



DVV International

Education for Everyone. Worldwide.
Lifelong.

Annual Report 2022



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Introduction

Dear readers,

In today's extremely tense global situation, Germany and its partners are seeking allies in the enforcement of international law and the solidarity-based defence of democracy. These efforts are credible if we ourselves as an association act in solidarity and prove that we are thinking globally about the future. DVV International demonstrated this again last year in more than thirty countries on four continents. The commitment of our International Institute provides political support for youth and adult education worldwide. DVV International is heard because our work makes important contributions to solving fundamental problems in times of multi-layered transformation.

Never in recent decades has a conflict had such a drastic impact on so many people worldwide as Russia's war of aggression against Ukraine. This war naturally affects first and foremost the people in Ukraine itself, where DVV International has been active for many years with funding from the Federal Ministry for Economic Cooperation and Development and the Federal Foreign Office. Of course, we continued our work in 2022, and we would like to expand it further.

But the war also has an impact on many other regions of the world. The blockade of grain exports from Ukraine has driven up food prices and further exacerbated poverty, especially in least developed countries. New skills and abilities are necessary to secure livelihoods and strengthen social cohesion. With the support of DVV International, people learn to read and write, and acquire new basics of successful economic activity. Moreover, DVV International's work promotes media literacy, participation and peaceful coexistence. Our measures strengthen local communities, reinforce social ties and enable people



Martin Rabanus

to develop personally. In short: DVV International helps to make societies more resilient in the face of global crisis.

DVV International has always been strengthened by the capacity and support of the German Adult Education system. This was once again impressively demonstrated at the 2022 conference of the adult education centres in Germany (vhs Day) in Leipzig. International participants were integrated into the programme and were able to actively contribute their expertise. 1,000 experts from the fields of politics, science and continuing education discussed the topic "Together. Sustainable. Connected." We are very proud that, thanks to our Institute for International Cooperation, we can shed light on crucial social challenges from different perspectives. After all, mitigating climate change, fostering sustainability, strengthening democracy and easing conflicts can only be achieved across borders and within a strong international community. So it is logical that the work of the adult education centres is increasingly enriched by cooperation with the Institute's partners abroad.

Despite all the crises, the annual report of DVV International makes me confident that, as a globally active educational association, we are making important contributions to shaping a fairer world. I am sure that you will feel the same.

Yours,

Martin Rabanus

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

Foreword

Dear readers,

The past year was marked by Russia's war against Ukraine and a resulting turning point (*Zeitenwende*) in international relations. This also had a direct impact on our work. DVV International has maintained an office in Kyiv for many years and supports the expansion of youth and adult education in cooperation with a large partner network. Despite the very difficult circumstances, we succeeded in maintaining our educational programme and adapting them to the wartime situation. Once again, we have seen that youth and adult education offers relevant and effective measures even or especially during crises and conflicts.

The political and economic developments of recent years, together with the Covid-19 pandemic and an increasing number of conflicts, have brought major challenges for education systems. In many of our partner countries, already tight education budgets have been cut further. This often particularly affects youth and adult education. These developments are all the more devastating because education deficits have continued to grow due to Covid-related school closures, and the educational needs of youth and adults have increased. So more, not less, youth and adult education is needed. In this context, hope is offered by the results of the United Nations 7th World Conference on Adult Education (CONFINTEA VII), where the Marrakech Framework for Action (MFA) was adopted by over 140 member states. This new framework provides for increasing support for adult education from public funds.

In this annual report we present, as usual, a selection of our projects, and we provide insights into the various activities in our partner countries. We have devoted a



Christoph Jost

special chapter at the beginning of this annual report to our commitment in Ukraine. This is followed by reports on women's education in Afghanistan, prevention of violence through adult education in Central Asia, and media education in Armenia. We also provide information on our digital learning platform in Africa and on sustainability education in Latin America.

Another chapter focuses on the technical work of the Institute. We discuss the results of CONFINTEA VII, we report on our Gender Toolbox, and we inform about the new framework curriculum for managers of adult education centres along with presenting our work on Citizenship Education. A chapter on international cooperation with German adult education centres follows. Here we focus on the vhs Day, on Global Learning and on our project of international ESD alliances. A summary of our projects and topics as well as an overview of networks, locations and partners round off the annual report.

I would like to expressly thank the Federal Ministry for Economic Cooperation and Development (BMZ) and our other donors as well as all our staff in Germany and abroad for their extraordinary commitment in the past year. My special thanks this year go to our colleagues in Ukraine.

I hope you enjoy reading this report.

Christoph Jost

Director DVV International

Ukraine 2022

Russia's large-scale attack on Ukraine began on 24 February 2022. Adult educators are resisting the Russian aggression by continuing their work undeterred, often under the most difficult conditions. We support our Ukrainian colleagues.

ALE in a country under attack

2022 was not an easy year for Ukraine due to the dramatic intensification of Russian aggression, which had already begun in 2014 with the annexation of Crimea and the occupation of the Donetsk and Luhansk regions. Despite the war, the seven Ukrainian partner Adult Learning and Education Centres (ALECs) of DVV International continued working according to the agreed annual plans, completing the learning programmes in consideration of the current needs of the local population.

The next few months after February 24 were highly challenging for most Ukrainians. During March and April, after the shock of Russian attacks and atrocities, some Ukrainian ALECs reduced their regular educational programmes and switched to volunteering to meet the most acute needs. Many of them conducted survival skills classes, psychological workshops, financial literacy, and foreign language courses starting at the beginning of April.

Sumy: Learning in the air-raid shelter

The complexity of the situation depended on the region. The city of Sumy, which is 30 km from the Russian border in the north-eastern part of the country, was under constant artillery shelling and partially surrounded by Russian troops for a long time. Half of Sumy ALEC workers were evacuated from the city during the first weeks. At that time, general educational needs took a back seat. Skills for survival including courses in first aid and psychological help became essential. Later, after the city administration helped to arrange the space for learning in the bomb shelter, other educational activities of the ALEC were restored. The managers of the centre not only organised these courses, but also continued their cooperation with the city of Celle (Germany, Lower Saxony) and even conducted the “Festival of Learning” together at the end of November. In general, about 3,000 participants took part in the Sumy ALEC’s educational events during the year.



Graduates of a first aid course in Poltava

© DVV International

Survival aid in the southeast

ALECs in the south-eastern part of Ukraine worked under conditions of severe artillery shelling and occupation. As a result, many of the representatives of ALECs had to move to safer places and conduct their activities online. The increase in psychological courses and training as well as first aid courses was common among ALECs in the cities of Mykolaiv, Melitopol (evacuated to non-occupied Zaporizhzhya), and Nikopol. While managing online and offline courses, local ALECs also organised volunteer activities to support their fellow citizens with food provision, hand-made backpacks, and first aid kits for territorial defence.

Support for vulnerable groups in the centre and the west

In the central and western regions of the country such as Poltava, Vinnytsia, and Lviv, which have been less exposed to Russian attacks, there was a focus on courses for internally displaced persons (IDPs). The population inflow in these regions caused a growing demand for survival skills and psychological support courses as well as vocational training for work purposes.



Gardening in urban space in Lviv

© DVV International

The ALECs claim that since the beginning of the war, they have taken care to tailor their programme much more precisely to the current needs of the labour market and employment trends. The NGO Centers Educatio Network in Lviv doubled the number of trainings offered in accounting because the demand for these training courses has increased enormously. ALECs also conducted professional courses in creative areas such as video editing, photography, drawing, graphic design, and project management. In Lviv, Poltava, Vinnytsia, and Nikopol professional courses for hairdressers, manicurists, makeup artists, seamstresses, and cooks took place. In general, about 6,000 people attended the events of the Lviv Educational Network alone.

The courses funded by DVV International targeted not only internally displaced persons but another vulnerable group of people: prisoners. The NGO “Free Zone”, also a partner of DVV International, continued working in the field of educating prisoners and helping them to adapt to life outside jail after their release. Since the beginning of the full-scale invasion, the organisation initiated a special programme for newly released people to help them to adjust to the reality of wartime. The coordinators of the programme supported hundreds of these persons, even in buying tickets to get home, making rent arrangements, purchasing food, etc.

For the future of Ukraine: the Adult Education Act

On the macro level, the first bill on the education of adults in Ukraine has been approved by the Ukrainian Parliament in the first reading on 12 January 2023. To a great extent, this result was achieved thanks to the activities of the Ukrainian Adult Education Association, the strategic partner of DVV International in Ukraine, and its information campaigns throughout 2022. These campaigns highlighted the importance of the bill and ALE for Ukraine, a candidate for integration into the EU.

Although the full-scale war strongly affected ALE development in Ukraine and resulted in numerous restrictions, it also has shown the undeniable resilience of Ukrainian civil society and paradoxically brought some new opportunities: Education is gaining even greater importance and value during this difficult time. The best we can do now is to continue supporting these efforts. ●



Pottery course in Mykolaiv

© DVV International

Solid bridges: vhs partnerships with Ukraine in the Urban X-Change project

DVW International started its work in and with Ukraine in the mid-1990s. At that time, the first projects began with vhs Regen and a partner in Skole in western Ukraine. The Urban X-Change Network is now creating further cooperation between institutions in Ukraine and vhs within the framework of city partnerships.

The project, funded by the German Federal Foreign Office, started in September 2021. Based on town twinning, adult education institutions in Ukraine, the United Kingdom and the United States were to carry out projects together with vhs in Germany.

Four pilot projects began in early 2022, two of them with adult education centres and adult education institutions in the United Kingdom, and two others with adult education centres and institutions in Ukraine.

Celle meets Sumy

After the start of Russia's aggressive war against Ukraine on 24 February 2022, the pilot projects were briefly suspended. However, it quickly became clear that cooperation was still desired and should be facilitated. The project plans were changed at short notice and concepts emerged for targeted support of refugees from Ukraine in the partner cities in Germany. Thus, vhs Celle and its eastern Ukrainian partner conceived, along with many other activities, the project "Joint Peace Centre of the twin towns of Celle – Sumy/ART of learning and living together: Education for democracy, human rights and sustainable development." The Peace Centre in Celle is a contact point for people from Ukraine, whether they need support in dealing with authorities, finding language courses or help with shopping. A parallel centre has been set up in Sumy.

Kyiv and Leipzig work together

vhs Leipzig and the partner in Kyiv have jointly implemented a theatre project with citizens, mostly young people, of Germany and Ukraine in Leipzig, entitled "The lifelong learning project: Come together, learn together".

In addition, the partner from Kyiv has developed an Education Hub in Leipzig, which offers information on how to cope with everyday life for Ukrainians in Leipzig. Through this hub, more than 40 online events have already been offered. This has created a network of over 2,000 people who stay in touch with each other via social media.

Lviv and Freiburg beginning their cooperation

The third, very young cooperation between the adult education centre in Freiburg and the NGO Centers Education Network in Lviv is entitled "Get in touch/life learning-experience" and has a creative motto. Cultural dialogue is a particular focus, for example, through the joint creation of graphic stories and postcards.

