



Annual Report 2011

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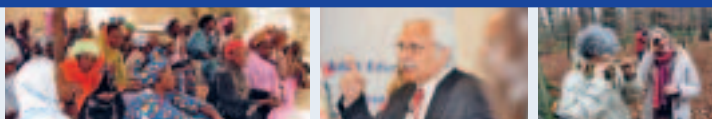
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Foreword

Stress testing¹ is the catchphrase of the year for 2011. If there had been a similar competition launched by the German Language Society for the most frequently used fashionable slogans in education in 2011, “Comprehensive Education” and “Lifelong Learning” would have been among the leaders. For some students “Lifelong Learning” may sound like a threat, but to the education profession it sounds like music to the ears. In 2011 there was hardly any education policy discussion in which the need for holistic thinking and lifelong education was not attested to. The primacy of education, from early childhood to learning in old age, from acquiring the ability to learn about personal development, the acquisition and implementation of specialised knowledge and the ability to behave in a socially acceptable way, was emphasised. However, one is still often overwhelmed by the feeling that despite all the verbal testimonies not all educational interests at every stage of life are considered as equally important. What is characteristic of Lifelong Learning is precisely that learning needs change in the course of life and thus the education system should make the respective learning opportunities available. For a child, the acquisition of the joy of learning is more important than mastering basic arithmetic at pre-school age. And for parents or seniors some learning opportunities, which can be mastered like the respective new stages of life, will be given priority over other educational opportunities. The crucial question is whether a society providing different educational needs during the course of life is



Photo: Barbara Frommann

giving them the proper value, i.e. what are the relations between the funding of higher education and school education, early childhood education, Adult Education and vocational education. Investments in education are systemic in nature, i.e. misallocation in one area of education can lead to instability and cannot be offset by additional investment in another area. What counts is the right portfolio in the overall structure. If an area of education is neglected or even rejected, the nice-sounding formula and the claim of Lifelong Learning quickly becomes a hollow, worthless phrase. One can easily read how the German education system is balanced in the 2011 Learning Atlas of the Bertelsmann Foundation.

In Ethiopia, a longtime partner country of *dvv international*, the report on the place occupied by various fields of education and their emphasis was very successfully done. In this African country, despite persistent peak birth rates in excess of 3% and a correspondingly high demand for early childhood and school education programs, the focus on the over 30 million illiterate adults has not been altered. The Ethiopian government could have followed the path of investing all available financial resources for education in primary education. But they didn't do that. Instead, with the development of an Adult Education strategy and the intention to use almost 9% of the national education budget for its implementation sent the signal: “Primary education is important, but Adult Education is too.” This courageous decision by Ethiopia should open wide the gateway to multilateral educational programs such as the “Global Partnership for Education” if the donor countries are serious about “Lifelong Learning”. Educated parents and learning parents are the best motivation for children's learning and environment.

Dr. Roland Schwartz
Director *dvv international*

¹ Stress testing is a form of testing that is used to determine the stability of a given system or entity. It involves testing beyond normal operational capacity, often to a breaking point, in order to observe the results.

International and National Educational Processes

2011 was a mixed year for international Adult Education. The results of the CONFINTEA VI global conference, held in late 2010 in Belém, Brazil, were very slowly adopted internationally. This commands the debate over the “Education for All – Global Monitoring Report” for 2012 on the theme “Expanding opportunities for the marginalised through skills development.” Once more it has become clear how difficult it is to embed the importance of non-formal education in the education system. Although the importance of non-formal learning seems obvious, especially in the field of vocational training and life skills, given the paramount importance of informal economic structures in many countries, unfortunately there is still the tendency in many states, but also in parts of the UN system and other international organisations, to underestimate informal and non-formal education elements and to overvalue formal education structures.

While there was only modest progress on the global stage in 2011, the new education strategy of the BMZ put the understanding of education on a new foundation. For the first time an approach to education was explicitly considered from a holistic point of view that allows for the interleaving of the various parts, including providing non-formal youth and Adult Education. *dvv international* was heavily involved in the deliberations of the new strategy as well as in the associated position papers, such as regards vocational education or the role of education in conflict situations. It will be interesting to see how this new programmatic orientation, which goes together with an increased importance of education as a whole, is implemented in the actual project work of governmental and non-governmental development cooperation (DC), which, unfortunately, in many respects is still characterised by a strong separation of individual education sectors. *dvv international* is well-positioned to play a more active role for non-formal youth and Adult Education.

*Presentation of the BMZ education strategy ►
in May 2011 in Berlin*



Photo: Heidi Scherrm



In the last decade the Adult Education policy of the European Union played an active and innovative role for many processes on the continent and beyond as an important frame of reference. The action plan for Adult Education and the one tailored to the needs of *Grundtvig*, the support program for the sector, was exemplary. The plan of the European Commission for the new education program in 2014, which was submitted in the autumn under the title *Erasmus for All*, was therefore noted with some dismay. It is strongly oriented to the needs of higher education and also defines training needs almost exclusively relative to the developments of the labour market. A separate profile for Adult Education is not recognisable, but the social imbalance caused by focusing on the supposed educational elite is. In the European Association for the Education of Adults (EAEA), *dvv international* has started to work for some definite changes. Initial talks at national and European level have proceeded in quite a promising way.

An interesting development for international work was mentioned in conclusion: In the wake of an exciting study about functional illiteracy (leo. – Level One Study) conducted by the University of Hamburg, an intense debate developed in a short time about this phenomenon which affects some 7.5 million people in Germany. DVV participated in this with its proposal for a basic education pact. In the global context, this debate can be regarded as a development that we can see in more and more partners of *dvv international*, especially in Asia and Latin America: The division of the world into (educationally) poor and (educationally) rich runs ever less along the traditional North-South lines. It runs increasingly within the individual countries. In India, for example, as one of the emerging BRIC countries, next to an absolutely exorbitantly wealthy upper class, live more poor people than in the entire sub-Saharan Africa. What this means for civil society actors and the design of educational systems will be a central issue in the coming years.

Partners and Regions

In addition to the regional project work, cooperation with selected international networks and associations plays a central role for *dvv international*. In particular, longer-term objectives for policy development, finance and capacity building require this reliable partnership. In Malmo in June 2011, the Eighth World Assembly of the International Council for Adult Education (ICAE) was definitely central to this. The debates dealt with questions about the role of youth and Adult Education in regard to key global challenges such as climate change and social inequality.



◀ *Analysis of past history in Germany:
Visit to the Museum for Border Crossers
in Bad Neustadt*

dvv international maintains traditionally close contacts in the project areas and in educational policy discourse with the *UNESCO* Institute for Lifelong Learning, UIL. There was also close cooperation with the European Training Foundation, ETF, in the project regions Eastern Europe and the Middle East. *dvv international* continues to represent German Adult Education on the board of the *EAEA*. Alongside the previously mentioned intensive lobbying efforts in 2011, the focus of engagement here was especially on the inclusion of non-EU members in the work and on the global network of the association.

dvv international recognises itself as a part of German development cooperation. Cooperation with other implementation agencies is thus a central concern. Along with the supporters of the AGS (Social Improvement Network), the political foundations and Deutsche Welthungerhilfe (German Committee of the Freedom for Hunger Campaign), cooperation with the GIZ, particularly with the sections which emerged from the DED, played an important and mutually rewarding role in 2011. For example, when *dvv international* aid workers and helpers were in demand for joint projects, the DC colleagues were very helpful in overcoming administrative barriers in the partner countries. *dvv international* participated in Bosnia-Herzegovina with a component in one of the projects the GIZ was responsible for. These examples illustrate what is meant by “comprehensive DC”.

