are attracting more and more attention nationwide, including at German vhs. Ideas for how to change our world are nothing new; it just takes people to implement them. And education is still the key.

The Global Learning project at the vhs is funded by Engagement Global with financial support from the German Federal Ministry for Economic Cooperation and Development. ●

WEB

On our website you can find more information about Global Learning at the vhs in Germany:
www.dvv-international.de/en/vhs-cooperations/global-learning

Cross-border exchange on preventing extremism

Working together to strengthen social cohesion

The processes of anti-democratic radicalisation pose a key challenge to social cohesion, both in Germany as well as around the world. In April 2021, project teams from Germany and Uzbekistan met to share their experiences on preventing extremism.

In Germany, the German Adult Education Association is working to equip young people to resist all forms of extremist targeting with its project “Prevention and Social Cohesion (PGZ)”. In Uzbekistan, DVV International is committed to increasing the resilience of vulnerable target groups with the GIZ-funded project “Prevention of Radicalisation and Violent Extremism”.

The actors of both projects met during a virtual meeting in April 2021 with the aim of learning from each other and sharing experiences of similar challenges. Although there are many differences in the political, social and cultural contexts, some overlaps also emerged.



Social inequality promotes radicalisation

Participants identified that one of the main reasons radicalisation emerges in Uzbekistan and Germany is due to marginalisation of certain target groups, including through poverty and unemployment, or social or ethnic exclusion and discrimination. From a Central Asian perspective, these reasons outweigh ideological motives. There was also agreement that people from rural (border) areas who feel marginalised are more affected than people from cities.

Targeting vulnerable groups

Adolescents and young adults are an important target group for both projects. Young people are particularly vulnerable to extremist groups because they are seeking orientation, support and identity. Extremist groups use this as a gateway to communicate their respective world views.

Another important group addressed by the Uzbek project in particular is women. In Uzbekistan, women often adopt the views of their radicalised husbands. Targeting women, informing and empowering them can help families find their way back from radicalisation or not be open to extremist propaganda in the first place.

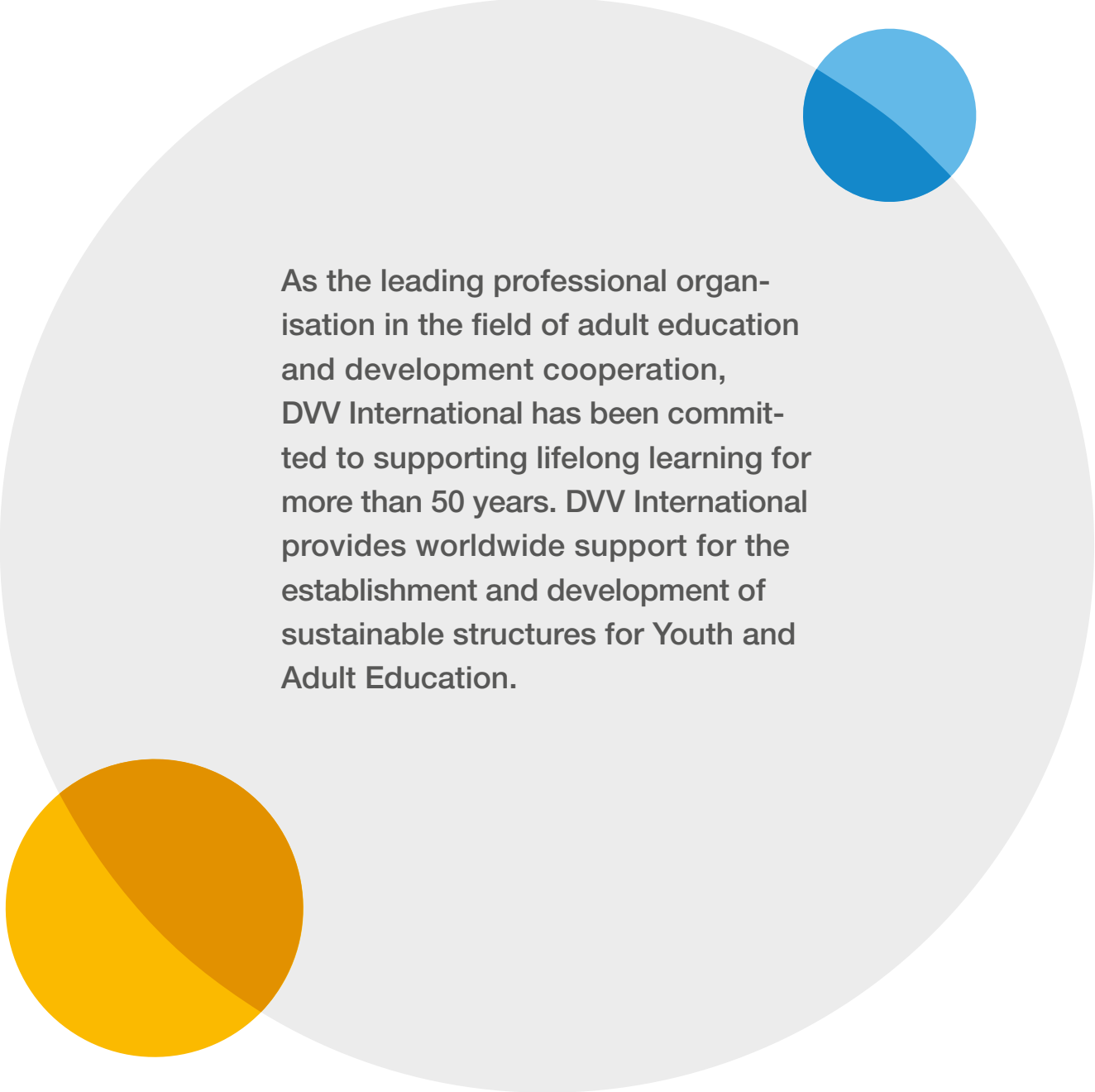
Educational concepts in the media sector

