



DVV International

Education for Everyone. Worldwide.
Lifelong.

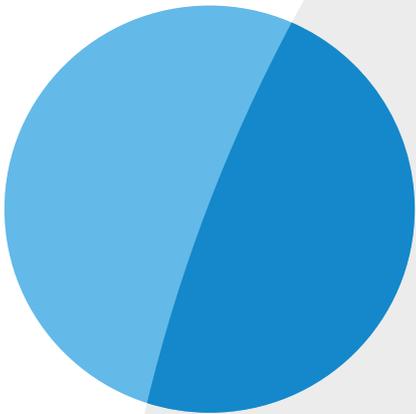
Annual Report 2019



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Introduction

Dear Reader,

I am extremely delighted that I have had the opportunity to accompany the German Adult Education Association in its anniversary year 2019. 100 years of Adult Education Centres, and 50 years of DVV International – these have been many years of untiring commitment to our mission of making education accessible to all and strengthening social cohesion.

The fact of enshrining further education in the Weimar Constitution in 1919 marked the birth of the German Adult Education Centres, and constituted a real gain for the Federal Republic of Germany. Here we are thinking, for example, of the inestimable contribution that was made by the Adult Education Centres towards democratisation and to the integration of refugees into our society. 2019 was a year of anniversaries for the German Adult Education Association. It is therefore a special concern of mine to recall these important achievements.

Since professionally-organised adult education is immensely important for broad-based social development, the Association set out in 1969 to also strengthen this idea in other countries. What saw the light of day five decades ago with the formation of a small department for the Association's international work is today a specialist organisation for adult education and development that is unique the world over and that has a network of global partners. And we as an Association can be very proud of this. Over the past 50 years, DVV International has made an important contribution to the development of youth and adult education structures, and to creating more equal opportunities in education. Thus the Institute enables participation in educational measures for people who live in remote areas or have limited or no access to education due to poverty



Annegret Kramp-Karrenbauer

and conflict situations. It strengthens societies and provides people with future prospects in their home countries. In addition, as a specialist partner for education and dialogue, the Institute also strengthens relations with Germany's key partner countries.

DVV International's impact was clearly visible at the ceremony celebrating the 50th anniversary in Weimar. 250 guests from DVV International's global network and from the entire national Association celebrated with the Institute. Federal Minister of Development Dr Gerd Müller rightly stressed that there can be no development without education. The fact that the Federal Minister also continues to rely on the many years of cooperation with the Institute and would like to expand it is proof for the Association of considerable confidence and sustainable commitment.

I would like to invite you to take a look at the following pages and see for yourself the important work of DVV International.

Kind regards,

Annegret Kramp-Karrenbauer

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

Foreword

Dear Reader,

We look back on an eventful, special year in 2019, the year in which DVV International celebrated its 50th anniversary. Large numbers of guests from Germany and beyond were invited to attend the anniversary event held in Weimar – where the first democratic Constitution was adopted 100 years ago, a Constitution in which further education was established in law, and which was followed by the founding of a large number of Adult Education Centres. The ceremony was part of our sixth Adult Education and Development Conference (AEDC) on the topic of global sustainable development goals (SDGs). We are grateful that we were subsequently given the opportunity by the Federal Ministry for Economic Cooperation and Development (BMZ) to present the results of the conference to a wider audience at a side event of the United Nations High-level Political Forum in the German House in New York.

In addition to the anniversary, the annual report provides information about our worldwide commitment to youth and adult education. We present selected projects in order to provide you with concrete insights into our multifaceted activities. We would like to inform you, for instance, about the establishment of a Vice Ministry of Extracurricular Education in Guatemala, supported by DVV International, about civil dialogues in Peru, participatory planning processes for education centres in Jordan, and the adoption of a policy for lifelong learning in Cambodia. We take stock of our work in Guinea, which was completed in 2019, and report on the start of our engagement in Tunisia. Information on an innovative project under the Federal Foreign Office's Eastern Partnership, and an EU project to promote inclusive education in Tajikistan, round off the first section of the annual report.



Christoph Jost

The second section of the annual report is dedicated to our strategic work. This includes adult education in the context of the Agenda 2030, the first ever award of the “Rita-Süssmuth-Preis für die internationale Volkshochschule” (Rita Süssmuth Award for the international Volkshochschule), and the branding process which we initiated in order to promote a global adult education brand. We speak with the newly-elected President of the European Association for the Education of Adults, and discuss our longstanding project on global learning in German Adult Education Centres. Finally, we report on the development of pilot projects in the context of migration and return, and on our globally-applicable framework curriculum for training adult educators (Curriculum globALE). As usual, the third section of the annual report provides an overview of central aspects and players at DVV International.

I would like to thank not only our partners, as well as our staff at home and abroad, but also the BMZ, in particular for their trust and cooperation in the past 50 years. We will continue to work to support the sustainable consolidation of youth and adult education in order to open up better prospects for people in our partner countries.

I wish you stimulating reading.

Christoph Jost
Director, 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.