Networking with people and institutions in Ukraine represents solidarity with this country under attack. The adult education centres and their Ukrainian partners can provide effective support for many people. ●



Warm-up routine of the theatre group, vhs Leipzig

© vhs Leipzig

II. 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.

Women's education under the Taliban: DVV International in Afghanistan

For decades, Afghanistan has suffered from armed conflict and none of the Afghan governments have yet managed to build a nationwide education system comparable to that of neighbouring countries.

Afghan women experienced enormous stress and insecurity during past protracted conflicts. Cultural resistance to girls' and women's education remains deeply rooted. Traditional ways of life are still valued and practised. Under the first Taliban regime (1996–2001), women's education was banned. Traditional restrictions still prevent women from participating in education and contributing to economic and social development.

Despite great successes in building the education system over the last 20 years, there is still a significant gender gap in all areas of education. Almost 4 million children are still not enrolled in primary schools, most of them girls. The female literacy rate of 30% is one of the lowest in Asia.

20 years of commitment to the education of young women

After the end of the first Taliban regime in 2002, when millions of Afghan refugees returned from exile in Pakistan and Iran, DVV International started its first non-formal educational programmes in Afghanistan with financial support from the German Foreign Office, initiating income-generating activities in particular. The goal was to support the reintegration of women from refugee families into urban communities.

Together with the local partner organisation, the newly founded Afghan National Association for Adult Education (ANAF AE), DVV International ensured the literacy of more than 40,000 young women starting in 2006. In 2016, UNESCO in Afghanistan therefore awarded ANAF AE the Bibi Gul Prize for innovative literacy.

Together with ANAF AE, DVV International contributed to establishing a total of 25 adult education centres in 12 provinces. Some centres have already been handed over to local NGO partners.

DVV International continues to support non-formal education activities in Afghanistan through its central implementation partner ANAF AE with funds from the Social Structure Promotion of the Federal Ministry for Economic Cooperation and Development (BMZ). ANAF AE currently operates 15 adult education centres in Herat, Kabul, Charikar and Mazar and offers educational programmes. The education of young women is a particular concern of the local adult education centres. In the last 15 years, around 800,000 young women have participated in the education programmes. When transitioning from school to the world of work, these women acquired new knowledge in the field of information and communication technology (ICT), language skills and new skills for taking up employment. They learned how to open their own small businesses. These business ventures included hairdressing, but also how to make clothes to sell in the neighbourhood or within their extended family. Other women attended supplementary courses in mathematics, biology or physics to increase their school-leaving qualifications or to prepare for university entrance exams.



Young women learn not only reading and writing, but also arithmetic to enter the workforce

© ANAF AE

Adult education under restrictions

After coming to power in August 2021, the Taliban increasingly restricted women's rights. All educational institutions in the country were forced to introduce new rules for strict gender segregation. Widespread insecurity and the shock of the Taliban taking control initially caused the number of monthly registered learners in all education centres to drop from 7,914 in May 2021 to only 780 participants in September 2021. However, hunger for education continued to grow among young adults who viewed qualified further education as the only way to a better future. These opportunities include the educational offers of ANAF AE, which are well known among young adults and firmly anchored in the centres' communities. As of January 2022, the participation figures increased again.

The Afghan Adult Education Association (ANAF AE) teams in the 15 individual education centres have been very committed to making the most effective use of the available space through renovations, providing additional training for female teachers and making the deployment of female teachers efficient in order to increase the number of courses for women even under the restrictions. ANAF AE was successful and starting in January 2022, the participation figures increased again.

With the start of the new school year in March 2022, the Taliban leadership tightened their restrictions and excluded girls from education in the upper secondary levels (grades 7–12).

For many young women, including those denied access to school education, ANAF AE's educational services were some of the few open educational opportunities.



Young women take part in the training for literacy teachers

© ANAF AE

The courses allowed them, for example, to repeat and continue working on the course material in the natural sciences, deepen their knowledge of ITC or English, or take part in skills training.

All 15 adult education centres in Herat, Kabul, Charikar and Mazar were open from January to 25 December 2022. In 2022, a total of 96,735 young people were enrolled in ANAF AE courses, 47,139 of whom were young women (48.73% of all course participants).

At the end of 2022, the Taliban leadership again tightened regulations excluding women from public life, work and education. All female students were banned from education at private and public universities with immediate effect. Shortly after, the Taliban also forbade female secondary school and university students from attending non-government educational institutions. Moreover, as of 24 December 2022, female employees are no longer allowed to work at national and international NGOs.

Women's education at stake

Since the Taliban came to power, nearly all educational opportunities for young women built up during the last 20 years are now once again in jeopardy.



The consequences of the imposed ban on women's employment has far-reaching personal ramifications for women as well as for the livelihoods of their families who depend on their income.

Distance learning

ANAF AE is currently using all remaining opportunities to keep young women's access to education open. This includes various forms of distance learning, which ANAF AE has already practised and further developed under Covid-19 restrictions in recent years. Female teachers have been prepared for online instruction and already conduct courses via the moodle learning platform and various messenger services on their mobile phones. In January 2023, about 800 young women are reached via these platforms. The trend is growing, along with the number of female teachers involved.

Rooted in the communities

Given these difficult circumstances, DVV International and ANAF AE rely on the strong connections of previous adult education programmes to the local community structures,

the high level of awareness of ANAF AE locally and, above all, the excellence of the educational measures, which are highly appreciated by the families involved. Cooperation with community representatives and families in the vicinity of the education centres will therefore continue.

Creative local arrangements

So far, different religious interpretations among Taliban supporters have permitted education programmes for women to continue locally. ANAF AE's staff at the education centres in the different regions continue to discuss with local authorities, engage supportive community representatives as well as use their common local experience to explore creative options and arrangements that allow young women access to education without putting them at risk.

What next?

Despite continued restrictions, DVV International and its partner ANAF AE intend to pursue their civil society efforts to enable young women to keep participating in education programmes and to acquire skills to convey independent economic activity in a restricted environment. The aim of the joint commitment in this difficult situation is to secure an active network of adult education centres to counteract the emerging educational deficits, which are massive, and in particular, to continue to support women's education and the future prospects for young women. ●



Literacy teachers have successfully completed an in-service training over 20 days organised by ANAF AE

© ANAF AE

Prevention of violent extremism: PREVECA project in Central Asia

In Uzbekistan, DVV International works to address potential conditions that may contribute to radicalisation and violent extremism by promoting shared values, social cohesion and constructive dialogue. Media literacy and critical thinking, vocational training courses and capacity building of civil society actors and state authorities in the fields of Prevention against Violent Extremism (PVE) and Global Citizenship Education (GCED) are at the core of this project.

What prompts people to turn radical?

A person's path to radicalisation, which can lead to violent extremism, is highly individual, context-specific and neither linear nor predictable. Certain conditions can contribute to a person turning to violent extremism. These so-called push factors include lack of socio-economic opportunities in a society, low levels of education, poor governance and human rights violations, widespread corruption or marginalisation. In addition, personal and material incentives such as the desire for power, personal standing in a group, and moral-religious or economic rewards (so-called pull factors) can also motivate a person to join a violent extremist group. Under no circumstances, however, do these factors predispose a person to radicalisation.

In Uzbekistan, certain areas have conditions that can make people susceptible to radical ideologies. The rural area around Termez is particularly affected by recruitment attempts by Islamists due to the lack of socio-economic opportunities for the people living there. Both Termez and Karshi have seen an influx of returning migrant workers, who are preferentially recruited by extremist groups abroad, especially in Russia. In addition, penitentiary institutions around Tashkent have identified an increased risk of radicalisation among prisoners. DVV International, together with its partners, the non-governmental organisation (NGO) Barqaror Hayot, the NGO Intilish and the NGO Yuksalish, support vulnerable groups such as the unemployed,

potential or returning labour migrants, returnees from Syria, Iraq and Afghanistan, as well as detainees and ex-detainees in resisting extremist narratives.

Resistance to extremist narratives

Socio-economic factors play an important role in radicalisation towards violent extremism in Uzbekistan. Therefore, the project provides vocational training courses that also teach entrepreneurial skills. These courses are accompanied by legal and socio-psychological counselling.

“I completed the vocational training courses organised with the support of DVV International and trained as a hairdresser. At the end of the course, I decided to open my own hairdressing salon. But I didn't know how to run a business, so I decided to attend the 'Business Courses' as well [...]. After that, I applied for the 'Business Initiative Fund' and was selected. DVV International and the NGO Barqaror Hayot provided me with the necessary equipment to start my own business. Today I run a small salon in the city of Termez. My life has changed drastically for the better since then.”

Norova Lobar

In addition, various offers in the fields of extremism prevention, citizen education and media literacy for local NGOs, prison and probation staff, journalists and volunteers promote a constructive dialogue to combat religious stereotypes, myths and extremist narratives.



“I would like to thank DWV International and the NGO Center for Retraining Journalists for organising PVE trainings and a media marathon [“The Role of the Media and Bloggers in Promoting Tolerance in Society”]. These meetings with colleagues result in a great exchange of experiences. Winning the competitive marathon motivates me to stay creative and achieve new goals.”

Sherzod Ikramutdinov
Macon Information Agency

Outlook for 2023

In 2023, DWV International will develop and pilot a curriculum for PVE (Curriculum PreViEx) to professionalise trainers in the use of the latest methods and approaches in adult education as well as in PVE and GCED. The Curriculum PreViEx will be presented and discussed on a regional level in Central Asia and during a study trip to Jordan. In this way, mutual learning and cooperation between the countries of the Global South will also be promoted. ●

Furthermore, DWV International, together with its partners, offers various exchange formats for civil society organisations and government agencies to promote their cooperation and advocate for prevention approaches when states expand security-oriented counter-terrorism measures.

The project “Prevention of Violent Extremism in Central Asia” (PREVECA) is funded by the Federal Foreign Office and implemented by the German Society for International Cooperation (GIZ). It was launched in September 2020 and runs until June 2023. Project partners are the non-governmental organisations Intilish in Tashkent, Barqaror Hayot in Termez and Yuksalish in Karshi.

“Promoting extremism prevention in cooperation with the state and civil society through education, dialogue and strengthening the resilience of vulnerable populations against radicalisation is very important today. The implementation of this project will help strengthen knowledge and positive thinking and protect youth from harbouring destructive ideas.”

Dilbar Akhmedova
Chairperson of the Association of Business Women “Tadbirkor Ayol”, Bukhara Regional Department



Vocational training courses in Karshi
Photos: © NGO Yuksalish

Media literacy for disadvantaged people: Follow-up project in Armenia

Since 2021, DVV International Armenia has been working with partner CSOs and Adult Education Centres (AEC) to improve the media literacy of target groups in Armenia. This was the focus of two phases of the project “Media Literacy for the Disadvantaged in Society 1.0 (2021) and 2.0 (follow-up project 2022)”, funded by the German Federal Foreign Office. So far, over 700 people in seven regions of Armenia have participated in the project, including many adults aged 34 to 65. Participation was particularly strong among parents, teachers, women, but also refugees, younger people aged 18 to 25 as well as local government representatives. The project delivers non-formal education to young people and adults and is characterised by innovative tools and methods such as the development and use of learning games (gamification).