In the past year in the eleven *dvv international* project areas there were only a few structural changes. The goal to provide all regions with regional management envoys is within reach. At the end of 2011, the Caucasus regional office in Tbilisi, Georgia was able to be set up. A new project office was registered in Uganda; in Turkey, the Institute is now present with one staff member; the project office in Azerbaijan was closed. After over 20 years, the cooperation with partners in India, Indonesia and the Philippines was ended because these countries are no longer medium-term partner countries of the BMZ. But there will continue to be contact at the regional level, such as through the Asia South Pacific Association for Basic and Adult Education (ASPBAE). Furthermore, work was completed as planned in Madagascar.



◀ *Reflect Circle*

▼ Armenia: Vocational training in the manual arts



Financial Development

In 2011 the volume of funds available for international education increased by 12%. In total, almost 17 million euro were available for development programs abroad and nearly 800 thousand euros for domestic development policy work. The largest single project is being implemented in Afghanistan, focusing on literacy and vocational training. Africa remains the main project area with three regional offices.

Cornerstone of this project is the long-term social support structure of the BMZ, on the basis of which other important project funds from the Foreign Office and the European Union can be raised. Even if the interest of these funding agents in Adult Education as a work area of development cooperation is very gratifying, their nor-

mally short-term demand for project designs is a special challenge. Without the basic structural funding and the conceptual framework of the BMZ commitment, these additional project funds would only be able to be used with a significant loss of effectiveness and efficiency.

Effectivity-oriented Adult Education

Project monitoring and evaluation are integral components of the work of *dvv international*. In 2011, a total of 9 external evaluations were carried out, supplemented by a self-evaluation. Just as much attention to quality assurance is devoted to regular monitoring of project work. Summaries of evaluation reports are published on the Internet (http://www.dvv-international.de/index.php?article_id=1061&clang=0).



◀ “The golden years”
Dispelling prejudices against old people

Of particular importance to the classification of the performance of the Adult Education projects of *dvv international* in this reporting year was the BMZ-commissioned instrument evaluation of the social support structure. In a comprehensive online survey of all the partner organisations and five local field studies, the instrument evaluation confirmed the effectivity of the projects and that the measures are “highly sustainable”.

In general, the effects which result from the increase in educational levels for the overall economic and social development of partner countries also and significantly depend on – parallel to the level of education – the changing environment, such as the political situation and the macroeconomic parameters. In this respect, the *dvv international* evaluations of Adult Education in practice are oriented mainly on the measurement of the learning outcomes for the participants and on the question of what use and what effect the learning effort has had for and on the individual learner. An ongoing challenge remains to make the findings from the evaluations of the individual projects useful for the overall organisation.

The Expertise of the German Adult Education Centres

Partner organisations from Southeast Asia, Morocco, Tajikistan, Georgia, Belarus, Ukraine, Palestine, Jordan and Afghanistan have informed themselves about the content and systems of Adult Education in over 10 Adult Education Centres in Germany through resident study programmes. Even when everything that was seen cannot be implemented in this form elsewhere, the technical information delivered during the study programmes leads to adjustments in the Adult Education systems in partner countries anyway, all the way to the planned opening of the first Adult Education Centre adapted to the local structures in Morocco.

But not only the partners of *dvv international* benefited from the technical expertise of the Adult Education Cen-

tres. “We learned a great deal about the situation in Palestine, about culture, religion and the education system. Our cross-cultural competence has been expanded accordingly,” concluded Alexandra Sikorska, one of the hosts from the Cham Adult Education Centre.

The exchange of expertise between the Adult Education Centres was enhanced by sometimes multiple advisory missions by German AE-skilled personnel in Jordan, Armenia and Uzbekistan.



▲ Tajikistan: training course participants present their diplomas

Examples from Practice



▲ A visit to the training kitchen of the Weinheim AE Centre (VHS Weinheim)



▲ A visit to the Bonn AE Centre (VHS Bonn)

Study Tour of the Moroccan Partners

North African partners informed themselves in Germany about the success of the Adult Education Centre model.

Weinheim, Karlsruhe, Offenburg and Bonn were the stations visited by a Moroccan delegation from 25 October to 01 November 2011. The six Moroccans from Rabat, Casablanca and Marrakech are members of a working group in Morocco called *Lifelong Learning* that has been discussing the options for a Moroccan AE Centre concept since the beginning of 2011.

Representatives from the Ministry of Education, a private university, as well as state universities and organisations from civil society formed the spectrum of those who took part in this group and are interested in the development of municipal Adult Education Centres.

The wide ranging programme in the four AE Centres was very well prepared and was carried out during one-day meetings at each AE Centre. The programs included information and discussions about the stories of the creation of the AE Centres, their different structures, their local roots and financing, the development of innovative new services, the addressing of new target groups, coop-

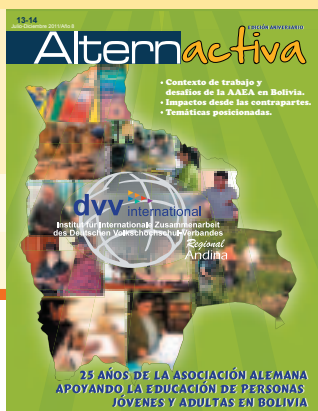
eration with associations, museums and the media, the role of the AE Centre in urban development and opportunities for the population to participate in local decision-making.

There was also information about the German-French *Université Populaire PAMINA Adult Education Centre* which is situated in Wissembourg. Their goal is to promote meetings between the Germans and the French and offer a cross-border educational program.

The project office of *dvv international* in Rabat cooperates with the State Secretariat for Literacy and Non-formal Education in the national Ministry of Education for the education and training of adult educators. Civil society partners of *dvv international* are NGOs working in the field of literacy for disadvantaged groups. Pilot activities to test and disseminate innovative approaches such as the REFLECT method are a focus of work in Morocco. Through this, *dvv international* aims to contribute to quality improvement of teaching practices.

Support for the development of AE Centre-like establishments is not just the simple transfer of a model, instead *dvv international* deals with the specific demands of the Moroccan partners who want to learn about the function of the German AE Centres. The support for these efforts

Bolivia: A visit to the library
of an AE Centre ▶



◀ Anniversary cover of the magazine Alternactiva

will be largely technical in nature. Instruments used in this support can be study visits, networking of German and Moroccan organisations, use of interns, video conferences and seminars to exchange experience.

