



DVV International

Education for Everyone. Worldwide.
Lifelong.

Annual Report 2017



With financial support from the



Federal Ministry
for Economic Cooperation
and Development



Contents

- 04 Introduction
- 05 Foreword

- I. Adult education projects worldwide**
- 07 Strengthening structures of civic education in Belarus
- 08 A new approach to literacy in Mozambique
- 10 How adult education can contribute to de-radicalisation in the Middle East
- 11 Discover the systemic world – training for teachers in Ecuador
- 12 Demanding education for all – civil society involvement in Cambodia's provinces
- 14 Lifelong learning in focus – Central Asian delegation on a study trip to South Korea
- 15 Adult education improves food security in Mali and Guinea

- II. Expertise and advocacy for adult education**
- 17 CONFINTEA VI Mid-term Review – assessment of adult education worldwide
- 18 Adult education centres – a key factor for sustainable development
- 20 Curriculum globALE – a contribution to the professionalisation of educators worldwide
- 21 Building bridges between theory and practice – publications by DVV International
- 22 European research project on active participatory citizenship
- 24 Global learning in German adult education centres
- 25 CCNGO – the voice of civil society on a global scale

- III. DVV International at a glance**
- 27 Our profile
- 28 Our partner countries
- 30 All projects in 2017
- 33 Strong together – global partners and networks
- 34 The profit and loss account
- 35 The balance sheet
- 36 Impact orientation in the project work of DVV International
- 37 Evaluations
- 38 Board of Trustees
- 38 Employee statistics
- 38 Imprint



Introduction

Dear Reader,

I am extremely delighted that I have once more had the opportunity to follow the important and successful work of the German Adult Education Association (*Deutscher Volkshochschul-Verband, DVV*) in 2017, both in Germany and abroad.

Each year, the more than 900 adult education centres (*Volkshochschulen*) in Germany succeed anew in offering a broad and publicly-accessible continuing education programme nationwide for all – regardless of whether, for example, they want to finish school, attend an integration or language course or simply broaden their personal horizons. But the German Adult Education Association not only represents and advises the adult education centres in Germany. For many decades it has also been involved in adult education worldwide with its Institute for International Cooperation – DVV International – and has helped develop sustainable structures abroad.

Strong, inclusive adult education systems promote social and economic development, and create new professional and personal prospects for the people. The annual report before you now exemplifies how DVV International strengthens these systems in its more than 30 partner countries. Policy advice and lobbying work are just as important as lending support to educational institutions and piloting innovative and needs-based education, especially for disadvantaged groups. The spectrum of topics ranges from literacy and remedial basic education, through imparting key occupational skills, to a broad spectrum of general further education.

In its work, DVV International relies on the expertise of the Association, with its affiliated adult education centres in Germany, as well as its worldwide network of partners. Expert assignments, study trips, training activities and



Annegret Kramp-Karrenbauer

specialist events are an important opportunity to put this knowledge into practice. This leads again and again to the development of long-term partnerships and joint projects. Knowledge cycles are created which allow for a cross-border exchange of experience. Global challenges such as social inequality or displacement and migration can be dealt with together, so that efforts in Germany and in the partner countries boost one another.

Anyone who has been following the debate surrounding the 2030 Agenda for Sustainable Development will know that the importance of adult education and lifelong learning is attracting increasing attention. We must seize this opportunity to bring across the potential of adult education even more clearly and to promote it even more resolutely. DVV International is a unique global institute benefitting not only the Adult Education Association, but Germany as well. The Institute is placed at the cutting edge of adult education and development cooperation, and can make important contributions on an ongoing basis.

You can discover for yourself on the following pages how varied and important the worldwide work of DVV International is.

With kind regards,

Annegret Kramp-Karrenbauer

President of the Deutscher Volkshochschul-Verband e. V.

Foreword

Dear Reader,

You are cordially invited to take a look on the following pages at our worldwide commitment to the establishment and development of sustainable youth and adult education structures. The annual report takes you through our strategic fields of action, which we redefined last year.

The main field of action for DVV International is the implementation of youth and adult education projects in close cooperation with our local partners. We would like to show you how this materialises in practice around the world through some selected project activities in Mozambique, Belarus, Ecuador, Cambodia, Mali and Guinea, and in the regions of Central Asia and the Middle East.

The second part of the annual report is dedicated to the Institute's additional fields of action – our work as both a specialised organisation for adult education and development, as well as our lobbying in the international policy dialogue for better provision of youth and adult education. Two major conferences took centre stage in 2017: the Mid-Term Review of the International Conference on Adult Education (CONFINTEA VI), and the Adult Education and Development Conference (AEDC) organised by DVV International. Two things became particularly clear at CONFINTEA: Youth and adult education needs a strong civil society, which has to take up a tenable position in the debate on the global Sustainable Development Goals. It must show more clearly what contributions it makes and what impact it has on the Education 2030 Agenda, and on other development goals. The position of DVV International on this is unambiguous: Without literacy and basic education, in conjunction with the imparting of key occupational skills and general further education, it will not be possible to ensure sustainable development and effectively and comprehensively combat poverty.

Particular importance attaches to strengthening the frequently weak structures in our partner countries. The DVV International specialist conference AEDC therefore addressed the



Christoph Jost

role played by adult education centres in development. Participants at the conference, which was held in Georgia, agreed on key messages that could be used in the future at both national and international levels as a global reference document for the work with our partners in order to further the structure-building process.

The final section of the annual report presents a systematic overview of the work done by DVV International – profile, partner countries, global network, impact observations and our donors. It clearly emerges that the basis of our work continues to be moulded by the long-term social structure funding provided by the German Federal Ministry for Economic Cooperation and Development (BMZ), based on the experience of the German Adult Education Association (DVV) and our global partner network.

I would therefore like to sincerely thank the BMZ for its close collaboration, and in equal measure I would like to express our appreciation to our employees and to our partners in Germany and abroad. In alignment with the focus of German development policy and the education strategy of the BMZ, we will continue to work to ensure that youth and adult education plays a key role in sustainable development and in the implementation of the human right to education.

I wish you stimulating reading.

Christoph Jost
Director of DVV International

I. Adult education projects worldwide

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

Strengthening structures of civic education in Belarus

A strong civil society with confident, engaged citizens needs a sound system of formal and non-formal civic education. DVV International supports civil society organisations in Belarus to design and offer civic education programmes and to lobby for adult education at regional and national levels.

Civic education plays a mostly marginalised role in the formal Belarusian education system. The system is based on the state ideology, and aims to instil patriotism in children and young adults. People therefore often lack the requisite skills to fully exercise their political rights and to assert their interests vis-à-vis the Government. Civil society actors are trying to close this gap with non-formal education programmes offering, for example, a critical analysis of Belarusian history or dealing with issues such as tolerance, democracy, multiculturalism and human rights. But these non-formal education programmes are often not recognised by the state, and lack funding and support.

Against this backdrop, DVV International started the “Learn to Act” project in 2016, with funds from the European Union. The project will continue to run until the beginning of 2019. More than 140 representatives of civil society organisations and local education initiatives from all over the country took part in a series of three complementary training courses for different target groups: for educators, for management staff, and for grassroots initiatives. In addition, the project advocates non-formal education through local and regional initiatives, publications and events.

How to teach and design civic education programmes

The training activities for adult educators combined lessons on teaching methods with guidance on elaborating civic education programmes. Topics covered as part of the training were different approaches and methods in adult education, communication and group dynamics, the basics of designing educational programmes for adults, as well as the evaluation of adult education programmes.

The training for management staff supported them in developing skills for efficient planning and fundraising,



Women attending a leadership course in May 2017

as well as implementing and promoting educational programmes. These long-term courses were in high demand, and were rather unique due to the methods of blended learning, mixed teams of Belarusian and German trainers, as well as the possibility of further cooperation within the newly-created platform for adult education specialists, the “Club of Educators”.

Since insufficient numbers of civil society organisations exist outside Minsk and the regional cities, special attention was paid to small towns and remote areas. In order to promote grassroots initiatives, a series of two-day workshops was held in different locations for representatives of local civil initiatives. They were introduced not only to the legal requirements of registering and running civil society organisations, but also familiarised with modern trends and prospects of non-formal education that can enhance citizens’ participation.

Advocacy for civic education

In addition to the training activities, the project focuses on advocacy for civic education and adult education in general. Sixteen civil society organisations in small towns and remote areas are currently implementing civic education and advocacy projects, with a focus on vulnerable population groups. In addition, the project includes two public events as well as different campaigns and publications on lifelong learning and non-formal education. ●

A new approach to literacy in Mozambique

The Mozambican Government offers many literacy programmes. Dropout rates are however often high. DVV International analysed the reasons and developed a new approach that helps participants to keep on learning.

Mozambique has a population of around 29 million. According to the National Statistics Institute (2016), 60 percent of the population lives below the poverty line, on less than US\$1.90 a day, placing Mozambique among the ten poorest countries in the world. The majority of the population lives in rural areas, engaging in subsistence farming. One of the country's biggest challenges is the high illiteracy rate of almost 45 percent. This makes reducing illiteracy one of the main priorities of the Mozambican Government. However, most of the mainly government-run literacy and adult education programmes in the country suffer from high dropout rates of around 40 percent.

The reasons for the high dropout rates

By analysing reports from numerous programmes in recent years, and from the testimony of participants, DVV International identified some of the key reasons for the high dropout rates. First of all, many participants feel that these programmes are of limited relevance to their daily lives. Another issue is that literacy programmes often combine learners of mixed abilities in the same classes, which poses a challenge for learners and facilitators alike. Many adult learners also consider that the adult education programmes are too long (e.g. three years for the national literacy programme). Finally, inflexible learning timetables and schedules often clash with other activities, such as the agricultural calendar, thus causing large numbers of willing participants to drop out every year.

Based on this analysis, DVV International developed the "Integrated Programme" in Mozambique. This is a new approach that it has been implementing with the support of local civil society partners and the Ministry of Education in the two pilot provinces of Maputo and Sofala since 2014.



Literacy course as part of the Integrated Programme in Manga, Sofala Province

How to keep participants in the classroom

The Integrated Programme is based on the needs of learners; it is flexible and enables the integration of learners at different levels. The key features of the programme are as follows:

Relevance: All literacy and numeracy activities are based on the day-to-day lives and activities of the participants. For example, in classes with farmers, the curriculum is adapted so that the entire content (vocabulary and numeracy activities) is based on farmers' real everyday livelihood activities.