Adult education is moving forward in Guatemala

Two international conferences and the establishment of a Vice Ministry of Extracurricular Education in September 2019 mark important steps in the professional and political reorientation of youth and adult education in Guatemala. The Guatemalan Ministry of Education and DWV International are central stakeholders in this development. They have been working together since 2018 to establish non-formal youth and adult education as a sector in its own right within the national education system.

This is necessary in order to be able to offer Guatemalans of all ages a real chance of education and training. The country's education policies to date have focused solely on school education, and have been budgeted accordingly. People who, for various reasons, have no access to formal education or have had to drop out of it early have so far been left behind by the national education system. And according to official figures, this currently affects more than 2.3 million of the country's inhabitants. One of the central concerns of the new Vice Ministry of Extracurricular and Alternative Education is to create open, flexible teaching opportunities for these people that will enable them to obtain a school-leaving qualification or complete vocational training.

Identifying needs in extracurricular education and developing programmes

The establishment of this Ministry means that the Guatemalan education system now provides not only for the existence of a school system, but also for an extracurricular system that specifically addresses the educational needs of young people and adults. To this end, it is necessary to develop offers and structures that meet their actual and diverse learning needs. The first steps towards this have already been taken: A national distance learning programme and a new information system are to make non-formal education schemes more widespread, to map them and to provide impact-orientated support. A certification system for competences that is orientated towards



DWV International with the team of the newly-founded Vice Ministry of Extracurricular and Alternative Education in Guatemala

extracurricular educational biographies is to create and improve opportunities for vocational, social and economic development also for returnee migrants.

DWV International has accompanied this development work with a series of events and exchanges at national and international level. Initial training courses have also been held to improve the quality of teaching. In order to provide additional support to the newly-created Vice Ministry in Guatemala, DWV International has set itself two priorities: The basic and further training of local adult educators and the creation of two model training centres which are to develop and implement innovative approaches for development-orientated educational work with migrants in the border region between Guatemala and Southern Mexico.

The mission and goals of the new Vice Ministry are groundbreaking and ambitious. The establishment of a separate Vice Ministry for Extracurricular Education is a great leap forward in order to position the concerns and needs of educationally-disadvantaged populations in a more politically-visible manner. Appropriate state funding is a further challenge, and at the same time a prerequisite for establishing extracurricular education in a successful and above all effective manner as the second pillar of the Guatemalan education system. ●

The art of peacebuilding – Comics for peace and stability in the Caucasus

Working together with young people in conflicts has generated major interest in peacebuilding circles. After all, the behaviour of young people helps us learn about the dynamics of conflict: How do they see themselves? And how do they behave towards their peers and vis-à-vis the communities in the other conflict group? The project entitled “The art of peacebuilding – Comics for peace and stability in the Caucasus” provides an opportunity for young people from Georgia, Abkhazia (breakaway region of Georgia) and Russia to use art to build trust in one another.

Georgia first lost the Autonomous Republic of Abkhazia, and later the South Ossetian Autonomous Region, in the early 1990s in the wake of the military conflicts that took place in the country. The conflict around South Ossetia intensified further in the 2008 Russian-Georgian war. More than 300,000 Georgians were displaced from both breakaway territories occupied by the Russian Federation to other regions of the country. Many years of isolation and confrontation have meant that the people of South Ossetia and Abkhazia have virtually no contact with people in the rest of Georgia. In the meantime, however, new generations are growing up, and they are forming their own attitudes towards the situation as it presents itself.

Innovative formats in peacebuilding

Particularly in peacebuilding projects with young people, innovative methods must be devised that simultaneously address the needs of the beneficiaries and help build confidence between “conflict parties”. Participants are especially motivated by the opportunity to become personally involved in processes, to shoulder responsibility and to help achieve a common goal as part of a group. The outcomes can vary widely. DVV International’s project, which was promoted by the Federal Foreign Office, aimed to develop and produce a comic book together. Young artists, comic authors, as well as environmental activists, worked from June to November 2019 to find out how people

approach nature, and ended up telling the story of a karmic metamorphosis. The resulting comic is called “MetamorFish”. The project brought together 20 young people: Five of them came from breakaway Abkhazia, five from Russia, and ten from Georgia. Creating a safe environment and the artistic focus helped lay the foundation for trust-based cooperation and long-term relationships between the young people. In the end, a team of like-minded people came together, forming a group and calling themselves “coMIX”. Together they went through the process of producing a comic.

First steps on the road to producing a comic together

The young people already met the established Georgian comic artist Gigi Jabidze at the first workshop in Yerevan. He introduced them to the special features and the origins of the comic genre, and taught them about the standards of comic production. This led to the first ideas for a story and the first drawings in the form of so-called “hard copy frames”.

“I’m glad I was part of this wonderful project. I learned to work as part of a team and create a comic book with these great people.”

Participant from Tbilisi

But the process itself is much more important than the actual professional production of the comic. After all, working and designing together are effective, lasting experiences. The isolation of the conflict groups from one another, caused by the conflict, and the resulting stereotypes, can be countered with the help of art. Art and education serve as tools to initiate personal change processes among the participants. The group was therefore accompanied from the outset by Iluta Krūmiņa, who chairs the Board of the Latvian Adult Education Association and is a trainer with many years of experience. She carried out various teambuilding



Participants exchange ideas with artists during Comic Con fair in Berlin

“There are still people who are interested in the development of art and who have changed the world a little bit with it. I liked the atmosphere that was created within the group. It doesn’t matter what language we speak. It’s not the language, it’s the people I’ll remember.”