Innovative resources

At the beginning of the project, the skills, needs and perceptions of representative user groups were investigated. It turned out that adults in Armenia are often not interested in improving their media literacy in the first place, although they distrust the media. Information and news are often not reflected upon. There is a lack of critical thinking and behavioural skills needed to distinguish fake news from real information. The project aimed to address these problems in an engaging and animating way for the target groups. For this purpose, original tools and new methods were developed and implemented, for example, a board game, specially designed cross-word puzzles, but also a TV programme with fact checks and explanations as well as TikTok videos. In total, eight educational resources were created, which are used throughout Armenia by adult education centres, CSOs, universities and schools.

The board game Mediagitak (Media Adept), which introduces players to media literacy and encourages

analytical thinking, is probably one of the most effective of these tools. The game brings different generations in families together. Teachers and students play it together in schools.

Support for new actors

The project works with 10 civil society organisations and 150 teachers in 7 regions of Armenia to promote media literacy in communities and schools. These civil society organisations provide media literacy learning opportunities. Trainers and teachers from the partner institutions receive training and guidance on media literacy and are made familiar with tools and methods to teach it. They also develop ways to reach the target groups. The local partners then approach the communities and build up media literacy step by step.

Siranush Hovhannisyan, a teacher from the Shirak region, attended the media literacy course for adults in 2022 and learned many new things that she could pass on to her students. One of them was the board game Media Adept, which she then played with her tenth and eleventh graders. The students were very enthusiastic about the game, Siranush says. After learning the rules and playing the first round, they wanted to play it again and again. What the students liked most was the part of the game where they had to read a story and give it a title. Siranush feels that the game encourages personal development and critical thinking. It imparts new knowledge and skills, but it can also just serve as an entertaining pastime.

Exchange with partners in Germany

In November 2021, a group of eight Armenian media literacy experts, trainers and journalists involved in the project travelled to Berlin for an academic visit. They wanted to learn first-hand about German experiences with teaching media literacy, but also about how media in Germany generate news and check facts. They were also interested in how to deal with fake news and disinformation.



Study trip to Berlin

© DVV International

The exchange programme included visits to the Centre for Media and Information Literacy at the Free University of Berlin, visits to the largest media companies in Berlin such as the Rundfunk Berlin-Brandenburg (RBB) and the newspaper Die Welt, to the Museum für Kommunikation, the adult education centres (vhs) in Berlin and others. Experts from the German Press Council, the newspaper Die Dritte Seite and the German radio station Deutsche Welle conducted seminars for the participants of this study visit. For their part, the Armenian group presented their project activities and results as well as the general situation of media literacy in Armenia. The Armenian and German experts reached initial agreements on a professional exchange and further cooperation between their organisations. ●

“I just saw this – is it you?” Some time ago I saw a post like this on my Facebook feed, which apparently some of my friends had sent me. There was also an attachment. Realising it was phishing, I did not open the post and deleted it. On my page, I put a post so that others would also be wary of such content. I had attended a media literacy course at the Dilijan Community Centre last autumn and learnt a lot about phishing and fake information.”

Narek Hovsepyan (37)

A forum for a continent: MOJA platform in Africa

The MOJA–Adult Education Africa (www.mojaafrica.net) digital platform has grown significantly since its launch in March 2021. MOJA was established as an online resource to support adult education in all its sub-sectors. MOJA has created a space where people in adult learning and education (ALE) can share insights, resources and experiences, and promote relationship and network building. Users can upload ALE-related news, information about events, materials and resources directly to the platform. Today, MOJA has more than 300 active members across the continent. More than a thousand readers receive the MOJA newsletter, and people from many other parts of the world visit the platform.

Issues that move the continent

MOJA has identified the issues that are relevant to the ALE community on the continent, including food sovereignty and security, peaceful coexistence and the fourth industrial revolution. Africa is the continent where climate change has the most serious impact on social, economic and political life. That is why MOJA is particularly dedicated to the ecological crisis and its impact on local societies.

Together with international partners,¹ MOJA organised webinars on climate justice last year. MOJA supported the work of the Civil Society Forum (CSF) at CONFINTEA VII with ex-ante and ex-post analyses. The regional office of DVV International in North Africa also participated. A group of adult educators in the southern and eastern regions of Africa participated in an online course on the Adult Learning and Education Systems Building Approach (ALESBA),



Home page of the MOJA platform

© DVV International

which combines synchronous and asynchronous learning. MOJA also developed a handbook on communications for adult educators in English and French.

A new journal for the profession

With the support of the newly established editorial board, MOJA published the first issue of the Journal of Adult Education, in which adult educators share their experiences and perspectives on adult education in Africa. The journal is available on MOJA's digital platform and allows readers to download the entire publication and/or individual articles in English and French.

MOJA is funded by the BMZ and, due to its great success, it will be expanded from 2023 on to provide the African ALE community with an exchange platform, strengthen their capacities and make their voices heard beyond the continent. ●

¹ These are Promoting, Interrogating and Mobilizing Adult Learning & Education (PIMA), the Canadian Association for Studies in Adult Education (CASAE), Adult Learning Australia (ALA), and the Standing Conference on University Teaching and Research in Education of Adults (SCUTREA)

Sustainable development and peace culture: Learning sites on the border between Columbia and Ecuador

DVV International is committed to the establishment of intercultural learning sites for sustainable development and peace in the conflict-affected southwest of Colombia and northern Ecuador. In this region, the “Schools for Peace” support the Colombian peace agreement in promoting rural development. They provide model proposals for the design of youth and adult education for the rural population, oriented to concepts of lifelong learning and the goals of the 2030 Agenda.

A rural area far removed from the capitals Bogotá and Quito, the project region is a haven for migrants, former guerrillas and paramilitaries, as well as drug traffickers and cartels. The predominantly peasant population has hardly any access to state services and suffers from the consequences of the pandemic, increasing violence and crime.

Schools for peace with an integral programme

At their core, the “Schools for Peace” offer education for sustainable development, for which DVV International has developed its own training courses in cooperation with local grassroots organisations, such as the “Association for Peasant Development” (ADC). They cover topics such as biodiversity, ecological agriculture and food security, but also political education, and personal and organisational development. Each year, up to 5,000 members of local farming families thus acquire knowledge and skills for improving agricultural production as well as enhancing nutrition and income for their families and communities. Holistically designed and based on the methods of Latin



Training dealing with questions of water supply
© ADC

American popular education, these non-formal training programmes are now regarded as “best practice” in education for sustainable development (ESD). They are the basis for the establishment of local teaching and learning sites which, as “schools for peace”, combine ESD offerings with a “culture for peace”/peace culture. Training programmes developed for this purpose also specifically address returnees or former combatants and members of guerilla groups, displaced persons or migrants stranded locally. They offer them perspectives for a social (re)integration and a (re)organisation of their living situation on site.

Local actors join forces

In addition to DVV International and its partner organisations, a large number of local actors, including civil society organisations, public institutions and local authorities, are now behind these initiatives. They are all networked within the framework of an inter-institutional education group, promote education policy dialogue and are committed to ESD offerings as a peace strategy for conflict-affected populations in rural areas. These networks create the prerequisites for structurally anchoring the offerings locally in the communities. A recently developed “Regional School for Peace” for the further training of multipliers is now taking the approach, content and methods of this model further afield. ●



Training on the topic of botany
© ADC

Evaluation: High marks for Arab network

Crises in Syria and Iraq, intensification of the conflict between Israel and the Palestinian territories with violent clashes in the Gaza Strip: The situation in the Middle East is tense, to say the least. International aid ensures that many measures in the region are implemented for emergency relief, crisis prevention and development. However, no sustainable political solution to the Middle East conflict that would be accepted locally as well as internationally is emerging. Unemployment, poverty and inequality are just some of the many problems in the region. DVV International has been working with partners in the Middle East since 2009. The regional office in Jordan was opened in 2010, the country office for the Palestinian territories in Ramallah in 2012, and a branch office in Gaza followed in 2013. Jordan continues to be seen as a haven of stability in the midst of a region marked by armed conflict. Beneath the surface, however, a variety of social and political conflicts are also emerging there.

Qualifying people, linking education partners

DVV International works in the region on three levels. On the macro level, the focus is on the improvement of the political and legal framework for adult education; on the meso level, DVV International concentrates on the qualification of professionals for adult education and the development of adult education centres. At the micro level, activities focus on developing innovative educational programmes.

Another important field of work is networking and lobbying for lifelong learning. Together with the regional network for the promotion and professionalisation of adult education “Arab House for Adult Education and Development (AHAED)”, DVV International supports critical dialogue on current educational concepts as well as the further training of adult educators in the region.

DVV International regularly evaluates its projects, including its cooperation with AHAED. This organisation was founded in 2019 with the support of DVV International. At that time, representatives of four regional education networks decided to join forces to form an overarching network. The goal was to establish new concepts for adult education and thus overcome reducing adult education to merely literacy.

Four Arab networks belong to AHAED:

- ACEA: Arab Campaign of Education for All
- ANLAE: Arab Network for Literacy and Adult Education
- ANHRE: Arab Network for Civic Education
- ANLAE: Arab Network for Literacy and Adult Education

AHAED has opened its office in Lebanon. Each of the founding members has its own network of organisations working in different sectors of education. AHAED is thus a “network of networks”. It brings together over 475 organisations from the Arab world from Morocco to Iraq.

The large number of network members also contributes a wide variety of viewpoints and opinions. This is precisely why it is so important to speak with one voice.

International visibility and conceptual strength

The evaluation of the cooperation between DVV International and AHAED had the aim of taking a first external look at the common programme of the two partners. The evaluation team confirmed that overall, the programme is on track to achieve its indicators by the end of 2023. The AHAED had done remarkable work in recent years, and much of that work even under Covid-19 pandemic conditions.

The evaluation attests to the programme’s balanced input-output ratio, particularly with regard to AHAED’s international advocacy work. AHAED has demonstrated its value at the international level. The world conference CONFINTEA VII was characterised by conceptual contributions of AHAED members in all its phases.



Participants of the Arab Academy organised by AHAED, 2021

© AHAED, DVV International



Discussion at the Arab Academy, 2021

© AHAED, DVV International

This new visibility of the Arab region is confirmed by relevant international partners. Especially with regard to the CONFINTEA follow-up process, it is important to maintain the current momentum of civil society engagement on the part of AHAED. In addition, the extent to which international partners are willing to support this new voice should be explored.

Perspectives for an efficient network

The evaluators found that AHAED has made remarkable progress in a very short period of time, from 2019 to today, especially as an internationally active advocacy organisation,

as a partner for international organisations and as an umbrella organisation of adult education. For further work, the evaluation team recommended internal consolidation and further systematic organisational development. This should include identifying where exactly the specific value of AHAED as a “network of networks” in the region lies, what can be done with the available resources and which activities would be better accommodated within each of the four Arab networks. In this way, AHAED can represent the interests of the Arab world well and work towards making adult education in the Arab countries accessible to all population groups. ●

Evaluations 2022

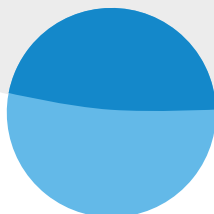
Regular evaluations are an integral, accompanying instrument of DVV International's work. In 2022, a total of ten evaluations were carried out.