These measures should not be construed as a one-way street of knowledge transfer and consultancy from Germany to Morocco. The study tour in 2011 has already shown that the questions and contributions from the Moroccans about program development in the AE Centres has produced valuable suggestions, for example, for work with migrants.

In the weeks after returning from the study tour, the Moroccan participants worked hard on their concepts. In collaboration with the University of Rabat as well as through a civil society initiative, the aim is to open the first two models of local AE Centres in Casablanca in 2012.

“Silver Wedding” in Bolivia

For the regional office in Bolivia, the year 2011 ended with a special finale: 25 years of *dvv international* to commemorate. This gave rise to reflection and to celebration, together with over 100 representatives of all those institutions and partners who accompanied, supported and sustained the work of *dvv international* in Bolivia over the years.

In the middle of the year, *dvv international* had already begun to prepare a national conference in La Paz. In December 2011, under the title *Public policies for a better and more inclusive education*, adult educators from all parts of the country along with representatives from politics and science discussed current issues in youth and Adult Education in Bolivia. What does the “right to education” mean today in Bolivia for youth and adults,

men and women, and especially for those people who are still on the fringes of society and the national education system?

Inclusion and quality issues were in the foreground with this look at the present and future, and that was followed by the conference ceremony which offered the opportunity to look back at 25 years of *dvv international* in Bolivia.

Known since 1986 as the *Asociación Alemana de Educación de Adultos* (AAEA) in Bolivia, *dvv international* works with the national Ministry of Education, which is to the present day still its main partner. The magazine published on the occasion of the anniversary, *AlternActiva* (No. 13-14, 2011), provides insight into the different stages and focal points of this long-standing and successful cooperation with the Ministry. Meanwhile, in its 8th year and edited by the office in La Paz, *AlternActiva*, which is still the only regular magazine in the country professionally dedicated to the issue of non-formal education, has made a significant contribution to Adult Education in Bolivia.

Of particular focus in the cooperation with the Ministry and its departments of Adult Education and teacher training were fundamental reforms to improve basic education for adults, not only in the area of curriculum development but also at the level of institutions, their staff and management. José Rivero, one of the best known education experts in Latin America, drew an impressive picture at the conference of what *dvv international* has accomplished in the context of the reform process in favour of an improved educational program for adults, especially in urban and rural areas.

Not only the participatory approach proved itself to be innovative and groundbreaking in the development of new

A Reflect course in the Nong District ►



curricula, but also their modular design and the consistent involvement of stakeholders in the development of teaching and learning modules and their dissemination. In parallel, programs were developed for basic and further training of teachers, such as seminars and training courses, especially the establishment of a specialised distance learning course (FEJAD), which for the first time enabled a university degree in Adult Education — an improved level and quality of education and teaching.

With the reorganisation of the local AE-Centres, and in particular through the creation of regional education networks in which the nation's 700 centres are represented not only at the level of departments but now also by an umbrella organisation at the national level, Bolivian Adult Education was also strengthened institutionally. The recent founding of the *dvv international*-supported topic network expands the expertise and range of Adult Education, visible for instance in *Education in Prisons* which was initiated in 2007.

In the course of this long-standing cooperation, *dvv international* has thus had an essential role in that Adult Education is now also found in national policies and development plans in Bolivia.

Educational Work in Laos – Learning in Difficult Circumstances

Since 2010, *dvv international* together with the German *Welthungerhilfe* (*German Committee of the Freedom from Hunger Campaign*) has made it possible for the local youth and adult population to have access to basic education in the remote district of Nong in the Savan-

naketh province. The REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) approach is being applied there.

Nong is located in southeastern Laos and is one of the 47 poorest districts in the country. Located along the former Ho Chi Minh Trail on the border with Vietnam, the local population is still exposed to the threat of unexploded mines and bombs.

Together with local NGOs, the non-profit *Association for Rural Mobilisation and Improvement* (NORMAI) and the *Lao Development and Cooperation Association* (LADCA), *Welthungerhilfe* and *dvv international* work to improve the living conditions of the residents in 20 villages in Nong. Rural development measures such as improving the water supply or the creation of new rice-growing areas will be complemented by REFLECT circles.

The educational work in Nong is faced by special challenges. Locally, there is no power supply, so that courses take place in daylight, during the working hours of the villagers, or solar-powered lights must be purchased. Furthermore, a majority of the ethnic groups living in Nong, the *Mangkong* and the *Ta Ouy*, have no command of reading and writing and have no formal education. Above all, women do not speak the official Lao language. The published figures for the district are 59% illiteracy rates for women and 42% for men. 86% of 6-14 year-old children don't go to school.

Since people in many of the places are fully occupied with managing daily life (in a study of the Lao Ministry of Health nearly 90% of the surveyed villages report-



ed a of lack of food), a direct relation between educational measures and specific life needs is central. This is especially true for non-school youth and Adult Education.

As part of the REFLECT circles, learning groups meet four to five times a week for about two hours. The lesson revolves around a focus topic such as health or family planning. Key concepts are listed on a blackboard or flip chart and discussed in the group. Thus constructive approaches come to the fore. If, for example, diarrheic diseases are the subject, then causes and consequences are discussed and practical steps in dealing with them are developed. Reading and writing is taught in context.

A further challenge in Nong is that the state-appointed teachers come from an urban environment and usually speak Lao as their mother tongue. In order to learn together, from time to time things must be translated. This makes teaching difficult, even if as “a welcome side effect” the learners can improve their skills in Lao. The need for education is immense, not least because modernisation cannot be held back, not even in Nong. From the reading of the ingredients on a package of medicine to reading the development plans of the government or a motorcycle manual, people are increasingly dependent on the mastery of written language. Therefore the project in Nong will be expanded this year to the Sepon district.

The program in Nong, along with a sister-project in Ratanakiri in northeast Cambodia, was awarded the Innovative Financing Prize 2011 by the German *Welt-hungerhilfe*.

Afghanistan: Building a Network of Adult Education Centres

Since 2002 *dvv international* has been supporting the Afghan partner organisation ANAF AE (Afghan National Association for Adult Education) in the development of Adult Education programs. In 2011, the number of Adult Education Centres was able to be doubled. Another focus was – next to the operation of the currently 13 Adult Education Centres in 12 provinces – to promote a strong network that will eventually replace central control and the dependence of the centres on the central office.

The demand for education and training opportunities among young adults is enormous. Many of them have hardly any usable knowledge and skills for the labour market or have not completed their schooling. In addition, the current 3.45% population growth rate increases the pressure which is put on the education system. The proportion of 15 to 24 year-olds in the total population of over 30 million inhabitants is currently at 20.1%. This raises the urgent question of how the young generation, in whose hands the future of their country will soon be shaped, is prepared for this task.

In order to meet the educational needs of the growing number of young people, not only individual educational projects have to be implemented, but the structures of Adult Education should also be strengthened. For this reason, in 2011 *dvv international* paved the way for the establishment of a network of independent Adult Education Centres under the umbrella of ANAF AE. There were two guiding topics: Quality assurance of the educational offers and first steps towards diversification of income and financial independence.