Participant from Vladikavkaz

activities with the young people. All the exercises were aimed at promoting respect for cultural and ethnic diversity, and encouraged innovation and creativity.

Exchanging ideas with the international comic community

The second workshop took the young people to Berlin, where they worked on the title of their comic. The highlight

of their stay was the presentation of the first draft to the international comic scene. The lively discussion showed just how interested European artists were in the “MetamorFish” comic, which revealed a completely new perspective. The exchange was also highly motivating for the project participants. The climax of the Berlin workshop was a visit to the “German Comic Con”, the famous fair for comics, film and television, cosplay and costumes. In addition to the numerous events, the participants also had the opportunity for a close-up encounter with famous actors and actresses and artists, as well as other celebrities.

The young people are still in regular contact with one another through a closed Facebook group and via other communication channels. A thousand copies of the completed “MetamorFish” comic have been distributed to young people in Abkhazia, Georgia and Russia – as a symbol of the newly-established trusting, open relationships which will endure despite the artificially-imposed boundaries. ●

Participatory rapid appraisal – Needs assessment for adult learning and education centres in Jordan

One of the main tasks of DVV International in Jordan is to develop the capacities of adult learning and education centres (ALECs) in community development. The aim is to increase the employability of young people and adults in targeted communities through adult education and learning interventions. An important tool in this context is the “participatory rapid appraisal” (PRA). It helps assess education needs as well as training and labour market opportunities.

Learning in ALECs is based on the concepts of education for community empowerment. It is intended to improve living standards by considering needs and opportunities, as well as the prevailing cultural and societal environment. Such an approach requires ALECs to be able to interact with the local community, so that this interaction constitutes a learning process for ALECs and the community. DVV International recently introduced the participatory rapid appraisal method in order to support ALECs in that regard.

Learning from and with the community

The need of the Jordanian community and its institutions to learn more about their own realities and to find out how to develop a deep understanding vis-à-vis the dimensions and complexities of the problems they face requires tools that are both adequate and effective. Participatory rapid appraisal constitutes a learning process from and with the community. Robert Chambers first introduced the term rapid rural appraisal in 1983 to describe techniques of a “reversal of learning”. By the mid-1990s, the term RRA had been replaced by a number of other terms including participatory rapid appraisal. It is “a family of approaches and methods to enable rural people to share, enhance, and analyse their knowledge of life and conditions, to plan and to act,” as Robert Chambers states in his paper entitled “The Origins and Practice of Participatory Rural Appraisal” (1994).



Training on PRA for managers and facilitators of adult learning and education centres

The PRA approach allows the facilitators of ALECs to already use the participatory tools during the orientation sessions which help beneficiaries become more aware of their opportunities, discuss training and income options, and learn necessary life skills such as individual decision-making skills.

The uniqueness of such an approach lies in the fact that it involves all the individuals concerned in the same learning process; the members of the community, the officials in the community, as well as outsiders who are not an organic part of the local community. The results therefore express the real needs of a large group of people. This approach creates realistic expectations which make it possible to achieve common goals. ●

DVW International takes up work in Tunisia

As a neighbour of Europe and intertwined with Germany in many ways – both politically, as well as in terms of civil society, and also economically – Tunisia has furthermore increasingly become the focus of interest in bilateral cooperation in the wake of the Arab Spring. DVW International has been active in the Arabic-speaking world for ten years, and is now also launching activities in Tunisia.

DVW International was explicitly tasked by the German Federal Ministry for Economic Cooperation and Development (BMZ) with exploring the terrain on the ground. The timing could not have been better, since the country's Ministry of Social Affairs, which is responsible for adult education, had published a new, ambitious strategy for adult education at the end of 2018, and was seeking out technical partners who could assist it in implementation. The sounding out also revealed that a large number of institutions in Tunisia function as municipal training centres, but are often only partially operational – depending on the location or the respective arrangements for funding.

A promising foundation for multisectoral cooperation

DVW International has developed a new tool to analyse and refine cross-sectoral and interdepartmental systems aimed at improving services at local level. Amongst other things, it enables the progress and effects of work carried out at system level to be measured and evaluated more accurately than before over one or more project cycles. As the Tunisian stakeholders were open to this approach, a promising common basis for cooperation between DVW International, the Ministry of Social Affairs, and other interested partners such as the National Union of Tunisian Women or the Agency for the Dissemination of Basic and Further Training related to Agriculture, emerged from the very beginning.

Other organisations from government, civil society and development cooperation are interested in the connection promoted by DVW International between catch-up basic education and the provision of vocational and start-up qualifications. A core area of the project in Tunisia



Signing of the contract for cooperation between the Tunisian Ministry of Social Affairs and DVW International

therefore relates to the promotion of multisectoral approaches in adult education.

There are also plenty of starting points for the second core area, namely the promotion of sustainable structures in adult education, given the need to professionalise existing institutions. The Ministry of Social Affairs is converting a former conference centre right in the middle of the capital Tunis into a lighthouse project for lifelong learning. The Ministry's adult education department will also be based there in future.