Country/Project	Evaluation title
Afghanistan	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2021–2023
Uzbekistan	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2021–2023
Cambodia	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2021–2023
Laos	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2021–2023
Palestinian territories	Regional evaluation of the BMZ-funded programme for the promotion of social structures in the period 2021–2023
Jordan	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2021–2023
Germany, UK and Ukraine	Evaluation of the “Urban Exchange” project funded by the Federal Foreign Office
Tajikistan	Evaluation of the EU-funded “SECRET III” project
Kyrgyzstan, Tajikistan	Evaluation of the EU-funded “Peaceful Villages Evlovement” project



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 heighten the political recognition and public visibility of youth and adult education.



CONFINTEA VII: Real change requires investment in ALE

From 15 to 17 June 2022, the global adult education community met in Marrakech, Morocco for CONFINTEA VII. Under the auspices of UNESCO, CONFINTEA (Conférence internationale sur l'éducation des adultes) has been held every twelve years since 1949 as a key global format for sharing and setting goals in the field of adult education. The conference in Marrakech was the first on the African continent. Due to the high number of participants despite the pandemic and due to the final document, which was ground-breaking in many respects, the event can be considered a resounding success. DVV International participated in various ways in the preparation and was also well represented at the event.

The path to Marrakech

The immediate preparations began in 2020 with a survey of member states conducted by the UNESCO Institute for Lifelong Learning in which participants were asked about the state of adult education. DVV International offices supported this process by providing virtual training and consulting services to national partners in Africa, Asia, Latin America, and Europe. In some cases, DVV International also acted as co-organiser of sub-regional events to prepare the content of the conference and participated intensively in the discussions at the regional conferences organised by UNESCO. Equally significant were the national forums supported by the project offices at the national level, which highlighted the situation of adult education on the ground and derived recommendations. The Director of DVV International, Christoph Jost, was also appointed as a permanent member of the UNESCO Advisory Board, which accompanied the preparatory process. As a member of the official German delegation, he also participated in the conference itself. DVV International was also represented by the Deputy Director Uwe Gartenschlaeger.

Civil society takes a stand

Immediately before the actual conference, three forums took place in which the private sector along with representatives of youth and civil society formulated their demands. Together with the International Council for Adult Education (ICAE) and the regional adult education networks, DVV International was involved in the preparation and implementation of this meeting.



At the global conference in Marrakech

© UNESCO Institute for Lifelong Learning

The approximately 150 representatives present agreed on four core demands on which the lobbying work during the conference then focused, and which were all taken into account in the final document:

- A stronger commitment to funding adult education.
- Increased efforts to finally address the literacy deficits of millions of people.
- More intensive support for adult education teaching staff, including fair pay.
- Consideration of the needs of learners in the planning and delivery of adult education programmes.

Our contribution: the necessity of institutionalised adult education centres

The conference itself was characterised by at times very engaged professional debates in the plenary session and in various workshops. DVV International was invited by UNESCO to organise a workshop. Under the title “Community Learning Centres (CLCs) as key structures for adult learning and education: preconditions and best practices”, the thematic focus was on the need to establish or expand local institutional infrastructure for adult education. Examples from Germany, Georgia, Peru, Thailand and Uganda

illustrated the experiences and best practices in different contexts. This very well-attended workshop concluded by agreeing on four messages aimed at adequate legal and financial frameworks for adult education, the multifunctional character of adult education centres as places of learning and encounter, their potential for flexible provision of demand-driven services, and their contribution to the implementation of the 2030 Agenda.

Marrakech Framework for Action: Key demands

The dynamics at the conference itself were characterised by close cooperation between a whole range of national delegations and civil society representatives. Again and again, the participants succeeded in positioning their central demands, finally adopting the “Marrakech Framework for Action: Harnessing the transformational power of adult learning and education.” The title itself takes up one of the central ideas, referring to the potential of adult education to help shape the changes that lie ahead. The agreement also succeeded in enshrining a commitment by member

states to improved funding for ALE. A reference to the need to achieve the literacy goal of the SDGs was also included at the suggestion from civil society participants. However, it was not yet possible to push through concrete, numerically measurable commitments in this context. The statements in the draft final document on the situation of teachers in adult education were supplemented by a reference to fair pay and the commitment to develop measures for the professionalisation of adult educators. Finally, it was also possible to anchor the right of learners to co-determination in adult education. An important issue that was completely missing in the original drafts was the question of participation in ALE. Paragraph 32 now calls on member states “to set ambitious benchmarks for the participation of diverse groups of learners.” This is combined with a reference to the need to create counselling and outreach services to better reach disadvantaged groups.

... and what happens next?

As encouraging as the results of CONFINTEA VII are, it will now be important to use them optimally for our further work. DVV International, together with its partners in project countries as well as with the regional and global networks, will therefore strive to make the Marrakech Framework of Action known to the wider professional public. In addition, we will participate in the follow-up activities of UNESCO. Together with the regional associations and the adult education centres, we will also seek to publicise and implement the results in Germany. ●



**Delegates at the
CONFINTEA VII**

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Lifelong Learning

World conference calls for strong community learning centres

During the CONFINTEA VII Conference in June 2022 in Marrakech, DVV International, together with its partners, the International Council for Adult Education (ICAE) and the Georgian Adult Education Network (GAEN), organised a parallel workshop entitled “Community Learning Centres (CLCs) as key structures for adult learning and education: Preconditions and best practices.” The workshop was organised in hybrid format and attracted very high interest with about 150 participants on-site and many more online.

The Director of DVV International, Christoph Jost, led the workshop. He stressed during his opening remarks that the role of community-based learning structures has been increasingly recognised over the last years in key policy documents and in practice. CLCs ensure access to appropriate and diverse learning programmes, especially for marginalised communities. This was already reflected in the published results of CONFINTEA VI in Brazil (Belém Framework for Action) and in the 2015 UNESCO’s Recommendation on Adult Learning and Education (RALE) that foresees “creating or strengthening appropriate institutional structures [...] for delivering adult learning and education and encouraging adults to use these as hubs for individual learning and community development.” With reference to the more recent Sustainable Development Goals (SDGs) and the corresponding Education 2030 Framework for Action, it can further be argued that community learning centres should become key local institutions for lifelong learning. All in all, the number and geographic spread of CLCs increased over the past decades and these centres have thus become more and more important providers of ALE.

Best practices

Following the introduction of the topic, national best practices and insights into CLC and ALE systems from around the globe were presented by speakers from Uganda, Georgia, Peru, Germany and Thailand. Additionally, Sonja Belete, former regional director of DVV International in East Africa, presented the overall findings of a study commissioned by UNESCO’s Institute of Lifelong Learning (UIL) on the “preconditions of CLCs in Africa.” The various expert presentations made also clear that names of the learning centres vary globally and are often



Delegates on their way to the conference venue

© UNESCO Institute for Lifelong Learning

linked to local or national traditions, in Germany e.g. the CLCs are called “Volkshochschulen” (vhs), and most of them have been established a century ago. Despite the differences, all expert inputs demonstrated the potential of CLCs to respond to various needs of the local population as well as their ability to deliver a wide range of educational services, including literacy courses, vocational training and civic education.

During the panel discussion moderated by Uwe Garten-schlaeger, Deputy Director of DVV International, all speakers agreed that ALE – like any other sector of the education system – needs reliable institutions with permanent premises, its own staff and state-sponsored support structures. A close connection to the local community was mentioned as another key success factor. Sustainable funding is essential and can be provided either by the government alone (like in Thailand) or from a mix of sources, including participants’ fees, the private sector or the donor community (like in Georgia, Germany or Uganda).

Political messages

At the end of the parallel workshop, four policy messages were adopted:

- Governance and financial support: “We commit to strengthening ALE at the local level and recognise that ALE needs its own institutions, such as community learning centres (CLCs). CLC systems need proper governance structures across sectors and spheres and public financial support that should be adequate, predictable and sustainable.”
- Multifunctional and transformative: “Community learning centres (CLCs) are multifunctional and innovative institutions supporting inclusive and transformative learning. They ensure education and training, community information, and counselling, and act as social and cultural meeting places.”
- Flexibility and resilience: “Community learning centres (CLCs) provide a broad variety of learning opportunities

allowing for flexible responses to changing societal needs and resilience building in times of crisis. They range from basic education, literacy and languages to income generating activities, vocational training, life skills and citizenship education.

- 2030 Agenda: “Community learning centres (CLCs) are local hubs to provide education and lifelong learning for all, leaving no-one behind. They support the sustainable development goals, with positive impacts on other sectors such as health and well-being, conflict prevention and promotion of peace as well as gender equality and climate justice.”

The relevance of CLCs for the future of the ALE sector was eventually also reflected in the official outcome document of the conference, the Marrakech Framework for Action (MFA). As an expert organisation for strengthening adult education systems in more than 30 partner countries, DVV International will continue to pay high attention to the promotion of learning centres by supporting exchange, further developing instruments and framework curricula for organisational development, supporting master trainers and managers, publishing articles and expert papers as well as collecting and sharing handbooks and other guidelines. ●



Delegates at the CONFITEA VII
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Resolutions of CONFINTEA VII to implement in every country

In the second half of the year 2022, DVV International organised discussions about the Marrakech Framework for Action in its partner countries.

The Marrakech Framework for Action in Eastern Africa

Following CONFINTEA VII, DVV International held the regional conference “Professionalisation of adult education” on 14 and 15 September 2022 at the University of Dar es Salaam, Tanzania. More than 100 guests from Ethiopia, Tanzania and Uganda, including government officials, academics and civil society representatives, discussed the implementation and monitoring of the Marrakech Framework for Action (MFA).

The Marrakech Framework for Action emphasises the crucial role of professionalisation in adult education: Community Learning Centres (CLCs) need qualified adult educators. The participants discussed these aspects in relation to the situation in East Africa/Horn of Africa.

CONFINTEA follow-up in Eastern and South Eastern Europe

On 4 October 2022, an online event on CONFINTEA follow-up was held for governmental and non-governmental partners from six European countries (Armenia, Bosnia and Herzegovina, Georgia, Kosovo, Republic of Moldova and Ukraine) in the framework of the Regional Project Europe. The webinar, organised in cooperation with the European Adult Education Association (EAEA), was dedicated to the outcomes of the World Conference, the presentation of the Marrakech Framework for Action (MFA) and reflections from civil society on it.

The event provided an opportunity for local civil society organisations and government decision-makers to discuss advocacy approaches and ideas for implementing the recommendations of the MFA, and to identify priority issues for further cooperation in the field of ALE policy development. The Regional Project Europe will produce a publication by the end of 2023 with recommendations from civil societies in the six countries on local implementation of the CONFINTEA VII findings.