Vocational training for women in the Kabul AE Centre ▶



To ensure the quality of the offers in the centres, the centre manager and teachers were qualified. In addition, standard teaching and learning materials were developed for the courses which facilitate the carrying out of teaching.

The educational programs in the Adult Learning Centres (ALC) focus on the target group of young adults. They complement and support the school education programs, promote students' ability to complete their education and provide an important link to employment or admission to university.

In all ALCs at least 30% participation by women is sought. This should be achieved through a learning environment that gives the family a measure of security so that they allow their daughters to participate in the educational

programs. In addition to the common learning opportunities for young men and women, in 2011 offers were developed whose contents are specifically aligned to the needs of young women. Starting in 2012, a new ALC will be opened which is only for women.

With an entry fee system that is oriented on the German Adult Education Centres, ANAF AE is trying to bridge the gap between the developmental claim "Education for All" (and in particular for marginalised target groups) and to master sustainable finance for organisational development. But the participation fees are not only useful for economic reasons. The value of education is expressed here in simple numbers, but they must be affordable and reasonable. For young adults who are unable to pay even the low course fees there are reductions or exemptions. The special women's courses are offered for free. In 2011,

▼ *Vocational training in the Kabul AE Centre*





◀ Opening of the Mazar AE Centre

through these fees, about 180 part-time teachers and a large part of the maintenance costs were able to be funded.

In 2012, lobbying for Adult Education and the expansion of the cooperation with the government will play an important role.

Stepping Stone: Vocational Training in Palestine and Jordan

Since 2009, *dvv international* has supported projects in Adult Education in the Arab world. In January 2011, the Regional Office in Jordan was opened, which also supports partners in Palestine. In 2011, before the escalation of the political situation, projects were also developed with Syrian partners.

With the protests in early 2011, a long observed but widely underestimated development in the Arab world became clear: faster population growth and slow economic growth led to a labour market situation that denied many young people the opportunity of leading a financially independent life and thus also denied them participation in society.

Vocational education is therefore one of the main topics of *dvv international* in the region. The challenges are: the poor acceptance of the education system in the society, and the lack of connection to the labour market. Only very few young people freely choose occupational training. Vocational education is often equated with low-paid manual labour. Due to the lack of coordination with the labour market, many young people fear that training will not improve their chances in the labour market. Theoretical study programs with hope for a government job are often preferred.

An example of the work of *dvv international* in the field of vocational education in the years 2010 and 2011 is the project *Stepping Stone — Vocational Training in Palestine*.

Economic development is stagnant and per capita income is falling. The United Nations Development Programme (UNDP) estimates that in the West Bank 45% and in the Gaza Strip as many as 80% of the people live in poverty. The building and development of a functioning economy is hardly possible due to the economic isolation imposed by the Israeli occupation. The unemployment rate in the West Bank is 19%, in the Gaza Strip, 35%. The difficult labour market situation makes special demands on the training organisations.

With the *Stepping Stone — Vocational Training* project, *dvv international* and its Palestinian partner organisation Sharek Youth Forum set three goals:

- 1. Improvement of the capacity for reform of the vocational schools.** In order to respond quickly and flexibly to developments in the labour market, Palestinian vocational schools must be in a position to continuously adapt and develop, for example by improving the management system as well as the increased cooperation with local authorities and the labour market.
- 2. Creating a positive learning environment for students at vocational schools.** The focus is on teaching modern methods of Adult Education. For students who have grown up with physical uncertainty and sometimes also war-like conditions because of the political situation, learning methods and learning environments are particularly important. To enable a better response to the needs of these students, the project especially supports the teaching skills and social skills of vocational school teachers.
- 3. Improving access to the labour market for graduates of vocational schools.** Through job training, job counselling and the promotion of social skills, the transition to working life should be facilitated.

The *Stepping Stone* project can draw on the experiences of German Adult Education Centres. In June 2011, as



part of this project, three vocational school directors and a representative of the Ministry visited the Adult Education Centre in Cham. The high status of vocational education in Germany, the good networking of vocational schools with employers and business associations as well as with local authorities in Germany were the most important observations for the Palestinian partner.

The *Stepping Stone — Vocational Training* project will be completed in 2012.

Serbia: *Second Chance* — Social Integration through Education

Approximately 350,000 people currently living in Serbia cannot adequately read and write, and about 1.5 million people only have a school leaving certificate roughly comparable to our successfully completed 9th or 10th grade in secondary school. Stepping into a modern labour market is almost impossible for these people. The reasons why the link from the education system was missed are varied, sometimes individual, sometimes also due to a poor education system: traffic accidents and illnesses of the persons concerned as well as a lack of opportunities for adults in structurally weak areas, or lack of support in child care. *Second Chance* wants to make remedial learning, school leaving certificates and vocational (further) education possible for everyone.

Since the autumn of 2010 this joint project has been implemented with GOPA Worldwide Consultants, the European Association for the Education of Adults (EAEA) and the Serbian Ministry of Education. The three-year project is funded by the European Union. The aim is to build a modern and functional Adult Education system.

For this purpose, there has been cooperation with 80 schools up to now, and by the end of the project it will be 155 schools, which will reach a total of at least 4,000 students. In the first project year, among other things, the curriculum for functional literacy (grades 1-8) was developed and also approved by the responsible Serbian authorities and published. Now the curriculum is being tested for its practical application. Furthermore, based on a needs study, 35 professional profiles were selected and the relevant curricula for vocational training developed. A wide field of practical occupations is covered here: from welders to cleaning technicians to food processing. The implementation of this vocational education and further training is planned for 2012.

The cooperating schools as well as the teachers get support. A handbook and a variety of educational teaching materials – adult appropriate – were developed. In more



◀ The inaugural workshop of Stepping Stone



Since just recently, Anita and Vesna Simic have been attending the same school, the mother in the first, and the daughter in the fourth grade. **“My daughter helps me a lot. This is good because I want to achieve something, earn my own money and make a better life possible for my children.”**

than 40 different workshops nearly 1,000 teachers for the work with adults have already been qualified. The material support of the schools – for example by equipping classrooms for vocational training – will follow in the second year of the project.

Above and beyond these many practical steps, the project is systemically laid out, i.e. all the basic documents, drafts of laws and administrative regulations, as well as



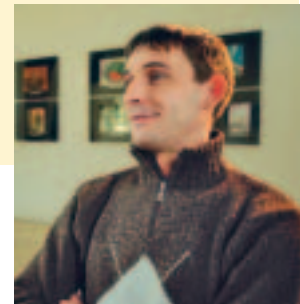
Photo: Dejan Petrovic

◀ Kick-off event in March 2011



second
chance

Slavko Petrovic, sixth grade: **“Why not take advantage of the opportunity offered? It means a lot to me. For us parents it is very important. How should we tell our own children that they should go to school if we haven’t even finished school ourselves? Without education these days you are nothing and nobody.”**



the developed curricula and materials are coordinated with the Ministry of Education and are available for further use. It is hoped that Lifelong Learning and thus also a form of social participation will not remain limited to the model project, but will be possible for everyone everywhere in Serbia.