DVW International has decided to open its Regional Office for North Africa in Tunis. Together with the local staff and the implementation partners, it is thus in a good position to facilitate the work in Tunisia, where work on the ground has been on track since mid-2019. Given the lively, constantly-changing environment, we have every reason to be optimistic about the work that we have just started in Tunisia. ●

Promoting inclusive education for young people and adults in Tajikistan

Providing access to inclusive education for persons with disabilities is a challenge for many countries. Ensuring equal education opportunities for everyone is however necessary for professional and personal development. This is also reflected in Sustainable Development Goal 4, which mentions inclusive education for all. In 2018, Tajikistan signed the United Nations Convention on the Rights of Persons with Disabilities. Even so, providing inclusive education to young people and adults with disabilities still remains a tremendous challenge in Tajikistan, both for the State and for civil society organisations. DVV International and its partners have therefore developed a project by the name of “Promotion of Social Change and Inclusive Education” (INCLUSION).

The project aims to improve access to quality vocational and non-formal education services for persons with disabilities – especially young people –, and to establish an improved environment for more inclusive, responsive and transparent social policies. Together with the civil society organisation “Ishtirok”, which works with persons with disabilities, and the Adult Education Association of Tajikistan, DVV International has been implementing the INCLUSION project since April 2018 with financial support from the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ).

Assessing the needs of persons with disabilities

In the beginning, the project team identified the educational needs of young people with disabilities, educational opportunities and job vacancies available to them, as well as potential areas for employment, in the project locations Dushanbe, Penjikent and Rasht. In addition, the accessibility of state-owned adult training centres (ATCs) throughout Tajikistan for persons with disabilities was critically assessed. The resulting analytical report provided an overview of occupations in demand, and



Confectioner training in an adult training centre in Dushanbe

showed the limitations in basic as well as vocational educational opportunities for young people with disabilities. The assessment of the accessibility of ATC facilities revealed the need for reconstruction and improvements in order to create an enabling environment for persons with disabilities.

Based on the survey, one ATC in the capital and two regional ATCs were selected for reconstruction. In addition, vocational curricula and training materials on the four occupations “confectioner”, “beekeeper”, “florist” and “repair of household appliances” were developed based on inclusive education approaches and introduced at the ATCs. ATC trainers raised their capacities in applying inclusive vocational training curricula, and piloted two vocational training courses in inclusive classes.

The needs assessment also revealed low participation by persons with disabilities in basic education due to limited access to the learning facilities and negative attitudes in society. For this reason, a basic literacy course curriculum



“I’m very grateful to the teachers and to the project for giving me the opportunity to participate. Now I want to go to a training centre for young people and adults to continue learning and complete my basic education qualification.”

Mirzojonova Kholida from Dushanbe, attendee at the basic education course



“I would like to implement my wholesaling business plan. I received all the necessary information for doing so at this training.”

Muhammad Tursunov from Dushanbe, a business training attendee

and hand out materials were adapted to the needs of persons with disabilities. The first course took place with 17 adults with disabilities who had major deficits in comparison to their peers and who wanted to improve their literacy and numeracy skills.

Raising awareness for the changes needed

Besides vocational education activities, the project emphasised the importance of consultation activities. Social desks were established in the project sites that provide social support to persons with disabilities and help them deal with the challenges of everyday life. On the basis of the most frequently asked questions at the social desks, young people with disabilities were trained on the topics of “life-skills”, “human rights”, “inclusive education” and “interactive learning methodology for young people with disabilities”. Trained participants then multiplied the knowledge obtained by conducting a total of 18 peer-to-peer training activities

for other young people with disabilities. Non-formal learning activities also included business start-up training activities and a small grants programme for those attending training.

With the aim of promoting a sustainable, inclusive environment for persons with disabilities in Tajikistan, the project also conducts capacity-building measures for the local partners of DVV International. The partners receive training in how to independently monitor social policies and write alternative reports that serve as an instrument to voice the complaints of people with disabilities vis-à-vis governmental bodies – always with a focus on the SDG 4 targets. These efforts are amplified by a public information campaign on the SDG 4 indicators, as well as by round tables with the participation of local governmental and non-governmental players. Working from the bottom up, the INCLUSION project heightens public awareness of the SDG 4 targets and of the aim of ensuring inclusive, quality education for all. ●

Mission accomplished? Looking back over 20 years of work in Guinea

Guinea's education system continues to face major challenges. For example, more than 60 percent of adults are still illiterate. The economic, ecological and demographic environment requires constant efforts on the part of the Government and civil society. DVV International has nevertheless left Guinea after 20 years of involvement in the development of adult education structures. And it has done so with a good feeling, because it has left something behind.

The work done by DVV International has enabled almost 30,000 adults, the majority of whom are women, to acquire reading, writing, arithmetic and other skills that have helped to enhance their participation in social, political and economic life. They are advocates for education in their communities, as an elemental service of a community. Several thousand adult educators have also been trained in the past 20 years. They are able to design, implement and improve courses in line with needs and beyond traditional sectoral boundaries.