During the exchange, both the possibilities and dangers of (social) media were discussed. It was clear to all participants that fact-checking is an important tool in the current confusing and often overwhelming media landscape. The meeting stressed the importance of strengthening general media skills and the ability to think critically as well as to sensitise for a reflective handling of online tools.

Adult education institutions should also be supported to actively use media to spread their own messages on issues such as tolerance and social cohesion.

The meeting participants resolved to deepen their exchange of knowledge between domestic and international work in order to create synergies and continue to learn from each other. ●

IV. DVV International at a glance



As the leading professional organisation in the field of adult education and development cooperation, DVV International has been committed to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

Project topics in 2021

DVV International operated projects in more than 30 countries in 2021. The Institute usually develops and implements these projects together with local civil society partner organisations and in close collaboration with ministries and other governmental agencies. The diagramme below shows which topics were tackled in 2021 with the support of our donors.

Federal Foreign Office (AA)

- seeking to come to terms with history; remembrance work
- mutual understanding, reconciliation and confidence building
- democratisation
- civil society engagement
- international cities dialogue
- media literacy
- cultural education
- migration and integration
- inclusion

Federal Ministry for Economic Cooperation and Development (BMZ)

- boosting adult education structures:
 - establishing, strengthening and further developing adult education systems
 - government advice in legislative procedures and policy development
 - promoting multisectoral approaches and structures in adult education
 - establishing and professionalising adult education centres
- supra-regional exchange of expertise, policy dialogue and networking in adult education
- literacy and basic education
- vocational youth and adult education
- global and intercultural learning
- environmental education; education for sustainable development
- migration, integration and refugee work
- health education

European Union (EU)

- establishing local service structures
- use of renewable energies
- vocational youth and adult education
- inclusion
- youth education
- cultural education
- professionalising adult education
- preventing extremism
- education in prison

Federal Ministry of Education and Research (BMBF)

- education for sustainable development
- organisational development of adult education institutions