Global Learning in the Adult Education Centres (VHS)

“I realised that if we do nothing, then someday the world will be beyond saving.”

(A young person’s answer to the question: “Can you see yourself continuing to be concerned with the topic Forest?”)

Topic of the Year: Forest

Modelled on the the *UN International Year of Forests 2011* as proclaimed by the United Nations Decade on Biodiversity, Forest was the topic of the year of **Global Learning in the Adult Education Centres**.

In addition to the other reports on the content of a variety of developmental policy, 30 Adult Education Centres carried out 52 projects around the topic *Forest* and thereby reached 1,637 participants. The range of events which were presented during the final conference in Kassel was huge: from the *Waldakademie* (Forest Academy) and Ranger training through to a photography workshop. A bridge was spanned to the global context, linking wood from the world’s forests – seen as a product for consumers – to climate change or the topic of biodiversity.



▲ Young people plant trees

Global Learning in Language Teaching

Another concern is to integrate Global Learning in as many disciplines as possible. There are numerous starting points. In 2011 the focus was on the field of languages.

Continuing education for multipliers on Global Learning for language course teachers (English, French, Spanish) were comprehensively offered throughout the state associations. The trainers from francophone and anglophone countries in Africa or Latin America explained to AE Centre course teachers how globalisation can be taught in class in countries outside Europe through the presentation of regional themes. The specially created

educational material for this purpose, *El aprendizaje global en los cursos de Español* (Global Learning in Spanish courses), is to encourage teachers to discuss development policy issues at all levels. The materials can be downloaded from the *dvv international* website: http://www.dvv-international.de/files/aprendizaje_global_-_versi_n_digital_sin_materiales_mit_vorwort.pdf

Also, the new volume of materials in the series *Global Learning in the Adult Education Centres* is aimed at language course teachers. Here, finished modules in multiple languages (English, French, Portuguese, Russian, Spanish) are presented for different levels on issues such as HIV/AIDS, child labour and fair trade.



All Photos: VHS Duisburg

▲ For both young and old there is a lot to discover in the forest

Public Image

Another important point in 2011 was the public image of the work of Adult Education Centres in the area of global learning. Many creative and substantive projects of the Adult Education Centres have an exemplary character for other educational institutions as well. Also, the fact that very often children and young people from disadvantaged backgrounds are addressed, or the issue of globalisation is successfully treated with older people – these are outstanding achievements of the Adult Education Centres, which makes them interesting for partners. At conferences and in professional circles, the work of the Adult Education Centres has been presented and they, in turn, have been presented as attractive and open-minded partners.

In 2011, a total of 286 courses with a total of 8,395 participants were supported through the Global Learning program. Of these, 37 measures were in the area of training multipliers, 195 were courses for young people and 54 were courses with older people (aged 50 +).



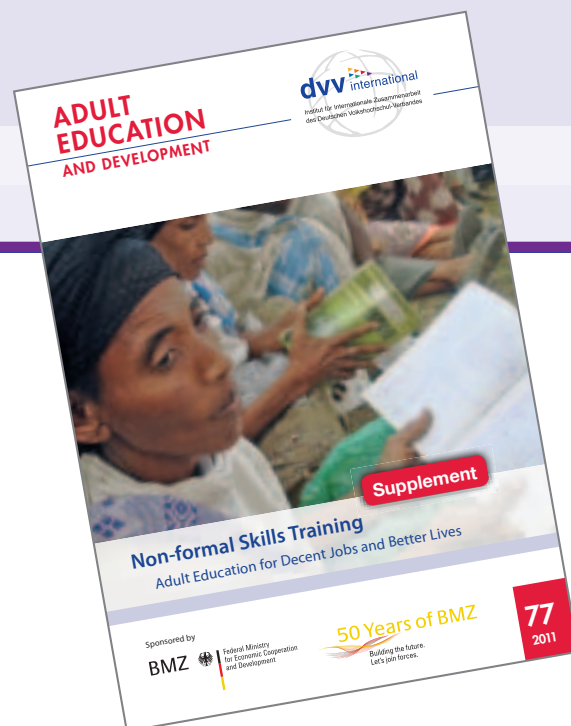
Information and Communication

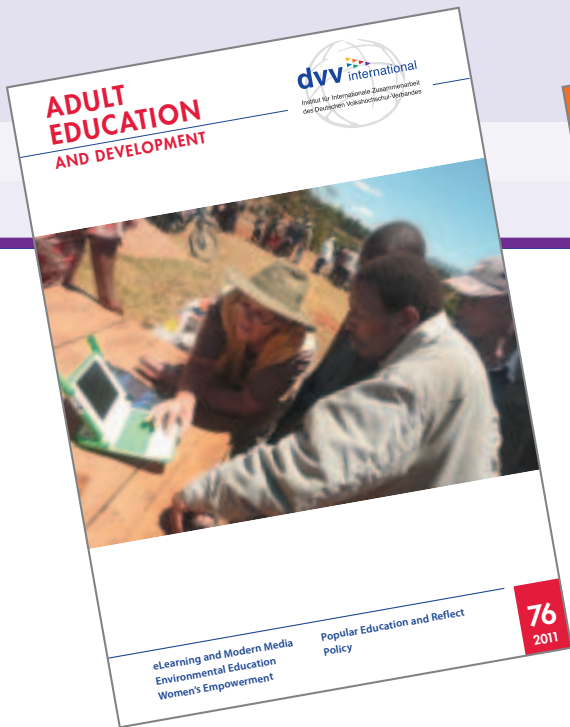
Adult Education and Development

In 2011, issues 76 and 77 of the journal were published in English, French and Spanish, and were sent to more than 15,000 recipients in over 140 countries.

Topics were e-learning and the new media, environmental education, the advancement of women, popular education, Adult Education Centres and international cooperation, with reports on the Adult Education Conference as well as texts on fundamental issues and methods of Adult Education. A new addition was a small section in which letters or feedback will be published about specific events. In each issue a *Call for Papers* is printed which encourages the readers to become authors for the magazine. The aim is to expand the circle of writers and engage more adult educators in active exchange with professional colleagues around the world.

In addition to the two regular issues of the journal, a *Non-formal Skill Training: Adult Education for Decent Jobs and Better Lives* supplement was published. In this volume, projects from different regions and countries were presented, which show that not only vocational skills are important to improve living conditions, but also the acquisition of other skills such as health education, communication skills, conflict management, etc. This work is often carried out in the area of non-formal and informal education with the help of civil society organisations. The reason for the creation of this volume was the EFA Global Monitoring Report planned for 2012, which deals with the role of vocational education in the creation of employment opportunities for marginalised groups.





International Perspectives in Adult Education

In 2011, volume 66 in this series, titled *Closing the Books or Keeping Them Open?* was published. It contains contributions from various regions of the world on the topic of the role of Adult Education and training for young people in dealing with individual and national history and the process of reconciliation with other ethnic groups and nations. It was published for the third international Bonn Conferences on Adult Education and Development (BoCAED) with the topic: *Remember for the Future, The Role of Youth and Adult Education in Working with the Past and Reconciliation*, which *dvv international* conducted jointly with partners in December 2011.