Follow-up events in Georgia

In 2022, two follow-up events to CONFINTEA were organised in Georgia. The international conference “Adult Learning and Education in the South Caucasus: the Milestones” was held on 28–29 September 2022. One of the sessions was entirely dedicated to CONFINTEA VII. Various aspects of the conference were presented and analysed by Uwe Gartenschlaeger, Deputy Director of DVV International and President of the European Association for the Education of Adults, Lauri Tuomi, CEO



Uwe Gartenschlaeger,
Deputy Director of DVV International,
at the Conference in Kyrgyzstan

© DVV International

of the Finnish Lifelong Learning Foundation and EAEA Board Member, Zhanna Andreasyan, Deputy Minister at the Armenian Ministry of Education, Science, Culture and Sports, Tamar Kitiashvili, Head of the Georgian Skills Agency and Serob Khachatryan, ALE expert from Armenia.

DVW International also held a workshop in Georgia on 5 October. The aim was to disseminate information on the Marrakech Conference and the Marrakech Framework for Action and to discuss the responsibilities and commitments of Georgian education authorities, decision and policy makers and other civil society actors.

After CONFINTEA in Kyrgyzstan

DVW International in Kyrgyzstan organised a roundtable on 19 October 2022 to follow up on the outcomes of CONFINTEA VII, to promote the Marrakech Framework for Action and to stimulate exchange on current trends in adult education between experts from governmental organisations and civil society. The participants were members of a working group that is preparing a national programme for the development of adult education in Kyrgyzstan. Uwe Gartenschlaeger presented the results of the global conference to the group.



At the CONFINTEA follow-up conference in Kyrgyzstan: Cholpon Karagul kyzy, Executive Director of the Kyrgyz Adult Education Association until December 2022

© DVV International



Christoph Jost, Director of DVW International, and Frauke Heinze, Regional Director East Africa/Horn of Africa, at the CONFINTEA follow-up conference in Tanzania

© DVV International

These results formed the basis for a subsequent comparative analysis of national policy documents and laws. The group will use the recommendations from Marrakech in the further elaboration of the national programme for the development of adult education in Kyrgyzstan.

CONFINTEA follow-up in Latin America

Activities leading up to Confintea VII have successfully initiated processes to strengthen ALE in Latin America, following up on the conference since mid-2022 to promote and support the implementation of the Marrakech Framework in the region and at country level. This includes the production and dissemination of a wide range of media.¹ A mailing campaign entitled “Reflections after CONFINTEA VII” included interviews and a series of (online) events with representatives of adult education networks, experts and delegates from ministries of education to take stock of CONFINTEA VII from the perspective of civil society and state actors. A national adult education week in Ecuador, conversations on ALE in Mexico and a regional conference with representatives of education ministries from Central American and Caribbean countries in September 2022 were the first steps towards developing country-specific post-CONFINTEA projects. The presentation of a first framework for action for Peru in autumn 2022² will point the way toward the implementation of the Marrakech recommendations in other countries of the region. ●

¹ For instance:
<https://www.dvv-international.mx/pub/confintea-vii> oder
<https://www.youtube.com/playlist?list=tps://www.youtube.com/playlist?list=PLX4794Q7FTWTN3NzIoKXndIWQqXblbtKC>

² MARCO DE ACCIÓN MARRAKECH – EPJA PERÚ;
 see [dvv-international.edu.pe](https://www.dvv-international.edu.pe)

A toolkit for gender equality

In July 2020, the North Africa and Middle East regions launched the development of a gender toolkit for adult learning and education (ALE). Four countries participated: Jordan, Morocco, the Palestinian territories and Tunisia.

The aim moreover was to provide adult education stakeholders – policy makers, representatives of public authorities, teachers, representatives of civil society and individuals – with practical, effective and innovative solutions and tools. These in turn will enable them to design gender-sensitive and inclusive adult education programmes.

Why a toolkit for gender in adult learning and education?

This toolkit is a response to the challenges of adult learning and education committed to gender equality. The terms ALE and gender have already found their way into everyday practice of educational professionals. However, we think it is important to define ALE's understanding of gender, which is the basis of this toolkit, derived from experiences in all four countries.



Female teacher
© DVV International

In general, gender refers to the roles and responsibilities of men and women that are the norm in our families, societies and cultures. This includes the expectations placed on the supposed qualities, abilities and behaviours of men and women. Both gender roles and these expectations are socially constructed. Therefore, they change over time and vary within and between cultures. Other social factors such as political and social status, ethnicity, physical and mental impairment, age, etc. change gender roles. This is described by the term “intersectionality”.

The concept of “gender” in general is not only crucial for Jordan, Morocco, Tunisia and Palestinian territories, but worldwide, wherever women are still underrepresented in

the labour market and in politics, where women are the majority of victims of sexualized violence and domestic violence or suffer from discriminatory laws. Gender equality in adult learning and education is of particular importance in the four countries mentioned, where the majority of participants in ALE programmes are women. Therefore, all stakeholders who contributed to the development of this toolkit are motivated to: (1) increase the importance of gender concepts in their projects, (2) improve the capacity of partner institutions to use gender concepts strategically, and (3) increase the impact of their projects on gender equality.

The toolkit: A brief profile

This toolkit is aimed at all persons working in adult education who are concerned with gender equality in this field, be it in terms of access, attracting participants or prospects for e.g. social and economic integration following adult education measures. However, it also concerns gender equality in strategy development and policy making for adult learning and education.

This toolkit is an easy-to-use guide containing knowledge, practices, activities and concrete methods. These are useful for addressing gender and women’s issues in adult learning and education at the micro, meso and macro levels. The balanced mix of background information, practical examples and personal statements is inspiring.



Women acquire technical competence

© DVV International

How can the toolkit be used?

The topics of the modules correspond to the main macro-, meso- and micro-level challenges related to women, gender and adult learning that emerged from interviews with ALE actors in the four countries.

Module 1: How can the number of women participating in ALE programmes be increased?

Module 2: Practical issues of women's participation in ALE courses

Module 3: How can men be attracted to participate in ALE programmes and how can gender equality issues be addressed in ALE courses for all participants?

Module 4: Sustainability and sustainable approaches for organisations and ALE participants

Module 5: Advocacy

Each module begins with a brief description of the challenges it addresses. The tools offered correspond to these challenges. They describe methods, actions, exercises or practices that encourage addressing challenges in the field of women, gender and ALE. They largely reflect best practices that some, but not all, adult education actors in the four countries are already using. ●

WEB

The Gender Toolkit in Arabic, French, and English:

<https://www.dvv-international.de/ale-toolbox/gender-in-ale-toolkit/download-center-gender-in-ale-toolkit>

The Gender Toolkit video is available in three languages, too:

Arabic:

<https://www.youtube.com/watch?v=BgB9IAzUrpE>

French:

<https://www.youtube.com/watch?v=D78gSctd1-k>

English:

<https://www.youtube.com/watch?v=jTuG3mIW2pY>

Women learn to read and write
© DVV International



A curriculum for managers in adult education



Participants of the training series in Laos
© DVV International

DVV International has expanded its collection of teaching materials with the Curriculum managerALE. The curriculum was developed on the basis of a training series for managers of the non-formal education system in Laos and Cambodia. It is now being translated into other languages.

Closing a gap

DVV International strengthens sustainable structures for adult education worldwide. First and foremost, this includes high-quality training for adult educators, which has already been taken into account through the development of the Curriculum globALE. Organisational development for adult education institutions is also important: for this purpose, the Curriculum institutionALE was developed to define important key performance indicators for adult education centres. However, there was still one gap that needed to be filled: a tool for the professionalisation of the managers of these institutions.

To fill this gap, DVV International developed the Curriculum ManagerALE in cooperation with the Centre for Lifelong Learning of the Southeast Asian Ministers of Education Organisation (SEAMEO CELLL). It is a competence-based curriculum based on the structure of the Curriculum globALE, which describes the essential contents of a training cycle for managers of adult education institutions in six modules and thus offers a basic structure for their training and further education.

A curriculum is created

As with the Curriculum institutionALE, which developed organically from the work of DVV International in the



First training in Kyrgyzstan based on the Curriculum managerALE

© DVV International

Middle East and has since been translated into numerous languages, a point of contact was quickly found for the development of the Curriculum managerALE: In Laos (2018–2020) and in Cambodia (2019–2022), DVV International had already conducted a training series for managers of non-formal education centres. The structure of this series was now shared and discussed with colleagues in other country and regional offices. The tool was further developed so that the newly created content would not only be valid for Southeast Asia, but for DVV International project countries worldwide. In a fruitful exchange, a structure was agreed upon, which then served as a basis for the developers of the curriculum, namely three colleagues from SEAMEO CELLL. The curriculum consists of six modules: 1. Basic knowledge and skills in adult education and lifelong learning; 2. Needs analysis and strategic planning; 3. Internal management and leadership skills; 4. Networking and cooperation; 5. Financial management; 6. Monitoring and evaluation.

In regular exchange with the regional office in Southeast Asia, the SEAMEO CELLL experts developed the curriculum in the second half of 2021 and early 2022. The final product was finally made available in May 2022, first to an international circle of colleagues and later also to interested partners.

The curriculum comes alive

The growing interest among DVV International's offices abroad and their partners quickly showed that the content of the curriculum was highly relevant. Soon, the first modules were piloted in Kyrgyzstan and Palestinian territories. This now also enables the partners there to systematically acquire essential management skills that are important in adult education institutions. In the coming year, further handouts will be developed that adapt the curriculum content to respective local contexts and operationalise the defined content. There has already been a lively exchange between colleagues from DVV International and partners such as ASPBAE (Asia South Pacific Association for Basic and Adult Education) at workshops on the curricula in the Laotian capital Vientiane in November 2022.

With the curriculum family now expanded to include the component "Curriculum ManagerALE", DVV International sees itself well positioned to strengthen adult education structures worldwide sustainably over the long term. ●

Concepts for Citizenship Education: Individual paths, shared values

In times of change, people need direction and empowerment to act. Clearly, adult education plays a central role in this. In 2022, the global debate on this topic revolved around the term “Citizenship Education”, which was consequently also named as topic of the 5th World Report on Adult Education (GRALE V) by UNESCO. DVV International took this moment as an opportunity to present its own position in a technical paper,¹ drawing on our global project experience in this field.

There is no globally valid definition of citizenship education. The most relevant definition is most likely the one for adult education used in UNESCO’s “Recommendations on Adult Learning and Education”: “[Adult education] empowers people to actively engage with social issues such as poverty, gender, intergenerational solidarity, social mobility, justice, equity, exclusion, violence, unemployment, environmental protection and climate change. It also helps people to lead a decent life, in terms of health and well-being, culture, spirituality and in all other ways that contribute to personal development and dignity.”²

Empowerment: What does it mean and how does it work?