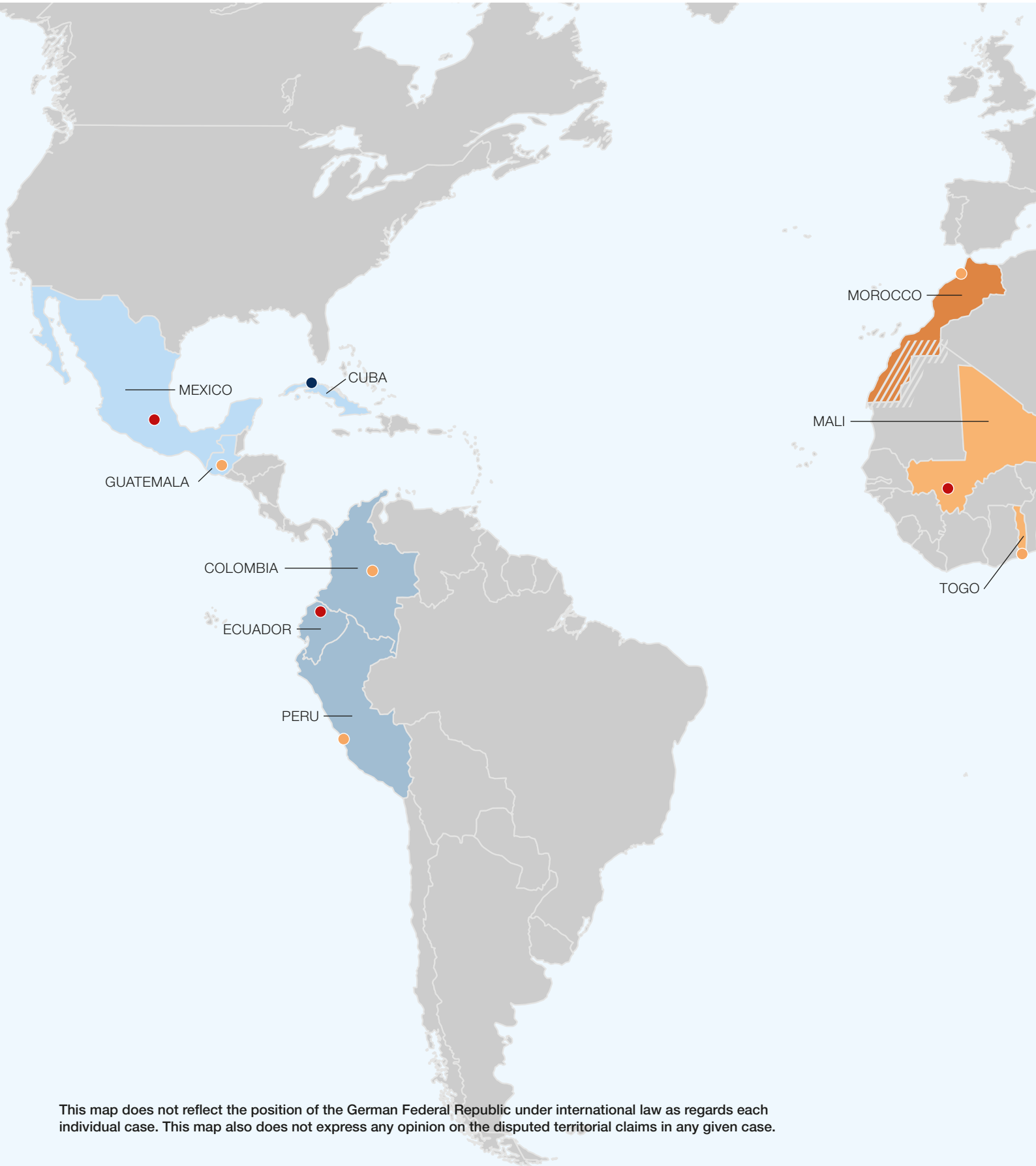
Others

- child and youth education (“Epiphany Singers [Sternsinger]”)
- migration, integration and refugee work (Danish Refugee Council – DRC)