For the IPE series, a new layout was designed so that the series now has a strong visual contrast to the journal.

All four newly released publications can be downloaded from the Institute website.

It should be mentioned that for a small supplementary fee *dvv international* has its publications printed *carbon neutral* by a certified company. Through this fee, environmental projects in various countries around the world can be financed. Thus *dvv international* makes a small contribution to climate protection, one of the big issues, also in Adult Education, for which the Institute campaigns.

Events



▲ BoCAED: Opening event

BoCAED III – Making History Alive and Useful

The third international Bonn Conferences on Adult Education and Development (BoCAED)

On 11 and 12 December 2011, in the Gustav Stresemann Institute in Bonn, what is now the third event in the conference series *Bonn Conferences on Adult Education and Development (BoCAED)* was held. Under the title *Remembering for the Future: The Role of Youth and Adult Education in Working with the Past and Reconciliation Processes*, the participants engaged with the work *dvv international* has done in regard to reconciliation and past history.

dvv international is conducting projects that deal with clarifying the past in five regions of the world, often in relation to current and unresolved conflicts. In recent years in this context the *dvv international history network* emerged, an informal association of adult educators and historians who deal with topics about clarifying the past, conflict prevention and working on past history. One of the aims of the conference was to bring together the members of this network to exchange experiences and to consolidate and thus to expand the network. In addition, it was necessary to present the work done by other actors who have been successfully using similar approaches in the same field for years.

Partners of the conference were the *The Academy for Conflict Transformation in the Forum Civil Peace Service (forumZFD)*, the *Alliance for Historical Dialogue and Accountability (AHDA)* at Columbia University in New York and the *European Adult Education Association (EAEA)*.

The two-day conference began thematically and conceptually with lectures by the former Postmaster General and Special Representative for Bosnia and Herzegovina,

Christian Schwarz-Schilling and the Augsburg historian Prof. Susanne Popp. They pointed out the approaches of German reconciliation after World War II.

Vanya Ivanova, coordinator of the *history networks*, in her presentation focused foremost on the approaches and methods of Adult Education in *dvv international* projects.

Other prominent speakers took up topics such as the role of history in political conflicts and the often difficult task of linking “transitional justice” and “peace education”, that is: how questions of justice after conflicts — specifically the prosecution and punishment of perpetrators — can jibe with the approach of peace education.

The manifold aspects of cooperation were addressed on the second day of the event in four different workshops. For example, approaches to reconciliation in Germany after World War II, mainly with its neighbours France and Poland, were presented; the clarification of GDR history was discussed and concrete examples of projects, for example from Russia, Zimbabwe, Turkey, the Caucasus and also from Germany, were presented to all.

The conference was opened up through four parallel excursions. They were to the *EL-DE Haus* in Cologne (former Gestapo headquarters, now a memorial and museum), to the government bunker in Ahrweiler in the Rautenstrauch-Joest-Museum, Cologne (topical exhibition on German colonial history) and to the History Workshop, Bonn. These excursions were well-received by the conference attendees.

In May 2012 a follow-up meeting will take place in Hopa, Turkey, at which there will be an attempt to make the BoCAED results useful for the Black Sea region.



▲ Latin American guests at the Adult Education Conference

International Adult Education Conference

The XIIIth Adult Education Conference in May 2011 in Berlin was not just a significant event for German Adult Education. With more than 150 international guests, the event also attracted great interest far beyond its borders. *dvv international* alone invited more than 100 guests from all project regions. Their feedback confirmed the impression that the event has become an important meeting place in which experiences can be exchanged and contacts can be made.

Noteworthy was the growing interest of adult educators in the experience of the German Adult Education Centres as local educational institutions. This was especially noticeable during the study visits in which different groups of visitors learned about the Berlin Adult Education Centres. The attractiveness and relevance of the German model played a major role in the comments by the guests from Latin America, the Middle East or Africa. This impression was confirmed on the last day by the reception and the adoption of the new position paper: *The Adult Education Centre – Education as a public responsibility*. Prof. Paul Bélanger, former president of the International Council for Adult Education (ICAE) stressed the model character of the German system in his speech, and on behalf of many partners thanked *dvv international* for its long-term support of Adult Education.

For the first time in this year all plenary sessions and forums were successfully carried out bilingually, in German and English. Also, important documents such as the position paper were available in both languages. This



Photo: Heidi Scherm

▲ Discussing the BMZ education strategy

facilitated the active participation of the international guests. The discussion panels in all the forums were filled with international experts; a plenary session was specifically devoted to international issues. Particularly impressive here was the plea for greater respect for basic education in and outside Germany from Princess Laurentien of the Netherlands, UNESCO Goodwill Ambassador for Literacy and the senior chairman of the European Commission expert group set up for literacy.

Important for the development policy debate was a panel discussion which focused on the design of the BMZ-education strategy. Presented by State Secretary Hans-Juergen Beerfeltz, the international guests were given the opportunity to debate directly with representatives of the ministry about the new holistic approach in education cooperation. The increasing importance attached to the approach of adult and non-formal education was welcomed. At the same time, a warning was issued that the conceptual intent must be followed by concrete steps for its implementation, such as in the promotion of educational opportunities for those engaged in the informal economy, or for gender issues, with respect to the concerns of civil society support-givers, since they are so widespread in Adult Education.

From the perspective of *dvv international*, the XIIIth Adult Education Conference offered an important platform for exchange and learning from the experiences of the almost 1,000 German Adult Education Centres.

Data – Facts – Figures

dvv international – at a Glance

dvv international is the Institute for International Cooperation of the German Adult Education Association, the federal association of about 1,000 German Adult Education Centres.

dvv international works worldwide with more than 200 partners in over 30 countries – in Africa, Asia, Latin America and the transition countries of Europe.

dvv international

- provides support in the **establishment and development of sustainable training structures** in developing and transition countries
- provides **training, advice and provision of materials** and media for global, intercultural and European political learning
- supports the **European and global exchange of information and expertise** on Adult Education and development
- cooperates with **governmental and nongovernmental institutions** in Germany, Europe and worldwide

Main areas of focus

- Basic education and literacy
- Environmental education and sustainable development
- Migration and integration
- Health education, including AIDS prevention
- Crisis prevention and education for democracy, teaching and learning methods
- Vocational/professional training