For those of us at DVV International, it was important for the discussion to take into account the multitude of approaches, traditions and concepts around the world – and the concrete contexts in which what is called “citizenship education” takes place. It is also important to consider related concepts such as Ubuntu from Africa, which strongly emphasises community-oriented action, Gandhi’s peace education or Educação popular from Latin America by Paulo Freire and other thinkers who focus on oppression and the struggle against it.

It is equally important to keep an eye on the concrete conditions and problems in various countries and to gear the educational programmes to them instead of uniformly



The 2022 study on Citizen Education

implementing global concepts. For example, a project in Mali aims to enable people to obtain official papers, which in turn allows them to participate in elections or acquire property titles. In Central Asia, the focus is on approaches that deal with religious tolerance or peaceful, cross-border coexistence. In Laos, on the other hand, training in soft skills enables participants to better define and publicly represent their interests. Contextualisation, especially of global concepts such as citizenship education, is an indispensable success factor.

In view of the often dramatic transformations and challenges we are facing globally, we hope that the discussion and – more importantly – the implementation of concepts from the field of citizenship education will gain greater importance. ●

¹ *Citizenship Education – Empowering people and communities through adult learning and education*
https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Fach-_und_Positionspapiere/DVVI_expert_paper_Citizenship_Education_Online.pdf

² <https://unesdoc.unesco.org/ark:/48223/pf0000245179>

IV. International engagement of the vhs

DVW 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 (vhs) and their state associations, the largest further education providers in Germany. DVW International supports the exchange of experience between vhs and partner institutions all over the world through numerous projects and measures.

vhs Day 2022: Focus on worldwide crises

Adult education in crisis regions: Like no other, this topic was on the agenda when the Leipzig Congress Hall opened its doors for the large-scale conference of the adult education centres in June 2022.

A panel discussion hosted by DVV International showed that adult education at work in war and crisis makes important contributions to offering practical support and revealing new perspectives.

ALE is a stabilizing factor

In his welcome address, State Secretary Niels Annen from the Federal Ministry for Economic Cooperation and Development (BMZ) pointed out that education is exposed to many dangers and restrictions in crisis situations. Education is the key to stability and safety. Adult education in particular makes important contributions to vulnerable groups, such as refugees, when it comes to overcoming language barriers or coping with interrupted educational paths. Niels Annen thanked DVV International for more than 50 years of commitment, especially in difficult contexts such as those currently encountered in Afghanistan, Mali or Ukraine.

The focus of the subsequent discussion, which was moderated by Dr. Wulf Schmiese, editorial director of the TV channel ZDF's "heute-journal", was the work of DVV International in countries currently afflicted by crisis. Annegret Kramp-Karrenbauer, President of the DVV, pointed out that today more than ever, the work of the adult education centres in Germany and the work of DVV International abroad are closely connected. Global engagement and global learning are important building blocks for strengthening democracy.

Needs-oriented and flexible

Mariya Boguslav from the Educational Hub in Kyiv reported on the everyday life of Ukrainian partners. The enormous trauma and emigration resulting from the war has led, on



Niels Annen, Parliamentary State Secretary to the Federal Minister for Economic Cooperation and Development, during his welcoming message

© DVV

the one hand, to a strong demand for psychosocial support services. On the other hand, the demand for income-generating, vocational training courses is enormous. Thanks to the support of DVV International, the Ukrainian institutions have been able to react quickly and flexibly.

Abdul Bashir Khaliqi, former head of the Afghan Adult Education Association ANAF AE added his experiences to the findings: After the Taliban took power, the educational opportunities for women and girls in the formal school system were very limited. Now, the adult education centres founded with the help of DVV International have taken on the role of offering at least some educational opportunities for women and girls.

Martin Westphal, Regional Director of DVV International in Mali, reported on experiences in West Africa, where adapted adult education offers are perceived and appreciated by the local population as instruments to cope with everyday problems. He stressed how important it is to deal respectfully at eye level, especially with people whose formal education level is low.

From Annegret Kramp-Karrenbauer's point of view, the discussion showed that it is worthwhile to continue even in difficult contexts. Education has the potential to sow seeds that will later sprout. No country, no region should be abandoned in the process. ●

Rita Süßmuth award to vhs becoming more international

DVV International attaches great importance to contributing to the further internationalisation of adult education centres (vhs) in Germany and to making their profile visible. In this context, the Rita Süßmuth Prize for the International Adult Education Centre was awarded for the second time in 2022.



The 2022 award winners

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This year, the prize was awarded under the motto “International Partnerships and Networks.” Funding was provided through the project “Urban X-Change”, which DVV International is implementing with funding from the Federal Foreign Office. All adult education centres in Germany were invited to apply.

The award ceremony took place on 20 June 2022 during the vhs Day. It was moderated by the director of DVV International, Christoph Jost. The awards were presented by Prof. Dr. Rita Süßmuth, DVV honorary president, the award’s namesake, together with Ms Daniela Schneckenburger from the German Association of Cities and Towns (Deutscher Städtetag), who also was the patron of the first award ceremony, and Ms Sylvia Groneick, Head of Division at the Federal Foreign Office. Werner Reuß from ARD-Alpha gave the laudatory speeches for the prize winners, as in 2019. The award is endowed with €2,000 and also includes a marketing package with a specially developed logo.

Three outstanding cosmopolitans

The adult education centres in Badische Bergstraße, Landkreis Cham and Weimar received awards. In the case of **vhs Badische Bergstraße**, the jury emphasised the strong international mission statement of the adult education centre, which focuses on the free and equal development of people and the appreciation of their differences. The staff of the centre is international and great importance is attached to intercultural experience when recruiting new colleagues. On a programmatic level, the project “Education Moves – Women and Politics”, which is carried out in cooperation with the Universités Pour Tous Larache in Morocco, was awarded.

The **vhs in the district of Cham** impressed the jury with the intercultural nature of its programme, with the personnel policy and the organisational structure. The jury noted in particular the international specialist department with seven full-time positions and the regular exchange of staff with foreign partners. The longstanding cooperation of the adult education centre with the Association for Lifelong Learning and Education in Belarus was praised as a sustainable partnership. Despite strained diplomatic relations between Germany and Belarus, it has been possible to continue exchanging knowledge and supporting adult education organisations in Belarus.

vhs Weimar was awarded for its numerous international initiatives in the field of civic education, which were implemented with partner cities and educational institutions from Great Britain, France, Italy, Poland, Israel and Chile. The exhibition “Jechsekiel David Kirszenbaum – Caricatures of a Bauhäusler on the Weimar Republic”, which was created as a contribution to the theme year “900 Years of Jewish Life in Thuringia”, received special attention. Institutions can borrow a digital version of this exhibition for free charge and show it themselves. As a result, the adult education centre was able to attract important international partners as exhibitors. ●

Education to fight the climate catastrophe

Climate change is not just a trendy topic. It is one of the greatest challenges facing humanity in the 21st century, arguably the greatest of all. Its consequences are already being felt in many regions of the world: many countries are suffering from floods, droughts, heavy rainfall and other natural disasters. Climate change leads to crop failures, hunger and conflicts over our limited resources. Migratory movements are increasing, especially from and within countries of the Global South that are existentially affected by climate change.

We can therefore no longer stand by and watch as climate change takes away our livelihoods. There is a need for an active climate policy that includes all people. At the vhs Day in Leipzig, the forum “Adult learning and education for sustainable development and resilience” involved international experts in a discussion about how adult education can support people in actively confronting climate change and living more sustainably. The focus was also on questions of how climate change, sustainability and the health of people and the planet are connected, as well as how a successful climate policy should be designed.

“We don’t have to save the planet but ourselves!”

Eckart von Hirschhausen, doctor, science journalist and founder of the foundation “Healthy Earth – Healthy People”, kicked off the forum, which was attended by more than 150 people, with a lively talk. He began his contribution with the words: “We don’t have to save the planet. We have to save ourselves!” He pointed out that according to the latest ICC report, about 3.5 billion people will have to migrate from areas that will become uninhabitable as a result of global warming. Therefore, it is not enough to simply present research results. Von Hirschhausen sees a central role for adult education centres in climate education, as these centres bring together participants from different milieus, create networks, show options for action and motivate people to implement them.

“Listen to the people!”

Prof. José Roberto Guevara, President of the International Council for Adult Education (ICAE) emphasised: “We should not teach what we think is important, but we should listen to what people want and need to know.”

Gustav Fridolin, former Swedish Minister of Education, suggested that education and the transmission of knowledge alone are not enough to actively address climate change, since “statistically speaking, the best educated leave the largest ecological footprint.” Rather, a new consensus must emerge on what constitutes a good life. For this, according to Rilli Lappalainen, founder and director of the global education network Bridge 47, people need to be better informed about political processes, but also be encouraged to “make more noise to be heard.” Myron Mendes of the Indian Network on Ethics and Climate Change (INECC) left no doubt that climate change will not be addressed without a major transformation: “Our economic system, the way we manage the planet, has failed and must be changed by creating sustainable communities for a sustainable planet.” ●



**Sustainability is a crucial issue:
opening of the vhs Day**

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International exchange at eye-level

An interview with DVV deputy director Gundula Frieling

How was internationality understood at previous vhs Days? How was it understood at the 2022 conference?

A look at the chronicle of past vhs Days shows that they traditionally centred on German adult education centres (vhs) and continuing education within the German educational system. But in 1966, a vhs Day was actually organised with a focus on worldwide adult education. At that time, the Federal Republic was expanding its international relations. Embassies asked for support for adult education in their countries, so the DVV provided “educational assistance”, seeing itself as a mentor. We have travelled a long path to the vhs Day in Leipzig: from “helping” foreign countries to looking at international adult education together.

Which international encounters were particularly significant for this vhs Day?

Perhaps precisely those that could not take place. In the last two years, we at the DVV have felt the impact of the intensified international crises. Local staff had to be evacuated from Afghanistan. The adult education centres had to create offers for many thousands of Ukrainian women and children who were forced to flee. We had to close our office in Belarus. The vhs Day reflected much of this. It was rich in international encounters, but most of the Ukrainian colleagues who had registered could not attend.

The vhs Day is considered the greatest event in the life of the vhs family. Is the vhs family multilingual, with roots in more than one country?

The 2022 vhs Day was more than ever a family reunion, after two years of no contact due to the pandemic. And yes, the vhs family is multilingual, with roots and relatives in many countries. Nevertheless, it is still basically mono-cultural. But the organisation is striving more and more for international exchange.



Gundula Frieling

© DVV

The President of the German Adult Education Association emphasised at the vhs Day that global engagement and global learning are important for democracy. Why is that so?

We can no longer consider the preservation of democracy only within a national context. International developments influence the defensibility of our democracy. We in Germany can learn from people who are struggling for democracy worldwide. Their example makes us aware of achievements that we have come to take for granted, but which were hard fought for.

Germany has now brought forward a Democracy Promotion Act. This will enable us to explain and facilitate participation even better for young people and adults. When we say that our democracy must be able to defend itself, we mean that there is also a need for action in our country.

For years, you have been particularly dedicated to digital education and adult literacy/basic education in Germany. Do you see your work in a global context?