Adult education as a recognised pillar of the education system

Cooperation partners from the Government, from the municipal level through to the very upper echelons of government, as well as from civil society, but also from the private sector, have become familiar with practical approaches to adult education over the years. They have created the political and legal framework to establish adult education as one of the main pillars of the national education system. In addition, a national adult education network recognised by the Government is consulted on all important matters. Membership of a regional adult education network, to which Guinea as well as 13 other countries contribute, also provides access to exchange and expert advice.

Capacities stepped up at all levels

All stakeholders from Government, civil society and the private sector have access to a range of curricula and materials, as well as an interactive app, and to tools



The municipal education centre of Sabadou-Baranama; one of the pilot facilities promoted in Guinea

for functional (post-)literacy in various languages. These transport educational content from different spheres of life. In the course of its 20-year commitment, DVV International has also enhanced the competence of governmental and non-governmental partners in the acquisition and implementation of third-party funds (World Bank, EU, the private sector). Via pilot centres, management and andragogical methods at municipal level can be practically understood, and thus duplicated by everyone.

We can be proud of what we have achieved together. Of course, we are also concerned: Will our partners and colleagues be able to develop the methods? Will national policy in Guinea provide the municipalities and the educational institutions working there with the minimum resources needed to fulfil their mission? We remain confident, and since there is still a connection between DVV International and the Guinean adult education scene via the networks, we will also continue to be plugged in to the further development of Guinea in the future.

Thank you to everyone who has made their contribution over the past 20 years! ●

Adult education in Peru – Dialogue fora to establish a multisectoral educational policy

DVV International has been working together with the Peruvian National Council for Education (Consejo Nacional de Educación) since early 2019 to integrate the concerns of youth and adult education into the design of a new Peruvian education strategy. A series of dialogue fora on this topic have been held throughout the country to consult with stakeholders and develop joint proposals. Walter Quispe, Head of DVV International's office in Lima, talks about how the cooperation came about and what goals were achieved.

The national dialogue process: How did it come into being, and what was it about?

Walter Quispe: Peru's national education strategy, which has been in force since 2006, does not outline any policies for the promotion of youth and adult education. In view of this situation, the Peruvian Council for Education decided to close these gaps in the new education plan, and above all to make it more needs orientated. The aim is to develop a multisectoral education policy that guarantees the right to education for all, whilst also doing justice to the actual educational needs of all age groups. The Peruvian Council for Education therefore approached DVV International in early 2019 with a view to jointly conducting dialogue fora on education policy in Peru. The purpose of the fora was to gather opinions and proposals on the goals and design of an education policy that would suitably take into account the educational needs of adult Peruvians.

How was the process designed, and how has it developed since then?

Walter Quispe: The main challenge of the dialogue process consisted in hearing as many voices as possible: representatives from the various governmental as well as non-governmental and academic sectors. Seven regions of the country with different characteristics were therefore selected for the fora, and a broad spectrum of stakeholders was identified who were then invited to participate. It became clear at all the fora that there was little awareness of the importance of youth and adult



Walter Quispe

education. At the same time, the fora made interesting contributions to policy-making. The dialogue fora were organised in close cooperation with experts from DVV International's regional and local networks. Furthermore, Dr Hugo Díaz, representing the Peruvian Council for Education, Dr César Picón, an expert in youth and adult education, and myself as DVV country coordinator, were involved at all times.

What were the most important results, and what are the next steps that need to be taken?

Walter Quispe: One important result is that youth and adult education have taken up a clearer position in the education sector, but also in the public eye and in the media. Equal importance was attached to the diversity of the proposals, such as the implementation of a system of recognition of lifelong learning. A sound structure is however needed in order to implement the proposed reforms. The Peruvian Minister of Education, Flor Pablo, is also aware of this. Following on from the dialogue process, she therefore approached DVV International with concrete proposals such as the development of a management model for adult education centres. The German Adult Education Centres form an important reference for the development of such integral education centres. And DVV International in Peru has made progress towards elaborating appropriate reform proposals. ●

Policy opens up new opportunities for lifelong learning in Cambodia

In July 2019, DVV International celebrated the adoption of the first lifelong learning policy in Cambodia. The signature of the Prime Minister represents the final stage in a long process of lobbying and capacity building to develop a modern, forward-looking concept for the Cambodian education system. The policy was officially launched on 19 December 2019.

The system recognises the needs of people of all ages to learn in formal, non-formal and informal settings. “The new lifelong learning policy creates various opportunities for adult learning. It can become a door opener for our sector”, says Vanna Peou, Country Director of DVV International in Cambodia.

Adopted by the UN General Assembly in late 2015, lifelong learning (LLL) became the key framework for shaping the education sector globally. Having said that, adopting the concept at global level is one thing, but implementing it in various countries around the globe is another task. And to achieve this, we need to start by clarifying what LLL is about. In fact, it is not a new word for adult learning and education, it is not a substitute for non-formal education, but it encompasses all stages on the educational path, and all stakeholders, to ensure that people have the opportunity to learn, and to enjoy learning, at all ages. Besides primary and secondary education, vocational training and higher education, adult education should become a major concern of LLL, as adulthood covers the longest period in our lifespan.