A modular curriculum: Thematic modules allow participants to move flexibly through the course, with the overall classroom time greatly reduced compared to other programmes. Participants who may be forced to drop out for various reasons can easily re-join without having to repeat the entire year's course. They can re-enter at the level of competence that matches their abilities.



“After the programme, I started my own small business. I now know how to calculate my profits, and have learned the importance of saving money in a bank. I know how to use mobile banking and how to make a call on my mobile phone or read an SMS. And I no longer have trouble using public transport as I can read the signs on the buses.”

Marta Armando Tovele,
participant of the programme in Matola,
Maputo Province



“Many things have changed in my life thanks to the programme. I understand the agricultural calendar now and have learned to rotate crops. I now know when the rains are due, so I know when I need to plant my seeds. Nobody short-changes me any more either since I have learned to read, write and count.”

Gracinda Nhantumbo,
participant of the programme
in Maputo City

Levels of competence: Each thematic module consists of 14 units (or levels of competence), through which literacy and numeracy levels are developed. Each level deals with a specific theme that has been specially adapted for the target group, e.g. “Food and nutrition”, “Health” or “Marketing of agricultural products”.

Short duration of the programme: The Integrated Programme can be completed in around 360 hours over approximately 15 months, depending on the weekly timetable agreed by the participants. This is significantly shorter than the three years of the national literacy programme. This is made possible by the specially-adapted curriculum, which is more streamlined than most literacy curricula.

Flexible calendars and timetables: The participants determine the monthly and weekly timetables and calendars, as well as deciding on the language to be used. They do this as part of a participatory approach inspired by a mix of the best practices from formal literacy programmes, combined with elements of non-formal programmes such as REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques).

Streamlined learning levels: The programme allows for easy integration of learners of various levels, which reduces the challenge that facilitators face in teaching mixed-level classes that also cause large numbers of learners to drop out. This is achieved through initial evaluations of all learners, after which they are assigned to classes of the appropriate level.

Next steps

DVW International has been piloting the approach since 2014. About 2,000 participants in the provinces of Maputo and Sofala have benefited from the Integrated Programme so far. The programme has now been evaluated and further improved based on the recommendations made. Due to the success of the approach and the low dropout rates of around 5 percent, the Mozambican Ministry of Education and Human Development has expressed an interest in adopting the Integrated Programme and replicating it nationwide in cooperation with DVW International. The approach will also be replicated by DVW International in Malawi from 2018 onwards in partnership with the Government and partners there. ●

How adult education can contribute to de-radicalisation in the Middle East

The Middle East is one of the most unstable regions in the world – war, terror and unresolved conflicts define everyday life in many countries. DVV International analysed in a transnational pilot project in 2017 how adult education can contribute to de-radicalisation and peace building.

In addition to wars and conflicts, poverty, the unequal distribution of wealth, human rights violations and a lack of economic prospects make the situation in the Middle East even more difficult. Young people especially are easily caught in the clutches of radical groups that seem to offer simple solutions.

Pilot projects in five countries

How can adult education counteract the radicalisation of young people and promote peace in the region? To conscientiously address these issues, DVV International brought together researchers and academics, as well as media and civil society representatives from Jordan, Palestine, Lebanon, Egypt and Morocco.

Together, they initially discussed adult education and its various methods and concepts for making a potential contribution to de-radicalisation. In conjunction, the participants developed concrete ideas for small pilot projects in order to test individual methods and approaches in practice. Six of these ideas were selected and implemented in the participating countries. Key topics included civic engagement, the acceptance of others, peacekeeping, debate on controversial issues and the inclusion of marginalised people.

Addressing controversial debates in social media

In Jordan, satirist Ahmad Zoubi and his Sawaleif organisation produced a short animated film and caricatures that critically address issues such as tolerance, diversity, gender roles and equal opportunities.

“The fruits of love” – the caricatures of the Jordanian satirist Ahmad Zoubi sparked controversial debates.

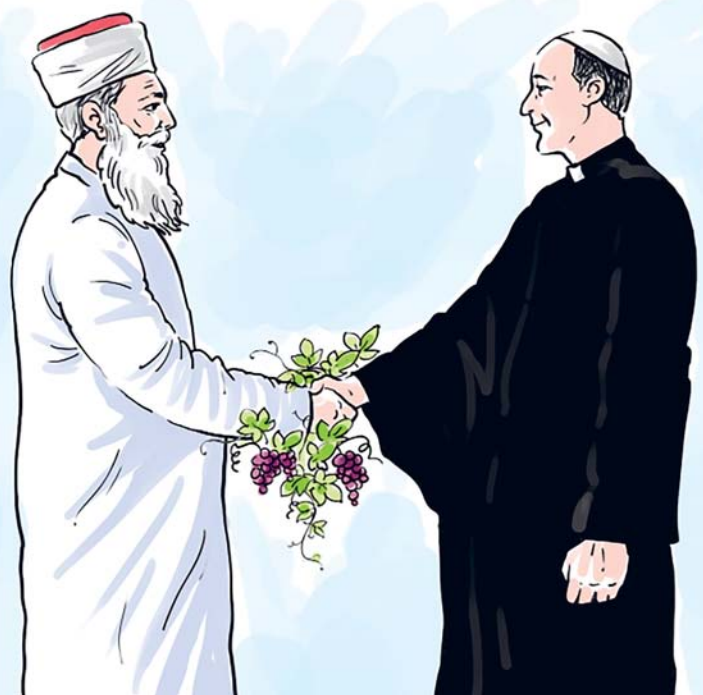
When disseminated via social media, Sawaleif sparked a heated and controversial debate among the organisation’s 660,000 Facebook followers. It became clear that it is possible to reach young adults through social media, even with difficult topics. Adult education can and must however help users orientate themselves on social media for example by distinguishing factual arguments from allegations or false claims.

Reflecting on one’s own life situation in role-playing

Another example is provided by the Moroccan organisation REMADAV, which offered a workshop for young people aged 15 to 20 who live on the street. The young people were given the opportunity to talk about their life situations through role-playing, which allowed them to analyse their own situations as well as to present aspects such as abuse, violence and drug use. The young people themselves stated that their disadvantaged situations often caused them to be approached and courted by terrorist groups including ISIS. The workshop taught them to recognise these links and develop action strategies.

The project participants from the five countries then met once again in order to present and analyse the results. DVV International will now develop concepts for additional projects based on these results. ●

عناقيد المحبة



Discover the systemic world – training for teachers in Ecuador

As part of the German Adult Education Association, DVV International regularly uses the expertise of colleagues from German adult education centres (Volkshochschulen – VHS) for its international work. Jürgen Will, Managing Director of VHS Pforzheim-Enzkreis, for example, traveled to Ecuador in 2017 to give advanced training in systemic teaching and learning to directors of schools and further education institutions.



Jürgen Will

Mr Will, what exactly was the training in Ecuador about?

Jürgen Will: The systemic approach assumes that each person has his or her own personal perception of the “world” and therefore, when people meet, different realities always come together. During the training, we analysed which systemic factors play a role in teaching, peer counselling, conflict management or team development. These factors include the relationships between the actors as well as the different contexts (family, professional, personal) in which they live and interact and which can overlap.

Among other things, we dealt with solution-orientated discussion and appreciative communication. The participants were provided with tools to reflect critically on their own value systems and pedagogical attitudes, and to recognise both themselves as teachers and their learners in their very own “being”. A central theme was also the effect of body language as a supplement to purely verbal language.

How did you proceed in methodical terms?

Jürgen Will: In addition to a theoretical introduction to the respective methods, such as visualisation techniques or solution-orientated discussion, we implemented a number of practical exercises in small groups. The results of these exercises were subsequently discussed. The individual methods were also analysed and assigned to different contexts.

I would like to explain this approach with an example: During the group exercises, we dealt among other things with “onerous sentences” from the past which continue to affect the present day and thus also influence the participants’ behavioural patterns. On the one hand, the participants learned about the complexity of verbal, non-verbal and context-overlapping communication through practical exercises. On the other hand, they experienced during the exercise how powerful their own resources are as part of the communicative process and how these influence their own behaviour. When people consciously activate their personal “sources of power” – often dormant in the subconscious mind – such as courage, self-confidence and freedom, these can help find solutions in various contexts.

What impulses did this training convey?

Jürgen Will: In my estimation, and after the final feedback from the seminar participants, these are above all important impulses in terms of how they actually carry out their own work. With systemic knowledge as the background, for example, they can realign the content of teacher training courses. At the same time, they can make use of insights from solution-focused discussions, including: genuinely actively listening, remaining free from interpretation, and asking questions which are appreciative – be it in conversations with colleagues, in educational counselling talks or in communication with learners. ●

Demanding education for all – civil society involvement in Cambodia's provinces



Women attending training for civil society organisations in Kratie Province

Despite reforms in the Cambodian education sector, many people in rural areas still lack access to education. DVV International is therefore enhancing civil society structures jointly with the umbrella organisation of Cambodian educational NGOs in order to monitor and demand the implementation of the reforms.

Cambodia is a poor country in comparison to others in Southeast Asia. The tourism sector is however growing and foreign investments, especially from China, are on the increase. But only a minority benefit from economic development, and the country suffers from widespread corruption.

Education is one key to breaking out of the poverty spiral. Yet it is not put to adequate use in this Southeast Asian country. At first glance, much in the Cambodian education sector is on the right path: After a series of reforms, there is currently a strategic development plan and regulations derived from it concerning how education should reach people not only in urban centres, but indeed in all parts of the country. But the situation on the ground often looks different. Many Cambodians in remote regions still lack the opportunity to attend school, especially if they do

not speak Khmer, the country's official language. Non-formal education, which could close this gap, is currently somewhat thin on the ground.

[Strengthening civil society control mechanisms locally and regionally](#)

In order to meet the challenge and counteract poorly implemented, albeit well-intentioned, national education strategies in the provinces, DVV International and the Cambodian umbrella organisation NEP (NGO Education Partnership) have developed a project that has been funded by the European Union to the tune of more than 700,000 € since January 2016. NEP has a total membership of 130 affiliated organisations from all over the country. In terms of education, it is an important civil society voice in government circles, especially in liaison with the Ministry of Education.