Project approach

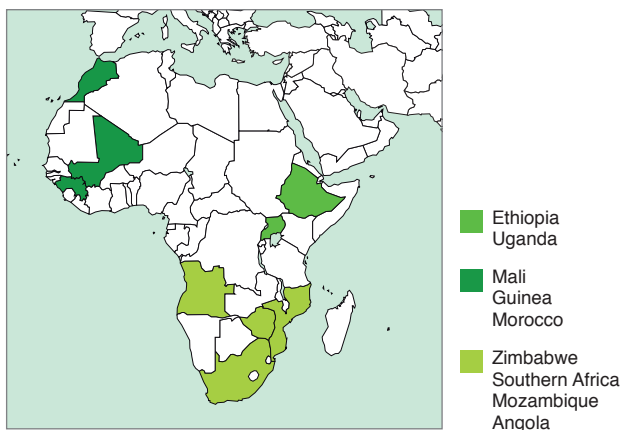
- Achieve better general conditions in policy, legislation and finance (macro level)
- Enhance professionalism in practice and theory for Adult Education (meso level)
- Implementation of model, specific measures, particularly for disadvantaged groups (micro level)

dvv international is oriented toward

- The Millennium Development Goals (MDGs)
- The world programme *Education for All* (EFA)
- The results of the UNESCO World Conference on Adult Education (CONFINTEA VI)

Project Countries List 2011

Africa



East Africa

Ethiopia (Regional Office)

Training and further training for practitioners, teachers and learners of AE, especially for women; functional literacy; non-formal career training; development of teaching and learning materials; lobbying and networking

Uganda (Project Office)

Training of adult educators; functional literacy; development of teaching and learning materials; lobbying and networking

West Africa

Mali (Regional Office)

Basic education for members of self-help groups and local officials; national and regional training courses; lobbying and networking

Guinea (Project Office)

Basic education for members of local self-help groups and officials; income generation; networking

Morocco (Project Office)

Building of support structures; training and further training for staff of the Ministry of Education and NGOs; South-South exchange; disseminating REFLECT; literacy

Southern Africa

Zimbabwe (Regional Office)

Training and further training for adult educators; vocational training; networking

South Africa (Project Office)

Strengthening of AE structures; non-formal basic education; AIDS prevention and social care; networking

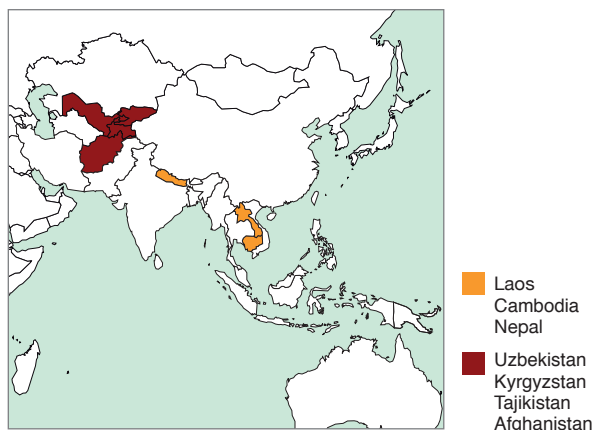
Mozambique (Project Office)

Literacy; training and further training for adult educators; lobbying and networking

Angola

Literacy; development of teaching/learning materials; training and further training of adult educators; lobbying and networking

Asia/Pacific



Laos (Regional Office)

Literacy and basic education; support of non-formal education system; non-formal vocational training; lobbying and networking

Cambodia

Literacy and basic education; environmental education: further education of students; reconciliation and cultural memory; lobbying and networking

Nepal

Support of women; peace keeping measures

ASPBAE (Asia South Pacific Association for Adult and Basic Education)

Asia-South Pacific umbrella organization for Adult Education with more than 200 members from 30 countries in the Asia Pacific area (based in India); lobbying; strengthening of partnerships and networks; qualification of managerial personnel

PRIA (Society for Participatory Research in Asia)

Education for participation

Central Asia

Uzbekistan (Regional Office)

Institutional support; vocational training; training courses for the unemployed; past history work; lobbying

Kyrgyzstan

Professional/vocational and political education; integration of internal migrants; lobbying

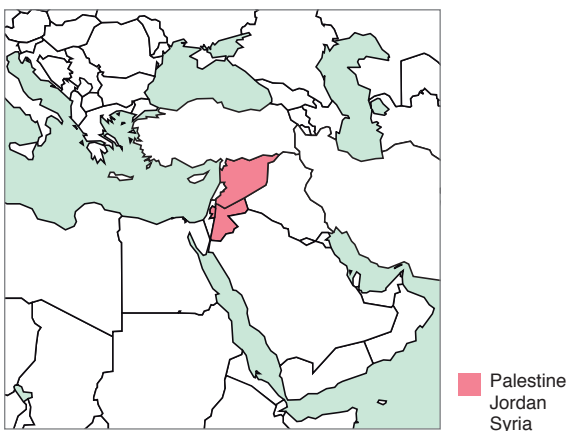
Tajikistan (Project Office)

Professional/vocational education; training qualification courses for the unemployed; working with migrants and their families; lobbying

Afghanistan

Literacy; professional/vocational education; education for democracy; health education; income generation; lobbying

Middle East



Jordan (Regional Office)

Capacity building for governmental and non-governmental institutions of Adult Education; lobbying and networking activities; income generation

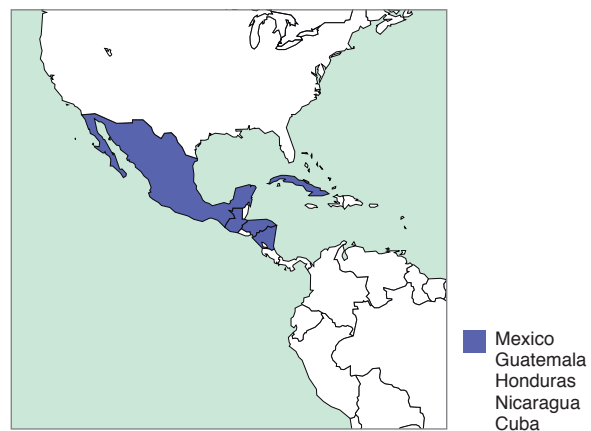
Palestinian Territories

Vocational training, basic training and further training of multipliers in Adult Education; lobbying and networking

Syria

In 2011, projects in Syria could not be continued due to the political situation.

Latin America



Central America/Caribbean

Mexico (Regional Office)

Guatemala, Honduras, Nicaragua

Strengthening Adult Education structures; literacy; organic agriculture and food security; environmental protection; training and support for women; intercultural education; income generation

Cuba

Environmental education; civic education; methodology and didactics of Adult Education

South America



■ Bolivia
■ Argentina
■ Colombia
■ Peru
■ Ecuador

Bolivia (Regional Office)

Strengthening of state youth and Adult Education; basic and vocational education; training and further training of adult educators; intercultural education; networking

Argentina

Organic agriculture; political education; health education

Colombia

Organic farming and food security; basic education; strengthening of indigenous groups; support for the advancement of women

Peru and Ecuador

Strengthening non-formal youth and Adult Education; intercultural education

Latin America Region

CEAAL (Consejo de Educación de Adultos de América Latina)

Latin American Adult Education Council with about 195 member organisations from 21 countries of Latin America (located in Panama)