Developing a policy on lifelong learning

In close cooperation with colleagues from the Southeast Asian Ministers of Education Organisation (SEAMEO) and the local delegation of UNESCO, DVV International engaged in capacity building and advocacy measures. This culminated in a high-level workshop in November 2017, chaired by the Cambodian Minister for Education, Youth and Sports (MoEYS). The event was attended by representatives of some ten ministries, from Parliament and from other relevant stakeholders.



Participants of the working group developing the policy draft

In the ensuing period, Vanna Peou shared the experiences and thoughts of DVV International in the working group funded by UNESCO to develop the draft. The national policy on lifelong learning states that it “aims to provide opportunities and to support all people in gaining access to various modalities of education and using the acquired knowledge to maximise effectiveness, quality, job productivity, as well as income, in response to the era of information and communication technology and in a knowledge-based society”. The implementation of the policy is to be outlined in an action plan and managed by a

national committee for lifelong learning chaired by the Prime Minister or the Deputy Prime Minister and hosted in the MoEYS. "This establishes a defined structure within the government system which can be the counterpart for supporting the implementation of the policy's objectives", reports Dr Johann Heilmann, DVV International's Regional Director for Southeast Asia.

These objectives include providing learning opportunities for all, instituting capacity building measures, transforming existing community learning centres into lifelong learning

centres, and establishing a recognition-validation-accreditation system. Amongst other things, success will depend vitally on whether the agreed target to establish inter-ministerial cooperation on LLL is achieved. The new LLL policy will not lead to immediate improvements in educational services in Cambodia beyond the formal system, but it does create new opportunities for developing adult learning and education as well as other areas. DVV International will be working together with various stakeholders to move in this direction.



Nos Sles

Interview with Nos Sles, State Secretary (Deputy Minister) in the Ministry of Education, Youth and Sports, Cambodia

Your Excellency, the Cambodian lifelong learning policy has been approved. What does this mean for the country's education system?

Nos Sles: The lifelong learning policy shows the strong commitment of the Government to contribute to SDG 4. It is very important to have it because it links formal and non-formal education as well as informal learning.

Lifelong learning is a concept which is not easily understood by everyone. What still needs to be done so that all Cambodians embrace this concept?

Nos Sles: I don't think it is too difficult. The important thing is: How can we implement the policy? We will now work together with our partners such as DVV International, UNESCO and others to prepare an action plan on how to achieve short-, medium- and long-term goals. We furthermore need to do awareness raising through workshops and other activities so that we can help our people understand the concept.

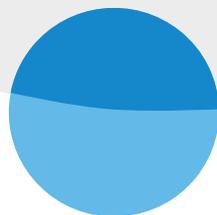
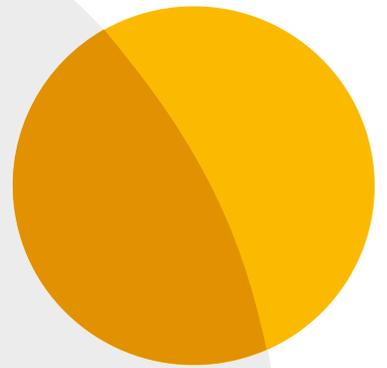
How can adult education benefit from the implementation of the lifelong learning decree?

Nos Sles: I think adult learning and education will be more effective. In the future, there should be more opportunities for all people, regardless of age, to access education and skills training. This should be possible from childhood to old age. This is the meaning of lifelong learning. ●



Expertise and advocacy for adult education

As a specialist organisation, DWV 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.



DVV International celebrates its 50th anniversary

DVV International celebrated its anniversary in Weimar in May 2019 with a ceremony and a specialist conference attended by political celebrities and international experts. The anniversary celebration became a place of encounter and exchange for the more than 150 guests from 30 partner countries, the employees of DVV International and the approximately 100 representatives of the national Association.

What saw the light of day 50 years ago as a small international department of the German Adult Education Association (DVV) is today the leading specialist organisation for adult education and development cooperation. And 2019 was also a historic year for the German Adult Education Centres; they were celebrating their centennial anniversary. The adoption of the Weimar Constitution in 1919 is regarded as the birth year of the modern type of Adult Education Centre and of further education as a matter of public responsibility.

Thinking and acting in international terms for adult education over the last 50 years

Dr Gerd Müller, Federal Minister for Economic Cooperation and Development, was invited to give the keynote speech for the celebrations, held in the historic city of Weimar. The Federal Minister emphasised the outstanding work being done by DVV International in now more than 30 countries, and made this particularly clear with regard to its exemplary engagement in Afghanistan. “Education is the key to any successful development,” said the Minister. DVV International supports the establishment and expansion of sustainable youth and adult education structures worldwide. Literacy, vocational and political education, sustainable development, migration and democratisation are important topics in this context.