The project is entitled: Tackling the Implementation Gap in Education Sector Reform; Mobilising Civil Society, and it aims to build civil society capacity at local and regional levels, as well as strengthen control mechanisms. Through training, guidance and networking, civil society organisations



“We now have a deeper understanding of the impact of our education programmes on local communities. We will use these findings in our dialogue with government agencies as well in order to convince them of the effectiveness of our approach.”

Long Khet, Director of the Youth for Peace organisation, which is committed to reconciliation work, especially in the context of the brutal crimes perpetrated by the Khmer Rouge.

will be made able to monitor the extent to which national education legislation has reached the provinces, to identify where gaps exist and to demand that these gaps be closed where needed. In addition, the national network of civil society organisations should be strengthened so that information from the provinces actually makes it to the national level, in particular to the Ministry of Education.

The project is receiving immense approval from the burgeoning Cambodian civil society. The opportunities to contribute towards improving education, including at local level, are being well received. Numerous representatives of civil society organisations have been trained in how they themselves can investigate and document where corrections are necessary at local level, and how they can lobby directly for better education on the ground. Education working groups at provincial level are an essential instrument for communicating the interests of civil society. They compile the needs for education and attempt to communicate them to state structures.

In order to make the work of civil society organisations more effective, civil society partners can receive grants for their own initiatives in order to carry out their own research or try to publicise their issues and interests under the project, which will run until the end of 2018. One example is provided by the Youth for Peace (YfP) organisation, which is also a cooperation partner of DVV International. YfP runs peace education centres at various memorial sites. As part

of the project, the organisation is now exploring the impact of the centres for peace education on coming to terms with the past and how reconciliation strategies can conceivably be developed more effectively.

Demanding solutions at national level

The project is also managing to make its voice heard among policy-makers at national level through the development and public presentation of position papers. For example, at the 6th National Forum on Inclusive Education, organised by NEP in partnership with civil society partners, a study was presented on how children with disabilities can be better reached through education. It met with great interest and can serve in the future as a basis for developing state strategies.

Through an external mid-term evaluation of the project by the European Union, in particular its relevance for disadvantaged groups in rural areas was highlighted. With a number of good suggestions from the interim evaluation, NEP and DVV International are now approaching the final phase of the project. It is taking place in a period when civic engagement is coming under increasing pressure, the reason being the forthcoming parliamentary elections scheduled for late July 2018. Hope remains, however, that the numerous partners of the civil society project will be able to continue their engagement so that urgent challenges can then be addressed in cooperation with government structures at national and local levels. ●

DVV International opens a country office in Cambodia

DVV International has been supporting partner organisations in Cambodia since 2009. On 7 February 2017, the Institute officially opened a country office in the capital Phnom Penh. With its new office, DVV International is bolstering its work in Cambodia, which focuses on basic education, reconciliation, environmental education and political dialogue.

Lifelong learning in focus – Central Asian delegation on a study trip to South Korea

South Korea is well known not only for its successful school system, the country is also a pioneer in implementing the concept of lifelong learning as a foundation for the whole education system. In the autumn of 2017, DWV International invited a delegation from Central Asia to participate in a study trip to South Korea. Political decision-makers and practitioners from Kyrgyzstan, Tajikistan and Uzbekistan were thus able to form a picture of how a legal framework for lifelong learning can be created and how the system is organised and funded in South Korea. Evgenija Strokowa, an MP from Kyrgyzstan, talks about her impressions during the trip.

Ms Strokowa, why did you go on the study trip?

Evgenija Strokowa: As a member of the Kyrgyz Parliament, I deal with education issues, among other things. I am convinced that lifelong learning forms the foundation for a good life. I went on the study trip because I wanted to know more about how lifelong learning has been structurally and legislatively integrated into the education system in South Korea.

What have you taken away from the trip?

Evgenija Strokowa: I was particularly impressed by the great variety of learning venues and by the partnerships between highly-diverse actors – civil society, state and private – in the field of education. I also found the comprehensive legal framework and the generous financial support for lifelong learning from public authorities remarkable.

What do you see as the greatest challenge for adult education in your country?

Evgenija Strokowa: Demographic change has led to an increase in the number of older people in Kyrgyzstan who are either already retired or who, if not yet retired, can no longer find employment because of their age. These people are no longer available to the labour market, which



Evgenija Strokowa

weakens our economy, while at the same time it is also often frustrating for the people themselves if they can no longer pursue their professions and likewise have no other opportunity to become involved and attain a sense of accomplishment. This impacts on their state of health, and many develop feelings of inferiority because they have the impression that society no longer needs them.

It is very important to bring these people back into active professional and social life. Adult education can give them the opportunity to meet like-minded people, create new perspectives and actively take their lives back into their own hands.

I am part of a working group that is currently developing a new national education law. I will commit myself to ensuring that adult education and lifelong learning receive the attention and consideration that is their due. ●

Adult education improves food security in Mali and Guinea

The majority of the population in Mali and Guinea live in rural settings, mostly from small-scale farming. But repeatedly there are bottlenecks in the food supply. Adult education can help to sustainably increase agricultural productivity.

The population of Mali and Guinea grows by about three percent every year. Global climate change as well as regional microclimate changes due to deforestation and erosion further aggravate the situation, given the need to increase the supply of food to cater for the feeding of more and more people. On top of that, the local population's level of education is poor: 80 percent of women and 60 percent of men can neither read nor write, and they lack opportunities to hone their farming skills.

Combining literacy with farming know-how

Since 2015, DVV International has participated in the special initiative "One World – No Hunger" of the German Federal Ministry for Economic Cooperation and Development (BMZ). In the "Green Innovation Centres" programme, which includes 14 countries and is implemented by the German Agency for International Cooperation (GIZ), DVV International offers courses for smallholders in Mali. The courses combine literacy with imparting practical farming know-how. Among other things, the participants learn about new cultivation techniques and how they can establish cooperatives, take out small loans or open up new marketing channels. This enables them to improve their income and living conditions and counteract food shortages. Many small farms were able to more than triple their yields after completing the course.

Creating permanent local structures for lifelong learning

In order to secure the long-term success of the programme, however, local structures must be created that are accessible to all and provide demand-orientated, high-quality knowledge as well as practical skills. DVV International is therefore endeavouring, in a second stage, to set up a total of five municipal learning centres in Mali. In doing so, the Institute can build on the experience of its cross-border project entitled VITAL – Villages d'apprentissage tout au



Participant in a course on increasing agricultural productivity in Guinea

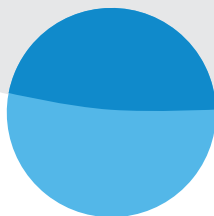
long de la vie (lifelong learning villages), which was also carried out within the programme "One World – No Hunger", and in which three local learning centres have already been created in Mali and Guinea.

In order for the centres in Mali and Guinea to be successful in the long term, support must always be forthcoming from the local population and local authorities. While the local population has been actively involved in the construction of the centres, the Mayor of Sabadou in Upper Guinea, has for example pledged to earmark one percent of the municipal budget to the learning centre every year. The Mayor of Dialloubé in central Mali also emphasised that, even after the project has ended, he will do his utmost to ensure that the newly-built municipal education centre, as a place for lifelong learning, will continue to be available for the young people, women and men in the catchment area of his community. This is to be primarily achieved with a regular contribution from the local treasury. ●



Expertise and advocacy for adult education

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



CONFINTEA VI Mid-term Review – assessment of adult education worldwide

UNESCO has organised CONFINTEA¹, the global conference for the adult education sector, every twelve years since 1949. Representatives from a total of 95 countries met in South Korea in 2017 to discuss the state of the sector.

144 UN member states adopted the “Belém Framework for Action” at CONFINTEA VI in Bélem, Brazil, in 2009. The action plan describes policy guidelines and recommendations for action in the field of adult education. The CONFINTEA Mid-Term Review was held in Suwon, South Korea, from 25 to 27 October 2017. More than 400 government representatives, experts and practitioners from 95 countries came together to evaluate the implementation of this framework for action and to discuss the state of the adult education sector.

Global progress and challenges for the sector

On the one hand, there was appreciation of the achievements of the past years. These particularly include the establishment of a regular report on adult education – the Global Report on Adult Learning and Education (GRALE) – and the anchoring of lifelong learning as a guiding concept in shaping the entire education sector in the global Sustainable Development Goals.

This being said, major shortcomings were also pointed out. There appears to be an especial lack of basic understanding as to the importance of the adult education sector in many countries, but also in some important development agencies. This leads to a squeeze on funding. Other points of criticism are the lack of cooperation between the ministries involved and development agencies, as well as a paucity of data collection, which in many cases makes an objective examination of the condition and needs of the sector almost impossible. Additionally, the final declaration calls for a greater understanding of a needs-orientated approach to adult education focused more on the wishes of the target groups, and less on rigid education planning, which is orientated more towards administrative requirements. Civil society representatives in particular deplored the shrinking space available to civil society actors in many countries around the world.

¹ “Conférence Internationale sur l’Éducation des Adultes”



Attendees at the Civil Society Forum held on the day before the conference

Many DVV International offices and partner institutions supported their respective governments in the run-up to the conference in the preparation of national and regional reports, as well as in mobilising delegates. Furthermore, representatives of the Institute served on various panels and on the editorial committee for the final declaration. The Institute also organised a subsidiary event for adult education centres worldwide.

DVV International will continue to closely follow and support the CONFINTEA process in the years to come. ●

Workshop: Branding Adult Education

Subsequent to the CONFINTEA VI Mid-Term Review, a workshop was held on “Branding Adult Education” at the initiative of DVV International and of the UNESCO Institute for Lifelong Learning (UIL). The workshop served as a prelude to an international consultation process between representatives of national networks, associations and the academic and research-orientated sector. The goal is to create a global brand for adult education in order to heighten the visibility of adult education worldwide.

Adult education centres – a key factor for sustainable development



Attendees evaluate and comment on the key messages of the conference



Computer course at an adult education centre in Koda, Georgia

Participants from 36 nations discussed the role and impact of adult education centres worldwide during the 5th International Adult Education and Development Conference.

Volkshochschule, Université Populaire, Community Learning Centre or Kominkan – adult education centres go by many names worldwide. For all their diversity in names, however, they have one thing in common: They offer inclusive, flexible and needs-orientated courses locally for lifelong learning. Reason enough for DVV International to place adult education centres at the heart of the 5th International Adult Education and Development Conference (AEDC), which took place in the Georgian capital Tbilisi on 11 and 12 October 2017. An international audience of experts made up of practitioners, researchers and policy-makers was invited to discuss the role, functions, structures and effects of adult education centres.