Yes, definitely. One example is our vhs learning portal. Here people can improve their basic literacy and numeracy skills online, acquire digital literacy and learn German. Germany needs immigration. The learning portal can do a lot to help prepare people even in their country of origin – especially if our international partners know about it and use it.

At the moment, of course, the learning portal is mainly used by Ukrainians who are learning German. Remarkably, however, the number of users in Russia more than doubled between January and December. So despite the state-imposed closure of their country, people are looking for and finding ways to prepare for their future. The learning portal is a seismograph for coming migration movements and a tool for shaping them. ●

Tangibly sustainable: Global Learning

In the project “Global Learning in the vhs”, DVV International supports vhs throughout Germany in developing and organising Global Learning and Education for Sustainable Development (ESD) courses. The vhs address diverse target groups with different formats. Effective measures share key characteristics: they are based on the reality of the participants’ lives and use interactive methods which enable people to shift their perspective. In 2022, the project reached 866 participants in 103 events across seven federal states. We present two funding highlights and two project highlights from 2022 as well as the event series Stadt.Land.Welt – Web here.

[vhs Cologne: Train-the-trainer course](#)

The vhs Cologne organised a course for multipliers on the topic of “Education for Sustainable Development” from the trainer’s perspective. In this course, the group worked out together how adult education centres can realise sustainability or develop further in this direction, both in teaching and beyond. The participants themselves placed a special emphasis on the social and economic dimensions of sustainability. These aspects often receive too little attention in discourses on ESD: “The social dimension of sustainability is the one that is directly felt by all people: It deals with (in)equality in and between societies, poverty, work, consumption, health care. It takes sustainability out of the ‘eco-corner’ that still exists in the perception of many people,” says Irene Ofteringer, head of department for dance, theatre, literature and train-the-trainer measures at the vhs Cologne.

[vhs Aalen: ESD education paths](#)

The ESD educational pathways project of vhs Aalen in Baden-Württemberg, which started in summer 2022, provides citizens with orientation on the topic of sustainability. Three educational paths for sustainable development link existing offers from the various departments of the vhs on related topics and create new learning formats to address the questions: How can I act more sustainably myself? What offers on the topic of sustainability already exist in my community? And how are my actions connected to the rest of the world?

The educational path “Do-it-yourself sustainability” includes hands-on workshops from the creative sector: for example,

producing homemade cosmetics, climate-friendly cooking and zero-waste offers. Through “Sustainable together locally”, participants learn about existing projects and resources for sustainable living in their city and region. “Sustainability worldwide” fosters contacts to the world, e.g. to Aalen’s twin town Vilankulo in Mozambique. Here, topics such as food for the world, fair trade relations and migration come into play. A great benefit of this project is how it improves networking of the vhs with various local actors, including Aalen University, the Ostalbkreis Landscape Conservation Association and the city of Aalen itself. The vhs thus positions itself as a mediator and a decisive actor in education.

[A video advertisement for the “Global Learning in the vhs” support programme](#)

The project “Global Learning at the vhs” has produced a clip to draw attention to the funding opportunities for vhs courses on Global Learning and Education for Sustainable Development. The film provides a low-threshold outline of



Inspiring for participants and teachers: Global learning at vhs Duisburg
© DVV International

the interdisciplinary pedagogical concepts of Global Learning and ESD. It also offers various suggestions for course formats in different subject areas. The protagonists shown in the film are course instructors from the adult education centres in Duisburg and Bonn.

Model concepts for adult education courses on Global Learning and ESD

How can you launch Global Learning and Education for Sustainable Development courses? Which topics are suitable? What should the basic structure of the course be like? How can you design a course that is suitable for a particular target group? What organisational aspects need to be considered? Which accompanying materials would be a useful addition to the course content?

In order to be able to give simple answers to these questions, the project “Global Learning in the vhs” has developed four model concepts. They help the staff

of adult education centres organising courses on Global Learning and Education for Sustainable Development in an uncomplicated way, with ready concepts available. The concepts cover a number of topics, ranging from visions of the future for a good life, global power structures and social diversity to sustainable consumption and lifestyles.

Nationwide online event series *Stadt.Land.Welt – Web*

The project team “Global Learning in the vhs” has been coordinating the digital lecture series *Stadt.Land.Welt – Web* since 2021. In this series, experts deal with questions on the 17 “Sustainable Development Goals” of the United Nations’ 2030 Agenda. The major shift towards a sustainable and just world society requires the broader population to be involved in the debates about this development and to participate in it. Adult education centres reach many people from all walks of life and are therefore the ideal place for these debates.

The project “Global Learning in the vhs” is funded by the organisation Engagement Global with financial support from the Federal Ministry for Economic Cooperation and Development. In 2022, the vhs regional associations of North Rhine-Westphalia, Hesse, Rhineland-Palatinate and Saarland cooperated with the field offices of Engagement Global in Mainz and Düsseldorf. The organisers are pleased to have almost doubled the number of participants in their programmes compared to the previous year, with 565 participants in 2021 and 1052 participants in 2022. ●

On our website you can find more information about Global Learning in vhs:

**[www.dvv-international.de/
vhs-kooperationen/globales-lernen](http://www.dvv-international.de/vhs-kooperationen/globales-lernen)**

WEB

Institutions forge alliances to meet the ecological challenge



Mihaela Anclin,
UPI Ljudska Univerza, Žalec
© UPI

Through the project “International ESD Alliances” DVV International supports the implementation of Education for Sustainable Development (ESD) in terms of the Whole Institution Approach in 12 vhs in Germany and in education centres in Japan, Austria, the Philippines, Switzerland, Slovenia and South Africa. The twelve partner organisations implement ESD as a holistic approach in their institutions. This includes the cross sectional roll-out of ESD into the educational programme as well as other areas of the organisation, e.g. procurement, quality management, missions statement and qualification of teachers and staff. The project is funded by the German Foreign Office.

Mihaela Anclin from UPI Ljudska Univerza in Žalec, Slovenia gives insights into their sustainable organisational development process.

What was UPI’s motivation to participate in the International ESD Alliances project?

In recent years, UPI Žalec has been committed to a holistic, sustainable approach at programme and institutional level. As a public, non-profit education centre for adults and youth, we realised that we lack proper guidelines on how to pursue the Sustainable Development Goals (SDGs).

What are your goals for the structural implementation of ESD and how do you realise them?

I heard somewhere that if you don’t know where you are going, no wind can help you. If the project and DVV International’s support are this wind, we still need goals to improve ourselves. Therefore, we have set three targets: 1) to explore and map out how ESD is already implemented in UPI and to communicate this to the “outside world”; 2) to foster internal knowledge; 3) to revisit our organisation’s values under the lens of ESD. The first goal is almost completely achieved.

How have the ESD Alliances enriched your work?

Through the participation in this project, we now have a chance to talk about these topics with ALE staff and ESD professionals from distant countries. Somehow we don’t feel so alone in this world of constant change and challenges.

Has there been a particular highlight for you in the project?

There were several highlights. Perhaps I would point out a co-operation with our expert from Ireland who not only extended our perspective on ESD topics but also took care of our team building.

The project will continue until April 2024. What are you looking forward to in the coming months?

We sincerely hope that the project will continue beyond this date. We will keep on the path towards the “Whole Institution Approach”. And I am certain that we will cooperate with some of the international ESD Alliances partner organisations in the future, too. ●

v. DVV International at a glance

New Director

Christoph Jost was the director of DVV International until 28 February 2023. The new director is Uwe Gartenschlaeger (since 1 March 2023).

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 2022

DVV International operated projects in more than 30 countries in 2022. 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 addressed in 2022 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