In a globalised world, adult education stakeholders can no longer think in national dimensions alone. In his speech at the anniversary celebrations, Dr Ernst Dieter Rossmann, long-standing DVV Chair, pointed to the high added value of the Association’s internal cycle of knowledge. “The work of DVV International is not a one-way street. It is not only a matter of providing help and support for people in the partner countries, but the Adult Education Centres in



Federal Minister of Development Dr Gerd Müller

Germany too benefit from the expertise and the networks that have been built up over the last 50 years.” The numerous partners from the supra-regional adult education networks such as the International Council for Adult Education (ICAE) and other umbrella organisations from Asia, Latin America, Europe and the Arab world are also part of these structures that have been established.

David Atchoarena, Director of UNESCO’s Institute for Lifelong Learning (UIL), thanked DVV International for its steady commitment and promotion of adult education as a key tool for development. “UNESCO is looking forward to continuing its cooperation with DVV International, especially in this crucial phase of Agenda 2030,” David Atchoarena said in Weimar.

Specialist conference on the significance of adult education for Agenda 2030

The 50th anniversary ceremony formed part of the Adult Education and Development Conference (AEDC), which is organised by DVV International at two-year intervals. Ministers and experts, as well as staff from more than 30 countries, came together to share their experiences and discuss the importance of adult education for the United Nations’ Agenda 2030.



“Lifelong learning is a new concept for the Republic of Moldova. We introduced it in 2014 with the adoption of a new Education Act. We are currently working on a national guideline for lifelong learning. We learned a lot during the conference from the positive experience in Germany and other countries. One important take-away in this regard is the importance attaching to non-formal education in addition to formal education. This could become one of our priorities.”

Angela Cutasevici, State Secretary for Education, Ministry of Education, Culture and Research, Moldova



“There are roughly 2.4 million adults in Guatemala who have not finished school or are illiterate. We need to highlight this problem and offer educational programmes that respond flexibly to the needs of these people. We have been working with DVV International for a year now to develop good models and methods for this.”

Oscar Hugo López Rivas, Minister of Education, Guatemala

The conference guests included Minister of Education Oscar Hugo López Rivas and Deputy Minister of Education Maria Eugenia Barrios Robles de Mejía from Guatemala, Deputy Minister of Education Angela Cutasevici from Moldova, and Sles Nos, Deputy Minister of Education from Cambodia, as well as large numbers of representatives of international adult education associations, the International Labour Organization (ILO), and international researchers.

The educational goal of the United Nations Agenda 2030 (SDG 4) addresses for the first time lifelong learning as a decisive element of successful sustainable development. It encompasses all essential forms of learning in all phases of life. This includes youth and adult education, which contributes to the achievement of all the sustainable development goals and to the success of the agenda as a whole. In his opening presentation, Christoph Jost, Director of DVV International, emphasised the importance of cross-sectoral cooperation and the effects of adult education on other fields of development such as health, local economic and social development, poverty reduction and peacebuilding. DVV International and its partners are therefore campaigning for the explicit recognition of youth and adult education within the framework of lifelong learning as an important success factor for achieving the

educational goal, and in helping to ensure that its role in the success of all 17 Sustainable Development Goals is better prepared and communicated.

Working together to raise the profile of the potential of adult learning

The conference delegates agreed on key messages to strengthen lobbying work worldwide and to raise the profile of the potential of youth and adult education in the context of the Agenda 2030. According to one of the core messages, youth and adult education helps empower people and communities with its variety of methods. It opens up greater opportunities for the particularly disadvantaged to participate and shape their own lives – entirely in keeping with the central aspiration of Agenda 2030 to “leave no one behind”. It nevertheless remains difficult to prove the impact of such measures, and this remains a challenge for the coming years up to 2030. During his keynote speech, Aaron Benavot, Professor at the University at Albany (State University of New York), called on all stakeholders to act quickly and effectively: “We must take care of adult education now, otherwise it will be too late for Agenda 2030,” the former Director of the UNESCO Global Education Monitoring Report urgently warned. ●

The Rita Süßmuth Award for the international Volkshochschule

For the first time, DVV International, together with the Board of the German Adult Education Association, has distinguished Adult Education Centres for their international work. The “Rita-Süßmuth-Preis für die internationale Volkshochschule” (Rita Süßmuth Award for the international Volkshochschule) is presented under the patronage of the German Association of Cities.

As part of the 50th anniversary celebrations of the Institute for International Cooperation of the German Adult Education Association in May, the Rita Süßmuth Award was presented in Weimar to be shared equally by three award-winning Adult Education Centres. Bonn, Hanover and Ulm Adult Education Centres were recognised for their many years of international work.

Distinctions for international commitment

Starting in 2019, Adult Education Centres will be able to apply every two years for the Rita Süßmuth Award, which recognises outstanding international commitment. The seven-member jury took many different criteria into consideration in reaching their evaluation. One of the criteria was how Adult Education Centres, with their internationally-oriented strategies, concepts and ideas, help shape their local communities in a forward-looking manner. International and intercultural references in the programme activities and in the organisational culture were also taken into account. International partnerships, specialist excursions, consulting assignments and other activities of worldwide knowledge exchange with adult education institutions also played a major role in the selection process.

Award ceremony held before an international audience

The first Rita Süßmuth Award was presented under the motto “living together. standing together”. All three award-winning Adult Education Centres make a special



Rita Süßmuth and the prize winners

contribution to social cohesion through their work at local and international level.