Under the motto of “Adult Education Centres as a Key to Development – Responsibilities, Structures and Benefits”, the more than 120 participants addressed the following questions: How can adult education centres effectively address societal challenges? How can access to education be ensured, especially for disadvantaged target groups? What social actors and structures are needed to ensure that the work that is carried out will be sustainable?

Education as a public responsibility

Special attention was paid to the overarching question of public responsibility for education. The participants unanimously criticised the very meagre public financing of adult education and adult education centres. Even today, only about one percent of the world’s education budgets goes into adult education. Conversely, public responsibility does not mean that the state should take over funding and responsibility. In fact, the state should act in a guiding capacity and enable everyone to engage in lifelong learning. “We should aim to achieve as broad funding as possible, coming from a variety of sources,” said Katarina Popovic, Secretary General of the International Council for Adult Education ICAE. “The job of the state is to make sure that citizens are able to realise their human right to lifelong learning, and that adult education is accessible to and affordable for all.”

Georgian adult education as an example

Tbilisi was not chosen as conference venue by chance. DVV International has set up ten adult education centres in Georgia since 2006, in cooperation with local partners and municipalities. In order to link the substantive debates with the realities on the ground, a visit to an adult education centre in Koda, near Tbilisi, was therefore on the agenda.



“Many young Georgians prefer to go to universities. The development of infrastructure, tourism, production and exports however means that vocational jobs are being created en masse, while academic jobs are scarce. What we need therefore is to take higher education graduates and try to move them to vocational, technical jobs. Adult education centres can retrain people to give them the skills that employers need.”

Aleksandre Jejelava,
former Georgian Deputy Prime Minister,
Minister of Education and Science



“Our adult education centre is very important because it adopts an integrated, local approach. The centre first helps internally-displaced persons integrate into the local community, and then helps them generate income while also providing psycho-social support.”

Madona Okropiridze,
director of Koda Adult Education Centre,
who came to Koda as an internally-
displaced person herself

Founded in a settlement of internally-displaced persons, today around 5,000 participants attend language and computer courses, professional development courses, healthy lifestyle courses and the numerous cultural activities provided by the adult education centre in Koda. New, and unique in this form, are courses on “financial literacy”, where families are advised on how to plan tight family budgets and identify what, for example, they have to look out for when taking out loans. The centre also provides psychological care, aimed especially at the approximately 2,000 internally-displaced persons living in Koda. During the visit, the conference attendees had the opportunity to meet and talk with learners, course leaders as well as with the head of the centre.

Key messages on adult education

The findings of the conference were ultimately crystallised in the formulation of a total of 27 key messages. These were developed through the involvement of DVV International’s global network and reviewed and clarified throughout the conference. Along the three thematic blocks of the conference entitled “Public Responsibility in Youth and Adult Education”, “AEC/CLC as Important Structures” and “Benefits and Wider Impact of AEC/CLC”, the key messages shed light on the status, provision of services and impact of

adult education centres. They emphasise their strengths, but also identify challenges and make recommendations.

The key messages will be presented in the follow-up to the conference to decision-makers, professionals, stakeholders and funders for discussion and follow-up. They should also provide guidance and assistance, as well as promoting advocacy for adult education centres. “We would like thus to push forward our vision of a learning society with sustainable adult education structures,” said Christoph Jost, Director of DVV International, at the conclusion of the conference. ●

Accompanying the conference, a collection of articles on the subject was published in the series entitled International Perspectives in Adult Education. It can be requested free of charge via info@dvv-international.de, and is available online at www.dvv-international.de.

Further information and a conference documentation with the key messages can be found at:
<https://www.dvv-international.de/aedc/>

WEB

Curriculum globALE – a contribution to the professionalisation of educators worldwide

Is it possible to allow for different framework conditions, contexts and learning expectations while at the same time offering globally-uniform criteria for adult educators? The intercultural Curriculum globALE shows that it can indeed be done.

Teaching adults requires specific knowledge, skills and competencies. In order to support the professionalisation of adult educators worldwide, the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE), and DVV International, have jointly developed the Curriculum globALE. This intercultural framework curriculum outlines the skills required for successful course guidance, and provides advice for hands-on instruction.

The Curriculum globALE currently includes an optional introductory module, five core modules and two elective modules. It has been put into practice in a number of DVV International partner countries since 2013, and has been localised as required. The successes in Laos and Tajikistan in 2017 are examples of how adaptation can be accomplished in practice.

Rapid dissemination of the curriculum by master trainers in Laos

In Laos, “master trainers” from non-formal educational institutions were trained in the application of the Curriculum globALE. The newly-trained adult educators were then able to put what they had learned into practice: In multiple teams, they trained colleagues throughout the country in the methods and didactics of adult education. This enabled the framework curriculum to be widely and rapidly distributed. The master trainers were closely supervised by DVV International’s country office in Laos, which was then able to react to potential requests at short notice if necessary. In addition, a handbook was developed that not only serves trainers, but can also be used as a manual by Lao-tian institutions, for example, in the academic field in order to develop adult learning and lifelong learning content.



“We keep together” – participants of a Curriculum globALE training course in Laos

Successful adaptation of the curriculum to national needs in Tajikistan

The Curriculum globALE was successfully adapted to the national context in Tajikistan and translated into Tajik. The adapted curriculum was subsequently officially recognised by the Ministry of Education and Science, and can be used in the future to train adult educators throughout the country. The curriculum has been tested in a pilot phase since the end of 2017 in cooperation with the Tajik In-service Training Institute for Teachers of Higher Educational Institutions (TITHEI). For this purpose, selected professionals from vocational education and training (VET) institutions, universities, ministries and local organisations will be familiarised with the content and application of the Curriculum globALE. Once the pilot phase has been completed, the curriculum will be permanently included in the activities of the partner TITHEI. ●

WEB

More information about Curriculum globALE is available on DVV International’s website in a total of ten languages:
www.dvv-international.de/materialien/curriculum-globale/

Building bridges between theory and practice – publications by DVV International

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

Adult Education and Development – an international professional journal

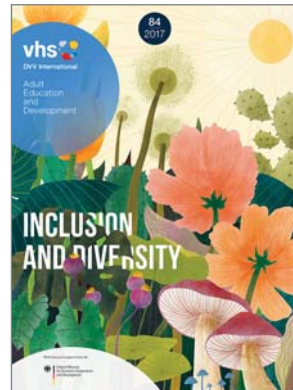
With the periodical Adult Education and Development (AED), established in 1973, DVV International has the most significant specialist publication on adult education and development in the world today. This specialist periodical, with its strong practical applicability, is aimed primarily at adult educators and political decision-makers in the global South. Each issue is planned by a ten-member international editorial board in order to bring together perspectives from its worldwide readership and to guarantee the relevance of its content.

Adult Education and Development is published once a year in English, French and Spanish. The print version is distributed free of charge to more than 6,000 adult education centres, libraries, universities, ministries and civil society organisations in over 160 countries.

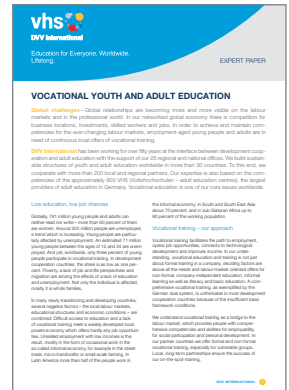
In cooperation with the International Council for Adult Education (ICAE), an accompanying online seminar for each edition is offered by DVV International. Furthermore webinars with selected authors have been conducted since 2017.

Publication series International Perspectives in Adult Education

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



Adult Education and Development, No. 84/2017



Expert paper on vocational youth and adult education, 2017

Expert and Position papers

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

Global learning information material

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

WEB

All publications and materials can be requested as a print version free of charge from **info@dvv-international.de**. Online versions are also available for download at **www.dvv-international.de/materials**. The digital version of the journal can be found at **https://www.dvv-international.de/adult-education-and-development/**

European research project on active participatory citizenship

Many young adults in Europe are at risk of social exclusion. DVV International and eight research partners are currently analysing how adult education programmes can empower them and promote active participatory citizenship.

Difficult life situations – like dropping out of school or being unemployed for example – are putting young adults at risk of being excluded from economic, cultural and political participation.¹ Adult education has the potential to empower and support them, but often fails to reach them or to meet the educational needs of this target group. The European research project entitled “Adult Education as a Means to Active Participatory Citizenship (EduMAP)” aims to identify which adult education practices and policies are needed in order to help young adults participate in society actively. The project involves nine partners – among them DVV International – from Finland, Estonia, Hungary, the United Kingdom, Germany, Greece and Turkey. It is funded under the European Union’s Horizon 2020 Research and Innovation Programme, and runs from 2016 until 2019.

Active participatory citizenship – a three-dimensional perspective

The research looks at education programmes addressing, for example, so called NEETs (“Not in Education, Employment or Training”), as well as migrants and refugees, Roma and other ethnic minorities, the long-term unemployed, school dropouts, the homeless and prison inmates. Adult education is conceived as a possible means to contribute in different ways towards building resilience among individuals and communities at risk.

The research approach is based on the concept of “active participatory citizenship”, which includes three dimensions:

- the political-legal dimension, incorporating civic and political participation, standing for election to committees and similar boards, being actively involved in neighbourhood activities, or leading community-based projects;
- the cultural dimension, incorporating the development of social skills and/or social capital, for example by being active in networks and cultural activities; and
- the economic dimension, relating to the development of employability skills and access to social benefits, focussing on job-related support.

Identifying examples of good practices

The research is divided into three main components. The first of these seeks to identify examples of good practices. In a first step, an inventory of existing policies and practices in adult education has been compiled, focusing on youth economic and political empowerment in the Member States of the European Union. After that, researchers moved into the field to identify and access educational initiatives and practices that have proved to be successful in including vulnerable young adults in active participation. For this purpose, semi-structured interviews were conducted in 19 countries. The interviewees included



Flyer on the EduMAP project

¹ In order to avoid the perpetuation of stigmas and labels, the project does not use the term “vulnerability” as a predefined category. Instead, vulnerability is defined in its implications, as a status of being at significant risk of restriction and exclusion in terms of one’s choices and capabilities.