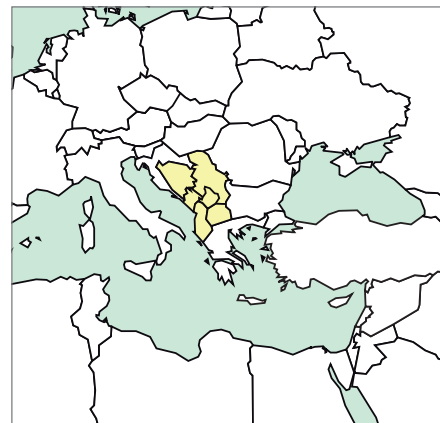
Education policy lobbying; strengthening of civil society; support for networking

REPEM (Red de Educación Popular Entre Mujeres de América Latina y el Caribe)

Latin American women's network with about 180 women's groups and organisations from 20 countries of Latin America (based in Uruguay)

Lobbying for women's education and gender equality

Europe



■ Bosnia-Herzegovina
■ Albania
■ Kosovo
■ Macedonia
■ Montenegro
■ Serbia

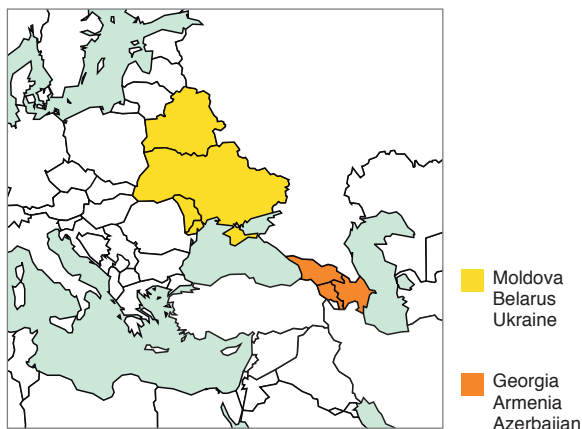
South Eastern Europe

Bosnia-Herzegovina (Regional Office)

Albania, Kosovo (Project Office), Macedonia (Project Office), Montenegro, Serbia

Training of AE staff; professional/vocational further training; support of civil society; reconciliation; intercultural learning; development of teaching and learning materials; lobbying and networking

Evaluations in 2011

Eastern Europe
Caucasus

Eastern Partnerships

Moldova (Project Office)

Institutional support; education for disadvantaged groups; professionalisation of the AE-courses; lobbying

Belarus (Project Office)

Building AE support structures; training of multipliers; community development

Ukraine (Project Office)

Professional qualifying measures; lobbying

Caucasus

Georgia (Project Office), Armenia (Project Office), Azerbaijan (Project Office)

Professional/vocational education; political education, employment support and integration work; development of teaching and learning materials; curriculum development; further qualification for adult educators; dealing with history; reconciliation (in Turkey/Armenia); lobbying and networking

	Land	Titel des Projektes
1	Afghanistan	Selfevaluation
2	Armenia	„Poverty Reduction through Active Adult Learning (Proyative) – Pilot Project in Tavush Marz“
3	Armenia, Azerbaijan, Georgia, Russia	„Beyond Boredom, Dust and Decay - Museums as Life Long Learning Spaces for Intercultural Dialogue (A-MUSE-ALL)“
4	Armenia, Turkey	„Adult Education and Oral History as a Contribution to the Turkish – Armenian Reconciliation“
5	Bolivia	Evaluation of the contribution of <i>dvv international</i> concerning the development of curricula (1997-2010)
6	Georgia	„Support socio-economic Integration of IDPs in Samegrelo – Zemo Svaneti Region“
7	Lateinamerika (REPEM)	Evaluation of the Latin American Women Network REPEM
8	Montenegro	Tracer Study: „Andragogical training of teaching staff working in adult education“
9	Mozambique	FELITAMO – Literacy for Women
BMZ-Evaluation		
11	South Africa	
12	Uganda	
13	Mexico	
14	India	
15	Bosnia-Herzegovina	

Policy Areas

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as of 31.12.2011

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Statistics 2011 as of December 2011

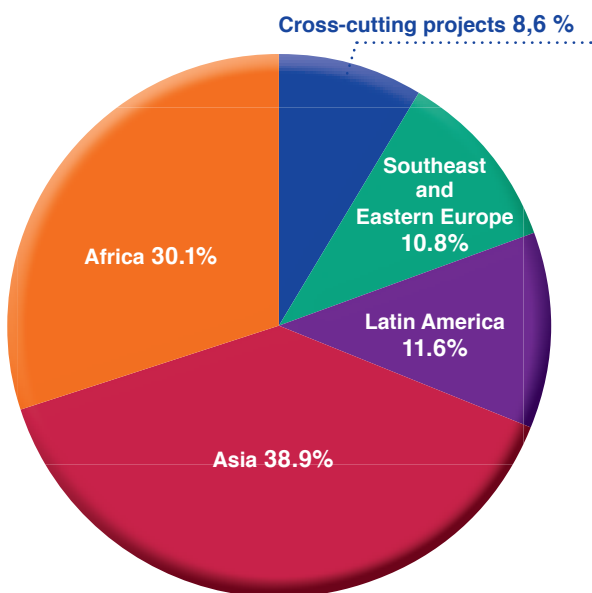
Number of employees at *dvv international* Bonn and at the project offices in 2011

Number	Function	Dispatched	Local Scientific	Educational/ Support	Admin	Tech.	Male	Female	Full-time	Part-time	Limited	Unlimited.
30	<i>dvv international</i> , Bonn	0	30	11	17	2	5	25	20	10	8	22
165	Total projects	9	156	74	58	33	64	101	141	24	128	37
195	<i>dvv international</i> and total projects	9	186	85	75	35	69	126	161	34	136	59

Distribution of funds

Regional Distribution of Project Funding in 2011

Funds:	18.055.623 €
Cost of office:	1.867.408 €
Project funding:	16.188.214 €



List of abbreviations

AA/FO	Foreign Office
AAEA	Asociación Alemana de Educación de Adultos
AE	Adult Education
AGS	Social Improvement Network
AHDA	Alliance for Historical Dialogue
ALC	Adult Learning Center
ANAFEA	Afghan National Association for Adult Education
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BMZ	Federal Ministry for Economic Cooperation and Development
BoCAED	Bonn Conferences of Adult Education
BRIC	Brasilia, Russia, India and China
CEAAL	Consejo de Educación de Adultos de América Latina – Latin American Adult Education Council
CONFITEA	International Conferences for Adult Education
DED	German Development Service
DVV	Deutscher Volkshochschul-Verband (German Adult Education Association)
EAEA	European Association for the Education of Adults
EFA	Education for All
EU	European Union
EZ	Development Cooperation
GIZ	German Society for International Cooperation
GMR	Global Monitoring Report
ICAE	International Council for Adult Education
IPE	International Perspectives for Adult Education
LADCA	Lao Development and Cooperation Association
NORMAI	Non-profit Association for Rural Mobilization And Improvement
NGO	Non Governmental Organization
REPEM	Red de Educación Popular Entre Mujeres de América Latina y el Caribe –Latin American Women’s Network
UIL	UNESCO-Institute for Lifelong Learning
UN	United Nations
VHS	Volkshochschule