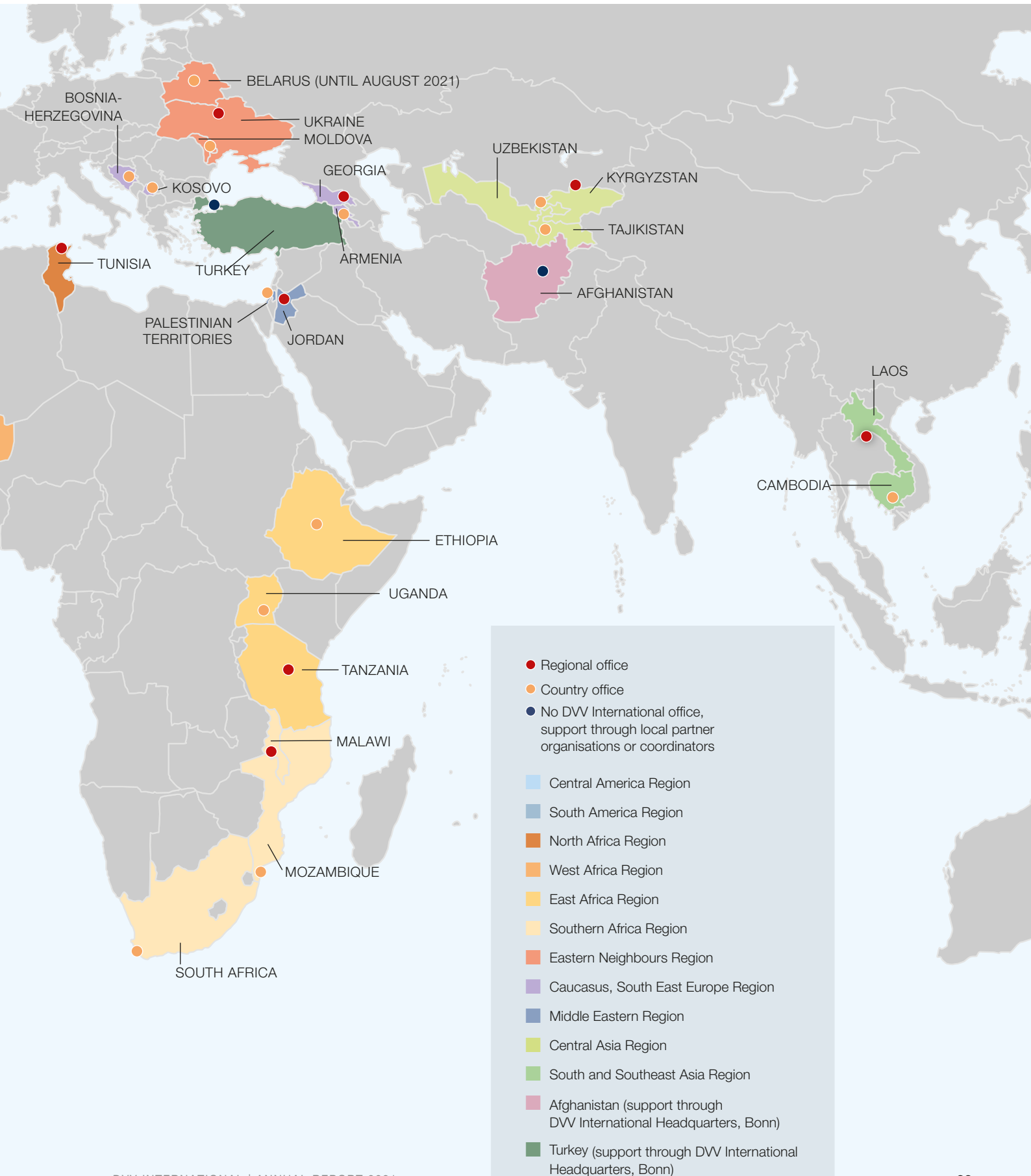
Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)

- vocational youth and adult education, entrepreneurship
- migration and integration
- preventing extremism
- environmental education

Our partner countries (as of December 2021)



This map does not reflect the position of the German Federal Republic under international law as regards each individual case. This map also does not express any opinion on the disputed territorial claims in any given case.