The project team during a meeting in Thessaloniki

different stakeholders, such as staff in educational institutions and policy-makers involved in the design and implementation of adult education frameworks, practitioners working in education programmes for young adults, and participants in the age group 16–30.

A first analysis of the results showed that programmes which proved to be successful are primarily holistic with an individual-centred educational approach. Besides the training programme, they offer for example financial support, psychological counselling and career coaching. This helps young adults in their personal development, and enables them to become more active and self-confident. The commitment of practitioners as well as strong institutional networks are also valuable factors.

Making it possible to bring across the activities effectively

But having successful adult education practices alone is not enough. They also have to reach their target groups. The project therefore also analyses how adult education programmes and practices are communicated to effectively reach vulnerable young adults. By studying the communication practices of specific target groups, information flows and communication channels were analysed with the aim of identifying common patterns. The result will help stakeholders to adapt their means of communication and their communication channels to better reach their target groups.

A new intelligent information system for adult education stakeholders

The third component of the project focuses on the information needed by policy-makers, education authorities and educators to increase their ability to design or shape adult education policies and programmes that respond to the needs of vulnerable young adults. Available statistics are therefore combined with the research findings to feed a prototype of an “Intelligent Decision Support System” (IDSS). ●

List of consortium partners

- University of Tampere, Finland – Coordinator
- Foredata LLC., Finland
- University of Tallin, Estonia
- University of Szeged, Hungary
- University College London, United Kingdom
- Loughborough University, United Kingdom
- DVV International, Germany
- The Aristotle University of Thessaloniki, Greece
- Social Sciences University of Ankara, Turkey



Results and activities are accessible through the project’s website:
www.uta.fi/edumap

Global learning in German adult education centres

DVW International has supported development policy education at German adult education centres (Volkshochschulen–VHS) since the 1970s. One focus in 2017 was on the United Nations’ Sustainable Development Goals.

As part of the project entitled “Global Learning in the adult education centre”, centres can apply to DVW International for project funding to hold events on related issues. Target groups are schoolchildren, multipliers and adults of all ages. To this end DVW International not only supports the adult education centres financially, but also through individual counselling and by providing study materials and publications.

Recognising global connections and communicating knowledge for local action

Global learning proceeds by way of an interdisciplinary approach with the aim of enabling people to find their path through the globalised world and act responsibly. The topics range from the global flow of goods and climate change through to migration and causes of flight. On the one hand, offers of global learning allow us to focus on the global contexts, be they social, ecological or economic, in our everyday lives. On the other hand, they convey knowledge for local action. No one should leave the events with a bad conscience, but with ideas as to how they themselves can contribute to increasing global justice.

A total of 106 events attended by 2,582 people were supported through the project in 2017. One implicit focus was on the 2030 Agenda, which was adopted by the United Nations in 2015 with the overarching goal of ending global poverty by 2030, creating prosperity for all, while at the same time protecting the planet. To achieve this aspiration, the 2030 Agenda encompasses a total of 17 Sustainable Development Goals. For example, with a view to Sustainable Development Goal 3: “Ensure healthy lives and promote well-being for all at all ages”, KVHS Vorpommern-Rügen organised the series entitled “Health – a human right?! Glimpses into different cultures”. The VHS Cologne offered a consumer-critical cycle tour “doing good during daily consumption”, in which there were discussions about production chains and the lack of transparency in the production of individual products.



Workshop entitled “VHS global and fair” in Bonn

New workshop format “VHS global and fair”

In order to support adult education centres in the conceptualisation of events on the Sustainable Development Goals, DVW International launched the workshop series “VHS global and fair” in cooperation with individual federal state adult education centre associations. The workshops are aimed at multipliers working in adult education centres and in potential cooperation partners. Together, participants explore how they can develop tailor-made thematic events to raise awareness of the Sustainable Development Goals while providing input into how one can contribute towards achieving these goals in daily life. Workshops were held in Bonn, Hannover and Frankfurt in 2017, and further events are planned.

The project is funded by ENGAGEMENT GLOBAL with financial support from the Federal Ministry for Economic Cooperation and Development. ●

More information about the project can be found at:
<https://www.dvw-international.de/vhs-kooperationen/globales-lernen/>

WEB

CCNGO – the voice of civil society on a global scale



Poster for the plenary of the CCNGO in May 2017

Civil society plays a key role in the implementation of the Sustainable Development Goals. DVV International is part of the network of civil society organisations known as CCNGO (Collective Consultation of NGOs), which brings the interests of disadvantaged groups into the political dialogue at global level.

Civil society organisations today are important partners in the implementation of the global Sustainable Development Goals. For example, under the Education 2030 Framework for Action: “Civil society organisations (CSOs) [...] play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalised and guaranteed.”

Strengthening disadvantaged groups and non-formal education

With CCNGO, a worldwide network of civil society organisations has been in place in the field of education since 1984 which enables a regular and institutionalised exchange with UNESCO in Paris. DVV International is one of the more than 300 national, regional and international organisations that belong to the network today.

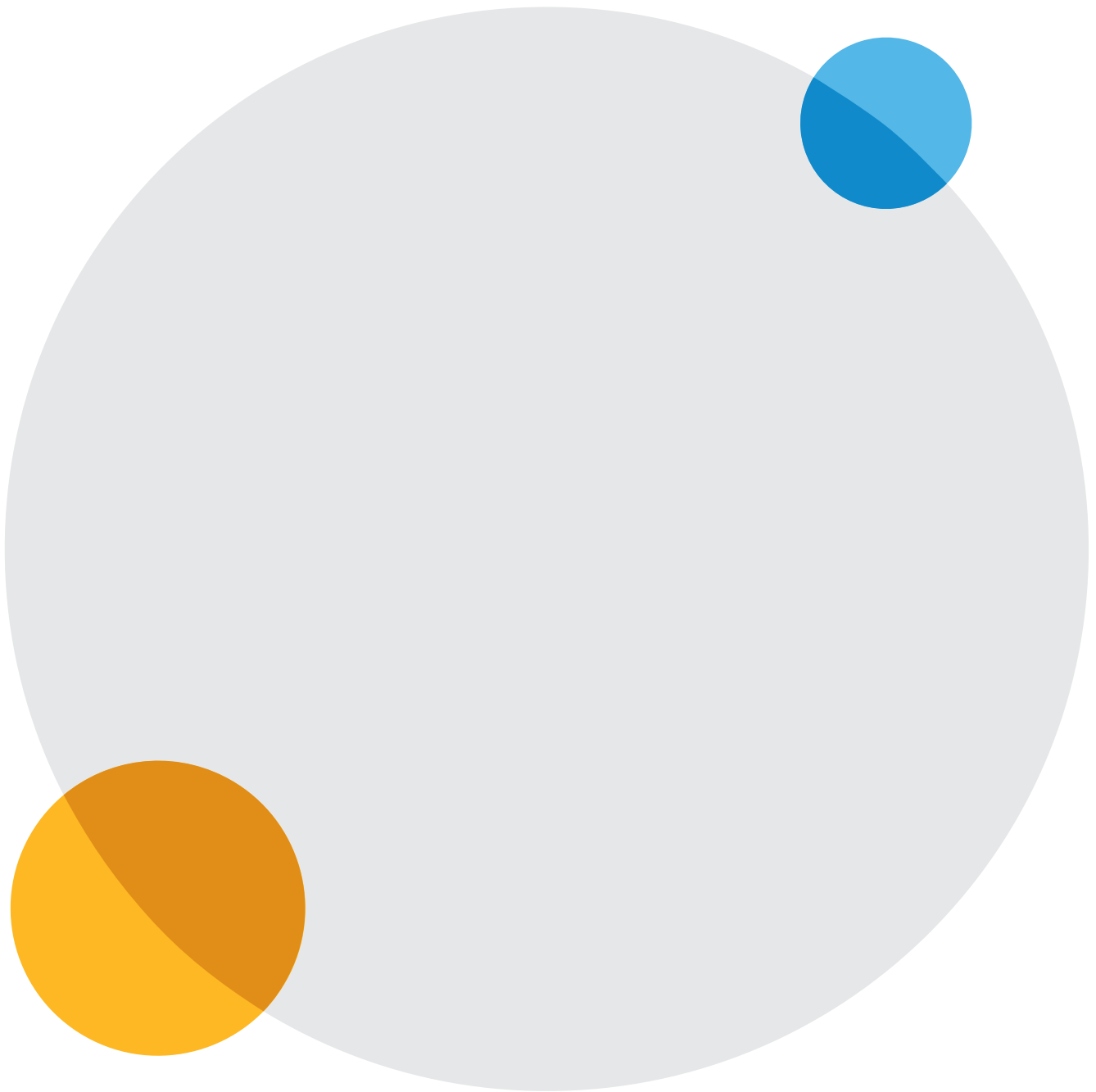
The CCNGO compiles opinions, contributions and constructive criticism from civil society towards the implementation of the 2030 Agenda and the Sustainable

Development Goals. This also includes strengthening the importance of non-formal youth and adult education in the context of lifelong learning. CCNGO emphasises the human right to education, which must be understood as a public good. It argues that educational measures in civil society have a high priority in times of migration, increasing inequality, conflict and nationalist tendencies, especially when it comes to promoting sustainable development, preventing crises and combating poverty. The central demands of civil society are: inclusive and equitable education, as well as the provision of more resources for measures that benefit disadvantaged groups in particular.

DVV International is part of a new coordination group

A plenary session of the CCNGO takes place every two years, and was held most recently in Cambodia in May 2017. A new ten-member coordination group was elected at the session, and now also includes the Director of DVV International. The coordination group is in close contact with UNESCO through monthly telephone conferences, thus ensuring that the voices of civil society organisations are continually heard. Two members of the CCNGO coordination group attend regular meetings of the Education 2030 Steering Committee, in which 38 representatives from Ministries of Education and multilateral organisations gather to discuss progress in implementing the Education 2030 Agenda, as well as to advise and support global education processes and United Nations review procedures. ●

III. DVV International at a glance



Our profile

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e. V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education.