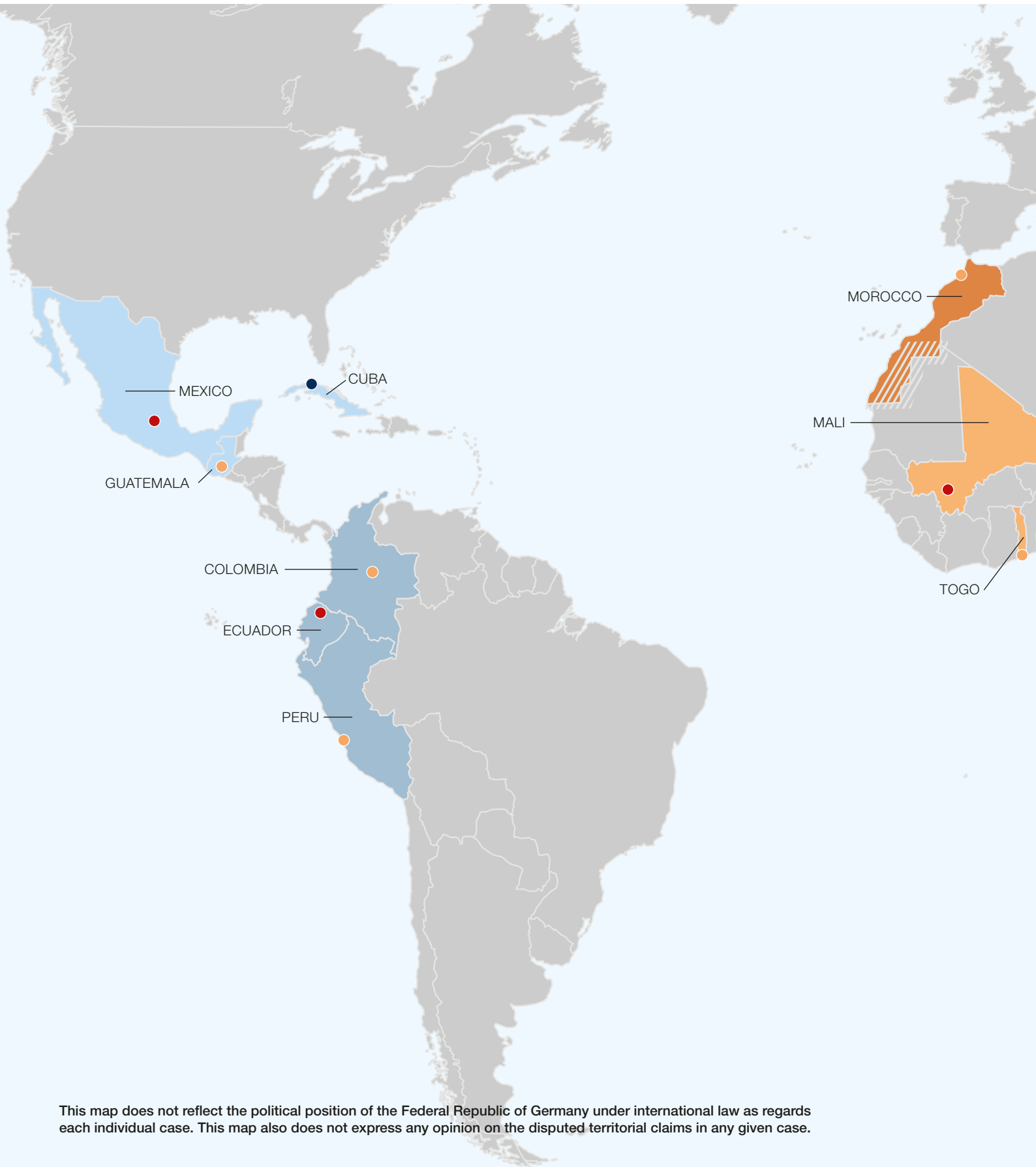
Others

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

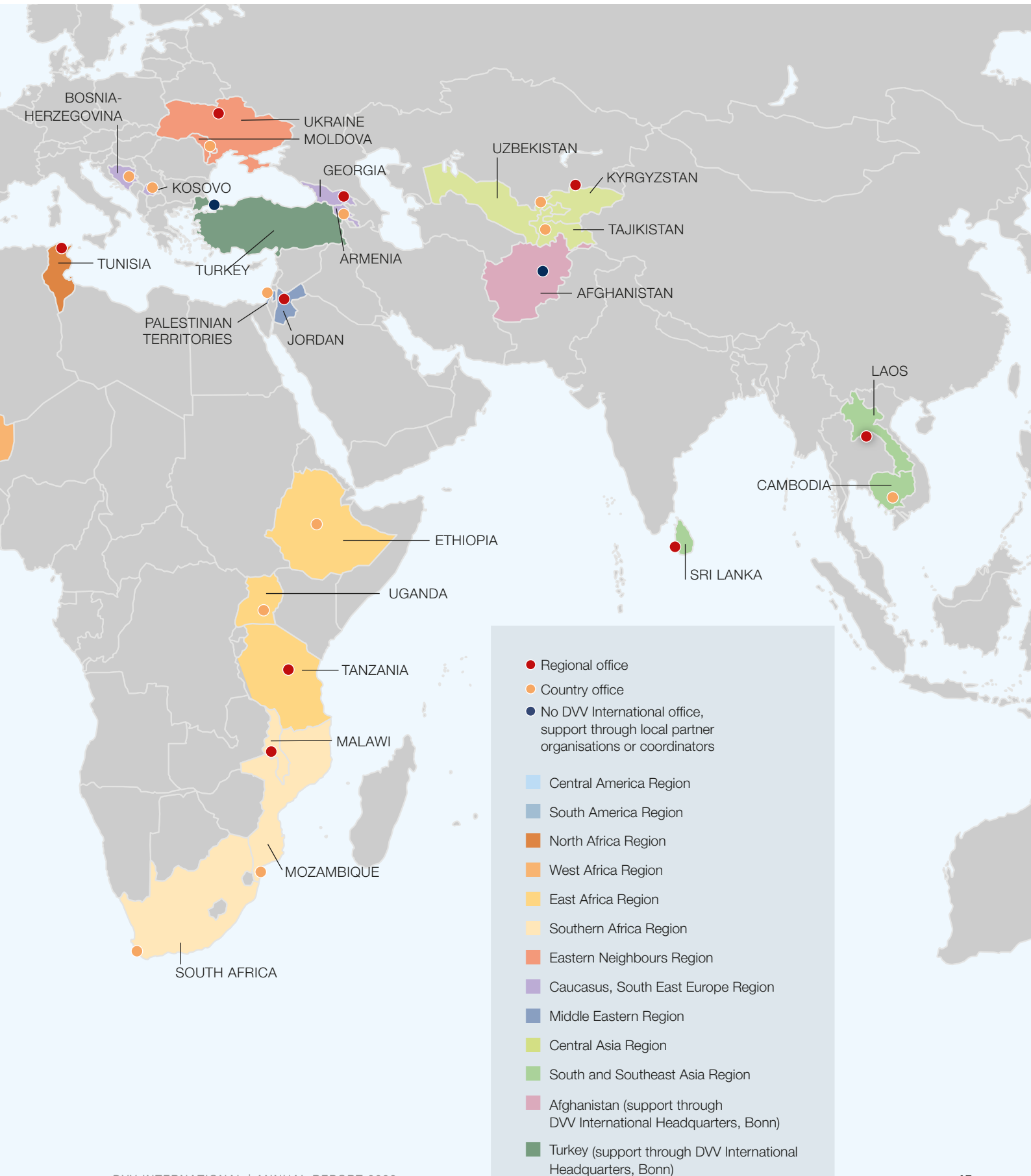
German Society for International Cooperation (GIZ)

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

Our partner countries (as of December 2022)



This map does not reflect the political position of the Federal Republic of Germany 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.



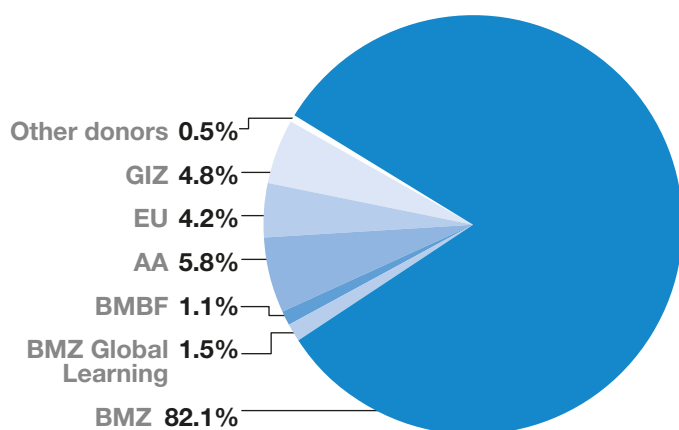
Profit and loss account for the period 1 Jan. 2022 to 31 Dec. 2022

Income	2022	2021
A. Income at headquarters	2,315,468.45	2,451,776.48
1. Administrative costs	2,241,740.17	2,394,049.93
2. Income from EU project cooperation	44,874.00	53,087.98
3. Other income	0.00	0.00
4. Liquidation of provisions	28,854.28	4,638.57
B. Project grants	20,006,950.78	20,587,587.69
1. AA	1,167,591.91	771,649.26
2. BMBF	225,102.10	141,218.08
3. BMZ	16,731,390.87	17,616,796.12
<i>International projects</i>	<i>16,431,395.87</i>	<i>17,376,714.47</i>
<i>Global Learning</i>	<i>299,995.00</i>	<i>240,081.65</i>
4. EU	841,987.90	750,348.41
5. GIZ	937,451.04	1,218,567.08
6. Foundations/donations	0.00	0.00
7. Other projects	103,426.96	89,008.74
Total income	22,322,419.23	23,039,364.17
Expenditure	2022	2021
A. Expenditure at headquarters	2,432,468.45	2,394,776.48
1. Staff costs for central services	1,867,193.44	1,878,051.75
2. Building	187,652.86	176,982.63
3. Office equipment	142,296.81	138,612.41
4. Business supplies	15,152.47	11,473.08
5. Events/publications	29,295.54	9,325.32
6. Travel costs	46,748.68	3,693.69
7. Communication	26,271.64	35,454.90
8. Membership to organisations	20,080.00	20,010.00
9. Other administrative expenditure	97,777.01	121,172.70
B. Project expenditure	20,006,950.78	20,587,587.69
1. International projects	19,481,853.68	20,229,394.00
2. Global Learning in the vhs	299,995.00	240,081.65
3. BMBF project	225,102.10	118,112.04
Total expenditure	22,439,419.23	22,982,364.17
Result for the year	-117,000.00	57,000.00

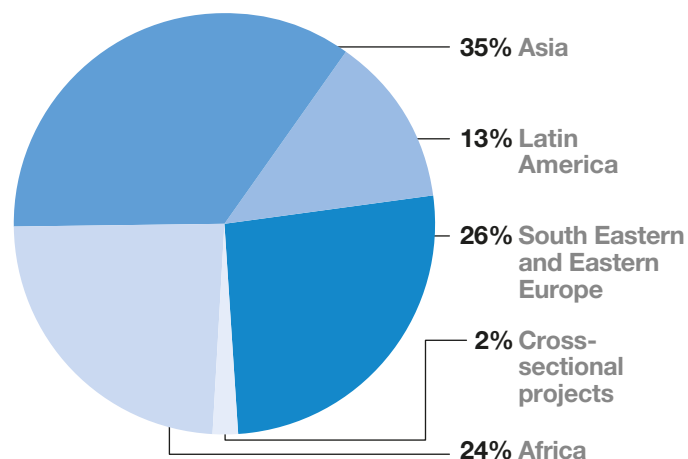
Balance sheet 31 Dec. 2022

Assets	31.12.2022	31.12.2021
A. Fixed assets		
B. Current assets		
I. Receivables		
1. Receivables from deliveries and services	548,994.77	3,553.04
II. Cash and cash equivalents		
1. Cash on hand	1,473.84	1,993.87
2. Bank balances	573,384.25	2,495,506.18
C. Prepaid expenses		
1. Prepaid expenses and deferred charges	41,036.07	30,529.87
2. Project billing costs	864,543.98	661,179.87
Total assets	2,029,432.91	3,192,222.56
Liabilities	31.12.2022	31.12.2021
A. Reserve		
1. Earmarked reserve	0.00	117,000.00
2. Net income/loss for the year	0.00	0.00
B. Provisions		
1. Other provisions	90,387.66	108,949.28
C. Liabilities		
1. Other liabilities	402,164.49	482,572.93
2. Liabilities to credit institutions	0.00	0.00
3. Liabilities from deliveries and services	0.00	0.00
4. BGST/DWV billing account	8,687.33	980,384.60
5. Liabilities for project costs	0.00	0.00
D. Prepaid expenses		
1. Deferred income projects	1,528,193.43	1,503,315.75
Total liabilities	2,029,432.91	3,192,222.56

Origin of project funds in 2022
(20,006,950 Euro)



Regional distribution of project funds in 2022
(20,006,950 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: German Society for International Cooperation 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.

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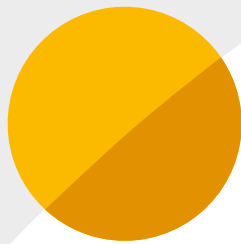
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Employee statistics

Employees of DVV International (as of December 2021)

	Number of employees	Edu./Acad. staff	Admin./techn. staff	Male	Female
Regional and Country Offices	188	81	107	79	109
Seconded employees	18	18	–	7	11
DVV International Bonn	36	20	16	5	31
DVV International total	242	119	123	91	151



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Königswinterer Straße 552b
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:
Uwe Gartenschlaeger

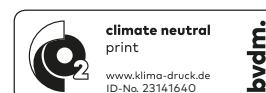
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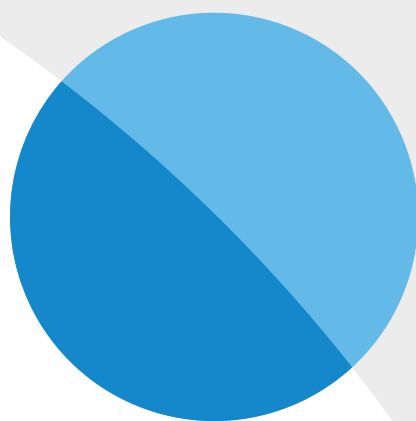
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DVV International
Königswinterer Straße 552b
53227 Bonn
Germany

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