The profit and loss account

for the period 1 Jan. 2021 to 31 Dec. 2021

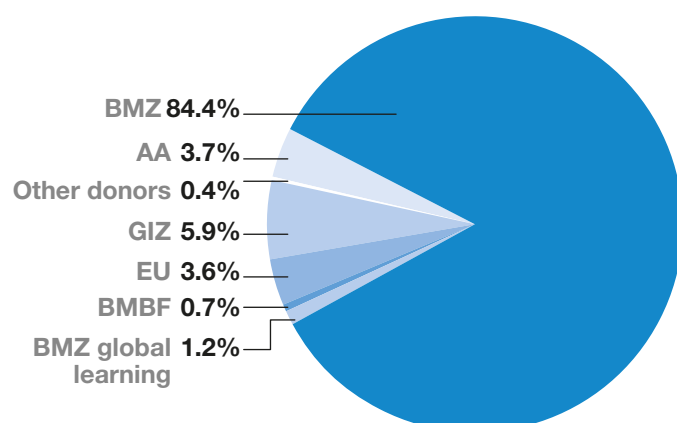
Income	2021	2020
A. Income of Headquarters	2,451,776.48	2,480,585.40
1. Administrative costs (portion)	2,394,049.93	2,318,008.97
2. Income from EU project cooperation	53,087.98	35,687.98
3. Other income	0.00	11,144.72
4. Liquidation of provisions	4,638.57	115,743.73
B. Project grants	20,587,587.69	20,370,537.32
1. AA	771,649.26	656,395.36
2. BMBF	141,218.08	
3. BMZ	17,616,796.12	17,546,586.34
<i>International projects</i>	<i>17,376,714.47</i>	<i>17,333,203.49</i>
<i>Global learning</i>	<i>240,081.65</i>	<i>213,382.85</i>
4. EU	750,348.41	950,680.38
5. GIZ	1,218,567.08	1,027,738.92
6. Foundation/Donated fines	0.00	300,00
7. Other projects	89,008.74	188,836.32
Total income	23,039,364.17	22,851,122.72
Expenditure	2021	2020
A. Expenditure of Headquarters	2,394,776.48	2,420,585.40
1. Staff costs for central services	1,878,051.75	1,945,636.70
2. Building	176,982.63	76,562.93
3. Office equipment	138,612.41	132,098.99
4. Business supplies	11,473.08	12,969.57
5. Events/Publications	9,325.32	9,452.54
6. Travel costs	3,693.69	9,522.16
7. Communication	35,454.90	43,239.84
8. Subscriptions to organisations	20,010.00	22,492.00
9. Other administrative expenditure	121,172.70	168,610.67
B. Project expenditure	20,587,587.69	20,370,537.32
1. International projects	17,326,791.27	16,742,625.12
2. Global learning at vhs	240,081.65	213,382.85
3. BMBF Project	118,112.04	0.00
4. Advances to projects	2,902,602.73	3,414,529.35
Total expenditure	22,982,364.17	22,791,122.72
Result for the year	57,000.00	60,000.00

The balance sheet

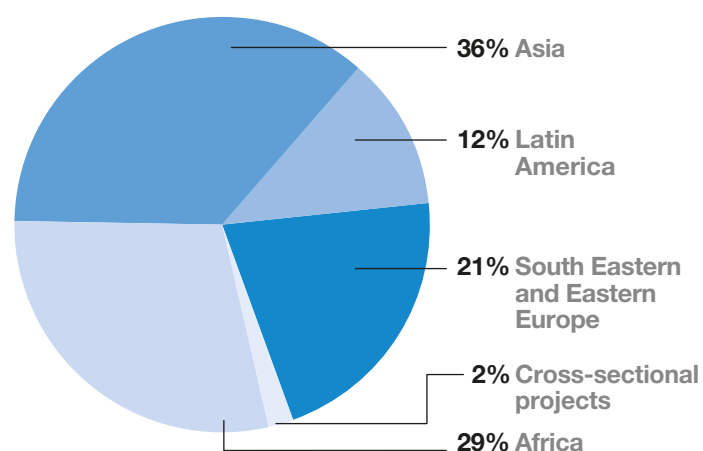
31 Dec. 2021

A. Assets	31.12.2021	31.12.2020
I. Cash		
1. Cash on hand	1,993.87	3,293.51
2. Bank balances	2,495,506.18	1,384,503.18
II. Receivables		
1. Receivables from deliveries and services	3,012.77	37,669.32
2. Project billing costs	661,179.87	685,770.24
III. Accruals and deferred income	30,529.87	27,171.04
Total assets	3,192,222.56	2,138,407.29
B. Liabilities	31.12.2021	31.12.2020
I. Provisions	108,949.28	106,789.28
II. Liabilities		
1. Liabilities to credit institutions	0.00	273,909.48
2. Other liabilities	1,462,957.53	502,211.14
III. Accruals		
1. Project billing costs	1,503,315.75	1,149,214.89
2. Deferred income	0.00	46,282.50
Total liabilities	3,075,222.56	2,078,407.29
C. Reserves	117,000.00	60,000.00

Origin of project funds in 2021
(20,587,587 Euro)



Regional distribution of project funds in 2021
(20,587,587 Euro)



List of abbreviations

AA: Federal Foreign Office; BMBF: Federal Ministry of Education and Research; BMZ: Federal Ministry for Economic Cooperation and Development; EU: European Union; GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

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.