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

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

Strategic fields of action

In 2017, DVV International defined three fields of action for the strategic orientation of its work. These fields of action are closely interlinked – they are mutually dependent and mutually supportive:

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

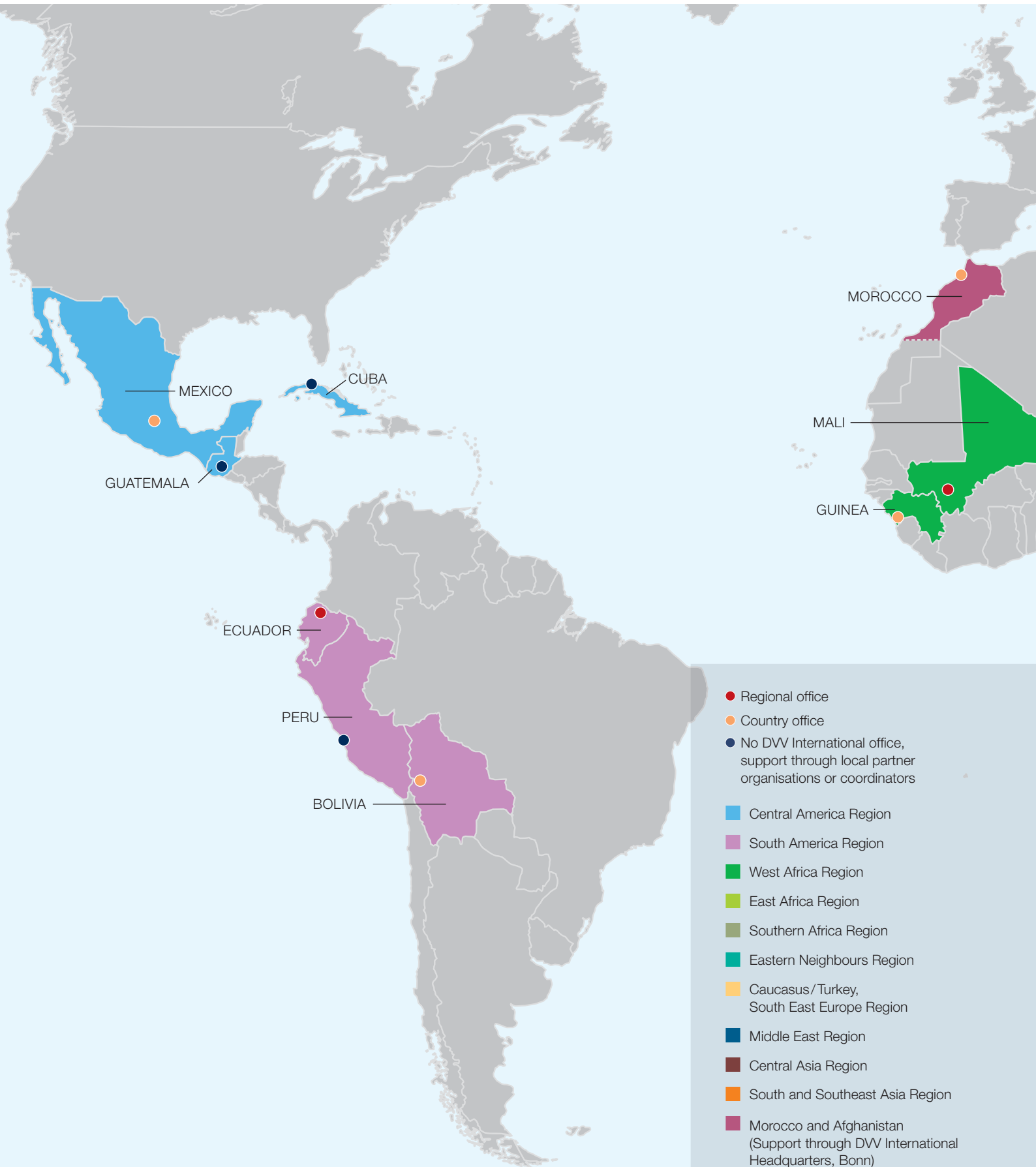
Providing expertise: As a specialist organisation, the Institute provides expert knowledge at the interface of adult education and development, whereby recourse to its knowledge acquired at home and abroad plays a central role.

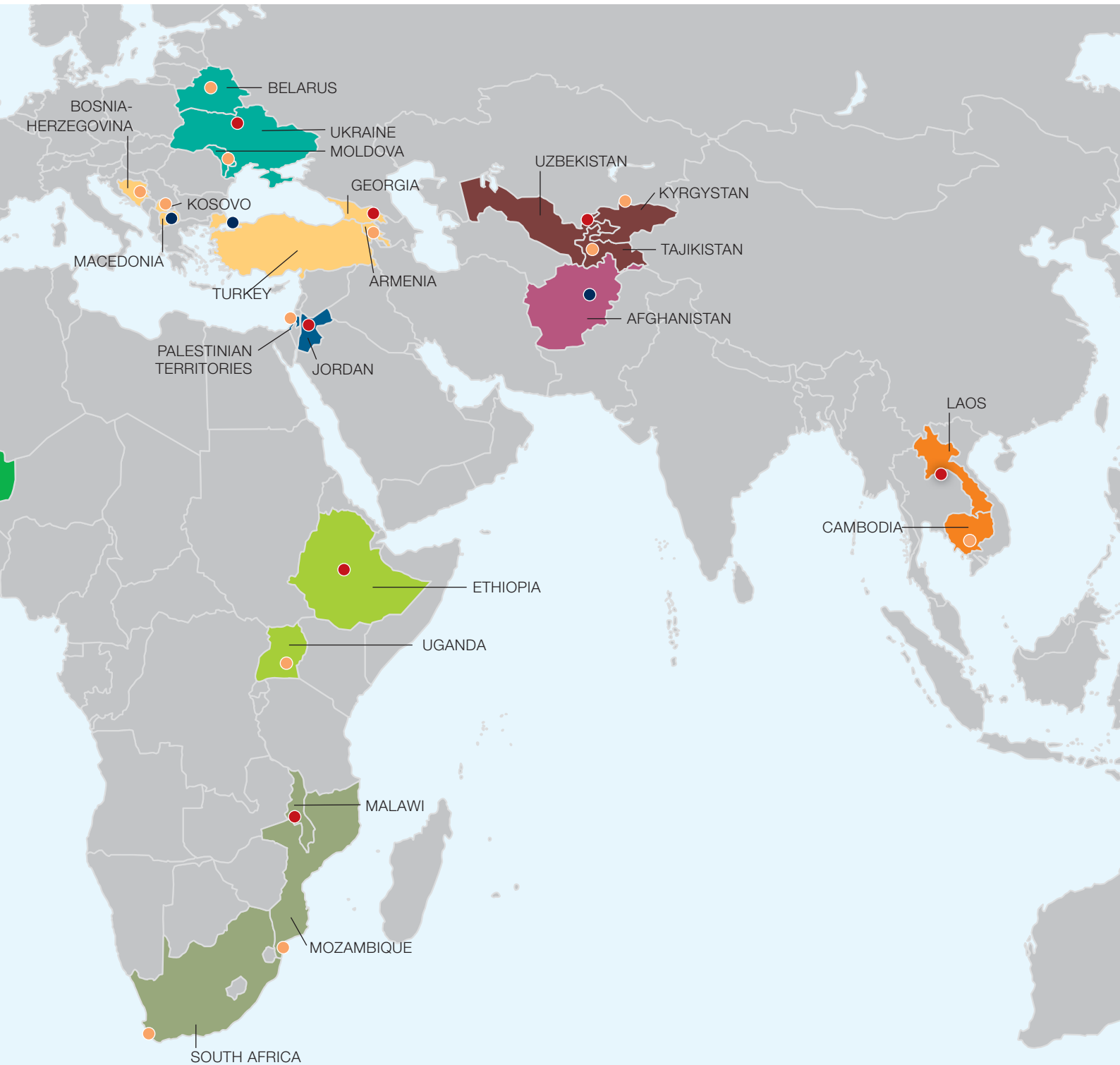
Improving the framework conditions for adult education worldwide: DVV International also makes targeted use of its expertise to improve the framework conditions for adult education worldwide.

The detailed version is available online at

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

Our partner countries





All projects in 2017

DVV International carried out projects in more than 30 countries in 2017. The Institute generally develops and implements these projects together with local civil society partner organisations, and in a close exchange with ministries and other governmental institutions. The table below contains an overview of all our projects both at home and abroad.

Country	Donor	Work priorities/Project contents
AFRICA		
Ethiopia	BMZ	Supporting the Federal Ministry of Education, regional and local Education Bureaux and Offices in the design and implementation of an integrated, cross-sectoral adult education system; this includes: development of adult education policies and guidelines, optimisation of adult education service delivery through the adjustment of structures, management and technical processes, capacity building for government representatives as well as trainers, piloting the establishment and development of community learning centres in selected model regions and districts; functional adult literacy, business skills training and access to start-up capital through village savings and loan schemes for female farmers and refugee women
Guinea	BMZ, GAC	Functional literacy; digital post-literacy activities; vocational training; income-generating activities; establishment of community learning centres; organisational development; improving the national adult education framework
Malawi	BMZ	National mapping of adult education, vocational and non-formal education
Mali	BMZ, GIZ	Functional literacy; digital post-literacy activities; vocational training; income-generating activities; establishment of community learning centres; organisational development; improving the national adult education framework; support for a regional adult education network; establishment and management of small and micro-enterprises; adult education as a tool for stabilisation in crisis contexts; food security; community development
Morocco	BMZ, GIZ	Support for municipal adult education centres; basic and further training of adult educators; functional literacy; establishment of a national association of adult education centres; promotion of a national literacy network; drafting material for language courses for migrants
Mozambique	BMZ	Support for women in rural areas; development and implementation of the integrated programme, a new literacy approach; inclusive adult education for people with disabilities; non-formal vocational education; advising the Ministry of Education within the framework of the national literacy strategy; encouraging a dialogue between government and civil society
South Africa	BMZ	Support for local community colleges; implementation of popular education programmes; strengthening the capacities of adult education professionals; dissemination of innovative non-formal learning and educational practices; strengthening civil society partners, and advocacy to improve the political conditions for adult education; support for policy development; youth education; women's empowerment
Uganda	BMZ	Supporting the Ministry of Gender, Labour and Social Development to implement the Uganda National Adult Literacy as well as Community Development Policies in an integrated manner; this includes: supporting the establishment of an integrated adult education system through the development of regulations and guidelines, optimisation of service delivery of adult education through the adjustment of structures, management and technical processes, capacity building for technical as well as system managers, piloting of the approach in selected model districts
ASIA		
Afghanistan	BMZ	Education at the transition point between school and university or work; offering education and training programmes in 23 adult education and community learning centres across the country; training of multipliers and adult educators and trainers; lobbying and networking; programme and strategy development in literacy; literacy programme for girls and women affected by war-related migration
Cambodia	BMZ, EU	Support for the national umbrella association of civil society educational organisations; literacy and basic education for ethnic minorities; establishing peace learning centres; support in the development of a statutory framework for non-formal education; strengthening civil society commitment

Country	Donor	Work priorities / Project contents
ASIA		
Jordan	BMZ, Telekom, GIZ	Policy support for adult education providers; capacity building for adult education providers; education activities to empower Syrian refugees and the Jordanian host communities; including skills for income generation; career counselling and support in the transition to the labour market and opening of business start-ups
Kirgizstan	BMZ, EU	Lobbying for the human right to lifelong learning; policy advice; organisational development of adult education centres and selected partner structures; educational activities for young adults to prevent conflicts and religious radicalisation; educational work in the prison system; promotion of non-formal training activities in rural areas; vocational training and income-generating activities
Laos	BMZ, Sternsinger, LuxDev	Establishment of and support for community learning centres; outreach vocational training for people in remote areas of the country; capacity building for staff in non-formal education; cooperation with the Ministry of Education to develop and refine the statutory foundations for non-formal education, opening local training centres for activities with children and juveniles
Palestine	BMZ, GIZ	Support for the implementation of the National Strategy for Adult Education; capacity building for adult education providers; education activities for the empowerment of disadvantaged target groups; short-term courses for young adults to find a job or start a business
Tajikistan	BMZ, EU	Improving the national framework for adult education and lifelong learning; organisational development of adult education providers and selected partner structures; educational activities for juveniles and young adults; training work in the prison system; educational and advisory work with former convicts; creation of non-formal educational activities in rural areas; vocational training and income-generating activities
Uzbekistan	BMZ, EU	Lobbying for the human right to lifelong learning; organisational development of selected partner structures, educational work and (re-)integration activities for people in difficult circumstances (people with tuberculosis or HIV, former convicts); creation of non-formal educational activities in rural areas; vocational training and promotion of key skills
Regional project	BMZ	Supporting the Asian adult education association ASPBAE in capacity building for non-governmental organisations in adult education and non-formal education, as well as in lobbying and advocacy for adult education and non-formal education
LATIN AMERICA		
Bolivia	BMZ	Establishment of employment-oriented training programmes at local adult education centres in cooperation with the Bolivian Ministry of Education; enhancing a civil society-based national adult education platform; support for the shaping of the national education information system to enable it to take account of and access indicators and information that are also relevant for adult education
Cuba	BMZ	Environmental and adult education; further training for instructors; political education
Ecuador	BMZ	Development of innovative educational activities for disadvantaged population groups (indigenous people, school drop-outs, women at risk); education for sustainable development; enhancing a national public educational provider by providing further staff training and innovative activity development; skill-building for staff in Ecuadorian prisons; developing a position vis-à-vis Latin American prospects for youth and adult education
Guatemala	BMZ	Lobbying for the human right to lifelong learning; educational work with migrants; solidarity-based; sustainable economics; food security and sovereignty
Mexico	BMZ	Lobbying for the human right to lifelong learning; educational work with migrants; solidarity-based, sustainable economics
Peru	BMZ	Enhancing networks of local adult educators; enhancing a national network of local leaders; enhancing local adult education centres; introducing a course of studies to train adult educators; innovative curriculum development and advising the Ministry of Education on the topic of fundamental training for juveniles and adults
Regional projects	BMZ	Support for the Latin American adult education association CEAAL in lobbying and advocacy for Educational Goal 4 of the Agenda 2030; along with the REPEM network, systematisation and evaluation of emancipatory educational work methods with women at risk of poverty

Country	Donor	Work priorities / Project contents
EUROPE		
Armenia	BMZ	Support for and establishment of adult education centres; promotion of an adult education association; reconciliation projects; vocational training; museum education; political education
Belarus	BMZ, EU, IBB Dortmund	Advocacy for adult education; capacity building for adult educators and adult education providers; education for empowerment and income generation; capacity building for civil society structures to enhance participation by marginalised groups; networking and advocacy; civic education; education for prison inmates and capacity building for education structures in prisons; support to develop the concept of learning cities and fostering creative economies
Bosnia and Herzegovina	BMZ	Empowerment of women; professionalisation of management staff in general and adult education; development of curricula for adult education; policy consultation and lobbying for legislation in adult education; strengthening adult education networks
Georgia	BMZ, EU, UNDP, AA	Vocational training, cultural education, financial literacy, history and civic education; strengthening the GAEN national adult education network; establishment and support of adult education centres across the country; lobbying for adult education and lifelong learning legislation at national level; popularising adult education and lifelong learning among the wider public; education for prison inmates; conflict resolution and trust building between Georgian and Abkhaz youth; education for internally-displaced persons
Kosovo	BMZ	Vocational training; support for eight vocational training centres across the country; strengthening adult education institutions; training adult educators; development of a system to recognise prior learning; supporting the accreditation of adult education institutions and the validation of their training programmes
Macedonia	BMZ, EU	Capacity building among teachers/trainers/staff in adult education; advocacy and awareness-raising for adult education and lifelong learning; supporting the national reform of the vocational education and training, adult education and lifelong learning systems; developing strategic policy documents; supporting the development and reform of public adult education providers
Moldova	BMZ, AA	Supporting the development of a national lifelong learning strategy; facilitation of networking and exchange of adult education providers; education for income generation and human rights
Turkey	BMZ, AA	Strengthening active citizenship; policy consultation; basic skills training for Syrian refugees; capacity building for Syrian non-governmental organisations; training of trainers working with refugees; vocational training; collective memory
Ukraine	BMZ, AA	Support to include adult education in national legislation; developing qualification standards for adult educators; capacity building for adult educators and adult education providers; courses for democracy promotion/participation and income generation; enhancing citizens' participation and political debates at local level; strengthening the capacity of civil society organisations and cultural institutions to enhance citizens' participation and local development
Regional project	AA	Capacity building of civil society organisations to conduct history competitions (multi-country project in Ukraine, Belarus, Moldova and Georgia)
GERMANY		
	BMZ, BMBF, EU	Promotion of development policy educational work at German adult education centres (Volkshochschulen); development of an additional intercultural didactic qualification to professionalise instructors working in integration in Germany; research project to promote active citizenship through adult education among people in Europe who are marginalised in terms of education and involvement in society
GLOBAL		
	BMZ	Promotion of specialist supraregional exchange and institutional further training of DVV International's offices abroad and partner structures; promotion of international specialist exchange by publishing multilingual specialist publications on adult education and development cooperation, as well as accompanying online seminars

List of abbreviations

AA	German Federal Foreign Office	GIZ	German Agency for International Cooperation
BMZ	Federal Ministry for Economic Cooperation and Development	IBB Dortmund	Internationales Bildungs- und Begegnungswerk Dortmund
BMBF	Federal Ministry of Education and Research	LuxDev	Luxembourg Development Cooperation Agency
GAC	Guinea Alumina Corporation	EU	European Union
		UNDP	United Nations Development Programme

Strong together – global partners and networks

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

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

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

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

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

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

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

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

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

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

VENRO – VENRO is the umbrella organisation for development-policy and humanitarian non-governmental organisations (NGOs) in Germany, to which around 120 organisations belong. VENRO's central goal is to bring about justice in globalisation, and to eradicate global poverty in particular.

The profit and loss account

for the period 1 Jan. 2017 to 31 Dec. 2017

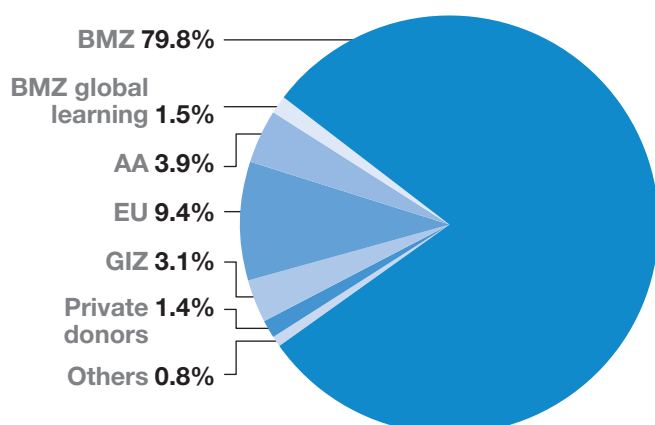
Income	2017	2016
A. Income of Headquarters	2,059,732.60	2,008,965.47
1. BMZ Administration grant	1,570,674.25	1,498,120.48
2. Administrative costs (portion)	435,475.61	505,427.97
3. Income from EU project cooperation	53,541.11	5,048.35
4. Other income	41.63	368.67
5. Liquidation of provisions	0.00	0.00
B. Project grants	17,613,426.22	16,706,872.12
1. AA	693,958.32	707,706.96
2. BMZ	14,321,508.94	13,863,241.90
<i>International projects</i>	<i>14,049,299.00</i>	<i>13,532,399.00</i>
<i>Global learning</i>	<i>272,209.94</i>	<i>330,842.90</i>
3. EU	1,650,016.40	1,296,932.25
4. GIZ	553,278.00	425,446.15
5. IBB	24,000.00	0.00
6. Foundations	0.00	20,000.00
7. LuxDevelopment	14,845.50	11,431.50
8. Private donors	232,686.86	238,870.69
9. Donated fines	13,200.00	0.00
10. Other income project countries	109,932.20	143,242.67
Total income	19,673,158.82	18,715,837.59
Expenditure	2017	2016
A. Expenditure of Headquarters	2,059,732.60	2,008,965.47
1. Staff costs for central services	1,629,867.75	1,564,590.21
2. Building	73,307.41	98,764.55
3. Office equipment	101,651.29	79,189.35
4. Business supplies	18,905.83	14,112.09
5. Events/Publications	29,181.48	42,004.72
6. Travel costs	46,235.15	49,309.48
7. Communication	25,543.80	27,288.71
8. Subscriptions to organisations	19,656.55	19,195.16
9. Other administrative expenditure	115,383.34	114,511.20
B. Project expenditure	17,613,426.22	16,706,872.12
1. International projects	15,679,659.86	15,095,855.89
2. Global learning at VHS	272,209.94	330,842.90
3. Advances to projects	1,661,556.42	1,280,173.33
Total expenditure	19,673,158.82	18,715,837.59
Result for the year	0.00	0.00