AHAED – The Arab association AHAED (Arab House for Adult Education and Development) was founded in December 2019 after five years of partnership and efforts among four major Arab regional educational networks. The founding members are “Arab Campaign for Education for All” (ACEA), “Arab Network for Popular Education” (ANPE), “Arab Network for Civic Education” (ANHRE) and “Arab Network for Literacy and Adult Education” (ANLAE).

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.

CLADE – The Latin American Campaign for the Right to Education CLADE is a network of civil society social organisations, present in 18 countries of Latin America and the Caribbean, promoting lifelong learning and good education for all as a human right and as a responsibility of the state at the national, regional and international level.

EAEA – The European Association for the Education of Adults (EAEA) represents non-formal adult education in Europe. It includes 120 member organisations across 43 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 the 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.

Pamoja – The Pamoja West Africa adult education network supports and represents national networks in 13 West African and two North African countries, particularly in the area of functional literacy and lifelong learning 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 and 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 Board of Trustees of DVV International

Chair

Winfried Ellwanger

Members

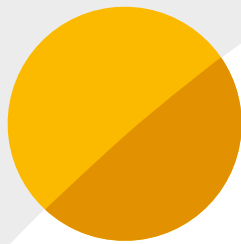
Prof. Dr. Rita Süßmuth
 Constanze Abratzky
 Prof. Dr. Regina Egetenmeyer
 Dr. Sven Grimm
 Dr. Alexandra Ioannidou

Werner Mauch
 Prof. Dr. Michael Schemmann
 Karsten Schneider
 Dr. Ingrid Schöll
 Michael Wiechert

Employee statistics

Employees of DVV International (as of December 2021)

	Number of employees	Edu./Acad. staff	Admin./techn. staff	Male	Female
Regional and Country Offices	189	87	102	83	106
Seconded employees	11	11	0	4	7
DVV International Bonn	39	20	19	8	31
DVV International total	239	118	121	95	144



Legal notice

© DVV International 2022

Published by
Institut für Internationale Zusammenarbeit
des Deutschen Volkshochschul-Verbandes e. V.
(DVV International)
Königswinterer Straße 552 b
53227 Bonn
Germany

Tel.: +49 (0) 228 97569-0
Fax: +49 (0) 228 97569-55
E-Mail: info@dvv-international.de
Website: www.dvv-international.de

Responsible for content: Christoph Jost

Concept and editing: Barbara Hust

Layout: Gastdesign.de

Printed by: DCM, Meckenheim

Cover: In Magnadoué in the Gao region, Mali, a woman practices writing as part of the REFLECT circle.

Photo credits:

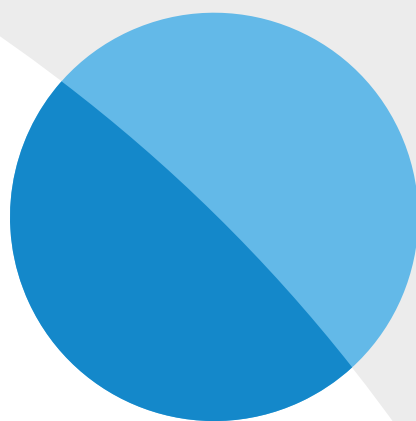
Page 04: CDU/Laurence Chaperon
Page 07: ANAF AE
Page 08: Nation Publications Limited
Page 10: Lourdes Garduño
Page 11: beraberce Derneği
Page 18: Getty Images/baona
Page 22: Getty Images/FrankyDeMeyer
Page 26/27: Alejandro Escamilla/Unsplash
Page 28: Tierra-Eine Welt e. V.
Page 29: Getty Images/patpitchaya

Further photos/illustrations:

© 2022 DVV International, all rights reserved

Printed using a climate-neutral process on recycled paper manufactured from 100% recovered fibre (inner part) and on FSC certified paper (cover).





DVV International
Königswinterer Straße 552 b
53227 Bonn
Germany

Tel.: +49 (0) 228 97569-0
Fax: +49 (0) 228 97569-55
info@dvv-international.de
www.dvv-international.de