The balance sheet

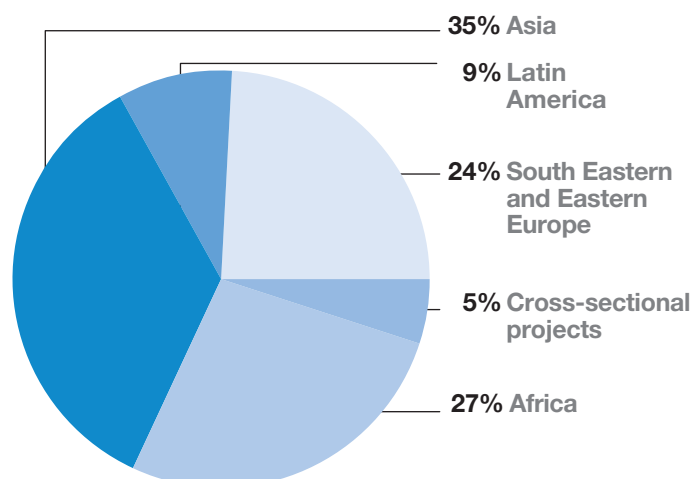
31 Dec. 2017

A. Assets		31.12.2017	31.12.2016
I. Cash			
1.	Cash on hand	4,082.66	6,572.14
2.	Bank balances	1,818,311.05	774,219.99
II. Receivables			
1.	Receivables from deliveries and services	48,987.57	59,550.53
2.	Project billing costs	322,549.59	738,415.43
3.	Rent security deposits	9,045.00	9,045.00
III. Accruals and deferred income		140,841.04	56,921.87
Total assets		2,343,816.91	1,644,724.96
B. Liabilities		31.12.2017	31.12.2016
I. Provisions		58,927.43	58,927.43
II. Liabilities			
1.	Other liabilities	389,490.75	636,825.99
III. Accruals			
1.	Project billing costs	1,244,571.89	948,971.54
2.	Deferred income	650,826.84	0.00
Total liabilities		2,343,816.91	1,644,724.96

Origin of project funds in 2017
(17,613,426.22 euros)



Regional distribution of project funds in 2017
(17,613,426.22 euros)



List of abbreviations

AA German Federal Foreign Office
BMZ Federal Ministry for Economic Cooperation and Development

EU European Union
GIZ German Agency for International Cooperation

Impact orientation in the project work of DVV International

In order to assess the success of its work, DVV International continuously examines and measures the impact of its projects with the view in mind of developing them further. With help from a cross-border evaluation, the Institute focused on its work in Asia in 2017.

DVV International is engaged at worldwide level in building adult education systems and providing educational opportunities, especially for disadvantaged groups. In order to assess the success of a project or a method, the Institute systematically measures and evaluates its impact. It orientates itself towards national and international standards and quality assessment criteria, for example the DAC criteria for the evaluation of development cooperation.

As regards impact, DVV International understands it to be the concrete changes in people's lives that result from the project work of the Institute. These can be short-term or long-term, positive or negative, planned or unplanned, direct or indirect. The impact of a project may, in addition, affect both the immediate target group, such as educationally-disadvantaged groups, and indirect target groups including family members or communities, as well as intermediary organisations, for instance education providers.

DVV International includes monitoring measures in its initial project planning. During implementation, DVV International and its partner institutions continuously collect data for monitoring – for example by studies on participant retention or by self-evaluation of educational offers by the participants. With the aid of regular external evaluations, the Institute also receives important recommendations on the basis of which it can improve its work and learn from its mistakes.

Cross-border evaluation of work in Asia

In 2017, DVV International commissioned a cross-border external evaluation that put the Institute's work in Asia to the test. Funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), DVV International is establishing and expanding sustainable adult education structures in a total of seven countries

(Cambodia, Laos, Kyrgyzstan, Tajikistan, Uzbekistan, Jordan and Palestine).

The evaluation examined the impact of work on changing policy frameworks (macro level), on support for local partner organisations (meso level), as well as on improved access to education, especially for disadvantaged target groups (micro level).

At macro level, the evaluation came to the conclusion that the impact of DVV International on national legislation and policies was far in excess of what could be expected in view of the resources deployed. A challenge in some of the countries where an improvement in the legislative framework has been achieved is to translate this success into active public support for the adult learning sector by deploying financial and human resources.

The evaluation confirmed that DVV International has succeeded at meso level in establishing key partnerships and collaborations with public institutions in all the countries, based on a common understanding of adult education and its goals. According to the evaluation, consulting and training provided in order to enhance the capacity of local partners – for example in areas such as organisational development, pedagogical methods or lobbying – are very goal orientated, so that they have been able to achieve a positive impact.

An important activity at micro level in all the countries studied is the establishment of local adult education centres through public funding. The evaluation revealed mixed results in this regard: While model centres are not yet sufficiently developed in some of the countries to analyse their impact, the positive impact of the centres was demonstrated for disadvantaged groups in a number of countries. The activities for instance enabled participants to demonstrably increase their income or improve their chances on the job market. Participants' civil society engagement increased as well. The cost-effectiveness of the centres was also positively highlighted. Income generation for such centres in local contexts with disadvantaged target groups is however usually difficult. The sustainability of the centres therefore depends on future public funding, which has so far been guaranteed only in

a few locations. There was also criticism: Some countries have yet to systematically collect the data on the results and the impact of the centres, and the structures and processes of the model centres have not yet been sufficiently documented in all cases.

Putting the results to use for the further development of project work

Based on the results of the evaluation, DVV International has planned a series of measures to make its work even more effective. Studies are being planned for Asian countries which will collect data on the outcomes and

impacts of adult education, and on the work of adult education centres in particular. A comprehensive guideline for the development and expansion of adult education centres worldwide will be developed in parallel.

Public relations, policy advice and professional exchanges on adult education will be further strengthened at macro level in partner countries, as well as at regional level. Thus the importance of adult education for sustainable development will be highlighted, and better public funding for adult education – especially in the framework of the global 2030 Agenda for Sustainable Development – will be promoted. ●

Evaluations

Regular evaluations form a basic part and are complementary to the work of DVV International. A total of ten evaluations were carried out in 2017.

Country/Region	TITLE OF THE EVALUATION
Afghanistan	Evaluation of the BMZ-funded programme in the period 2012–2016
Asia	Evaluation of the BMZ-funded programme for social structure support in the Asia region in the period 2012–2016
Belarus	Final evaluation of the EU project “Education Opens Doors”
Cuba	Feasibility study within the framework of the BMZ-funded programme for social structure support
Georgia	Final evaluation of the EU project “People on the Move: Addressing challenges of migration and providing alternative opportunities to potential and return migrants in remote communities of Georgia.”
Kosovo	Evaluation of the “Curriculum globALE” project as part of the BMZ-funded social structure support programme in the period 2015–2017
Malawi	Feasibility study within the framework of the BMZ-funded programme for social structure support
Morocco	Evaluation of the BMZ-funded programme for social structure support in the period 2014–2016, focus on adult education centres
South Africa	Evaluation of the project “Popular Education Programme” as part of the BMZ-funded programme for social structure support in the period 2010–2017
Globally	Evaluation, within the framework of social structure support, of the BMZ-funded “Training and Further Education” project within the period 2015–2017

The Board of Trustees of DWV International

<p>Chair Winfried Ellwanger</p>	<p>Members Prof. Dr. Rita Süssmuth Wilhelm Lang Dr. Ingrid Schöll Prof. Dr. Regina Egetenmeyer</p>	<p>Michael Wiechert Karl Prinz Natalie Amiri</p>
--	---	--

Employee statistics

Employees DWV International (as of December 2017)									
	Number of employees	Edu./Sci. Staff	Admin./Tech. Staff	Male	Female	Full-time	Part-time	Limited	Unlimited
Regional and Country Offices	179*	83	96	66	113	151	28	114	65
Headquarters Bonn	37	18	19	5	32	16	21	8	29
DVV International total	216	101	115	71	145	167	49	122	94

*of which 8 are employees sent overseas

Imprint

© DVV International 2018

Published by
Institut für Internationale Zusammenarbeit
des Deutschen Volkshochschul-Verbandes e. V.
(DVV International)
Obere Wilhelmstraße 32
53225 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: Christoph Jost
Concept and editing: Ruth Sarrazin

Printed by: DCM, Meckenheim

Cover: Participants of a workshop on how to develop regional and local adult education strategies. Novoyavorivsk, Ukraine, July 2017

Photo credits:

Page 04: CDU/Peter Kerkrath
Page 10: Ahmad Zoubi
Page 11: vhs Pforzheim-Enzkreis
Page 12: NGO Education Platform
Page 15: Rainer Schwenzfeier
Page 17: ICAE
Page 18: (on the right): Mzia Lekveishvili
Page 25: Shutterstock

Further photos/illustrations: DWV International

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



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

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

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

Identity of the controller:

DVW International
Institut für Internationale Zusammenarbeit des
Deutschen Volkshochschul-Verbandes e. V.
Obere-Wilhelmstraße 32
D-53225 Bonn
Germany

Tel.: +49 (0) 228 975690

e-mail: info@dvv-international.de

Website: <http://www.dvv-international.de>

Director of the Institute: Christoph Jost

Deputy Director of the Institute: Esther Hirsch

Contact data of the data protection officer:

You can reach the competent data protection officer at:
"Deutscher Volkshochschul-Verband e. V." Data Protection
Officer Guido Dickmeiß, e-mail: dsb@dvv-vhs.de

Purposes of and legal bases for processing:

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

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

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

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

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

Categories of data and the origin of data:

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

Storage period:

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

Data subject rights:

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

Right to lodge a complaint with a supervisory authority:

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

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

North Rhine-Westphalia Commissioner for the Protection
of Data and Freedom of Information

Helga Bock

Postfach 200444

D-40102 Düsseldorf

or

Kavalleriestr. 2–4

D-40213 Düsseldorf

Tel.: +49 (0) 211 38424-0

Fax: +49 (0) 211 38424-10

e-mail: poststelle@ldi.nrw.de

DVV International
Obere Wilhelmstraße 32
53225 Bonn
Germany

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