The Adult Education Centres in Bonn, Hanover and Ulm formally accepted the award before a 250-strong audience made up of staff and partners, as well as governmental and civil society representatives from Germany and the partner countries of DVV International. Werner Reuß of ARD-alpha, who as a member of the jury also held the laudations, compered the award ceremony. The awards were presented by the former President and current Honorary President of the German Adult Education Association (DVV), Prof. Rita Süßmuth – after whom the prize is also named – as well as by Klaus Hebborn, representing the German Association of Cities. The prize is endowed with 2,000 Euros each, and also includes a marketing package with a logo especially developed for the award, which the Adult Education Centres can use to highlight their international commitment.

By awarding the prize, DVV International provides the Adult Education Centres with a platform to lend greater visibility to their highly-varied international work at national and international level. ●



Members of the jury:

Prof. Dr. Rita Süßmuth: German Adult Education Association

Thomas Bartelt: German Federal Ministry of Education and Research

Werner Reuß: ARD/member of the Advisory Board of the German Adult Education Association

Prof. Regina Egetenmeyer: University of Würzburg/Board of Trustees of DVV International

Angela Owusu-Boampong: UNESCO Institute for Lifelong Learning (UIL)

Cemalettin Özer: Federal Association of Networks of Migrant Organisations (NEMO)

Gundula Frieling: Federal Office of the German Adult Education Association

Political recognition and public awareness of adult education

Improving the framework conditions for adult education is one of the core tasks of DVV International. Lobbying and advocacy for the human right to education and lifelong learning are carried out together with regional, national and global networks and adult education associations. It is the goal of DVV International as a professional organisation to make globally-relevant contributions to the development and expansion of sustainable structures, and to heighten the public profile of adult education.

The “Branding Adult Education” partner project, which aims to establish the global brand “ALE” (Adult Learning and Education), is a flagship project of DVV International’s lobbying work. The project was initiated by DVV International in 2017, and aims to boost the political recognition and public awareness of adult education worldwide. Experts from four continents began to give adult education a name and a shape worldwide. Representatives from the research community, as well as from the regional and international network associations ASPBAE (Asian South Pacific Association for Basic and Adult Education), EAEA (European Association for the Education of Adults), GCE (Global Campaign for Education), CLADE (Latin American Campaign for the Right to Education) and CEAAL (Latin American Council for Popular Education), joined together in a consultation project under the auspices of the UNESCO Institute for Lifelong Learning (UIL) and of the International Council for Adult Education (ICAE).

Boosting adult education at international level

This international branding process aimed at developing the first global adult education brand was successfully completed in 2019. For the first time, the experts succeeded in developing a common global definition and vision of adult education and adopting it for their networks as part of the ALE brand. The global launch of the ALE brand was planned for the spring of 2020, and was to



Network partners at the workshop in Bangkok in October 2019

take place in Ethiopia, accompanied by viral marketing activities. The launch on the African continent has however been cancelled due to the Corona pandemic. Events have been planned at local level, and the marketing activities have been expanded to become a virtual campaign.

The global ALE brand supports professional organisations and associations in raising awareness of the effectiveness of adult education worldwide, speaking with a common voice, improving the understanding of adult education as a public resource, increasing funding, and underlying the holistic approach of the adult education concept. The brand also serves to better shape global and developmental education strategies, and incorporates the drive to boost the public profile of adult education in the Agenda 2030.

The ALE brand is to be applied in a manner that is visible on a global stage for the first time as part of the forthcoming policy consultation processes for the next UNESCO International Conference on Adult Education 2022 (CONFINTEA VII). It can empower countries and stakeholders to define exactly what adult education means in the context of lifelong learning, thus making an important contribution to peace and development. ●

Curriculum globALE sets international standards



Attendees at Curriculum globALE training in Uzbekistan

Creating a globally-applicable curriculum for training adult educators sounds like an ambitious goal. DVV International and the German Institute for Adult Education – Leibniz Centre for Lifelong Learning have set themselves this very task.

Curriculum globALE (CG) was presented in 2015 after close consultation with experts from Africa, Asia, Latin America and Europe. It is designed as a modular, competence-based framework curriculum that defines transnational learning outcomes for training adult educators. The CG has now been successfully applied and conceptually expanded in many regions.

Curriculum globALE enables flexibility and orientation at the same time

The experience gained from the projects carried out so far in Latin America, Eastern Europe, the Middle East and Central and South-East Asia shows that CG has proved its worth in different contexts and makes an important contribution towards improving training. The modular structure and the description of general learning outcomes enable it to adapt to concrete needs. In Laos, for example, the sequence of the modules was changed in favour of an entry-level scheme with more practical elements, whereas the module on framework conditions in Uzbekistan focused on national and regional conditions. The spectrum of partners also varies between cooperation with higher education institutions, as in Palestine, and civil society organisations, as is the case in Afghanistan.

The reports that have come back from many regions suggest that the switch between training schemes and application in practice – often accompanied by coaching – as provided for in the CG is highly beneficial. The switch makes it possible to apply what has been learned directly in the classroom. A major advantage of the CG has turned out to be the fact that the learning outcomes configured in the modules provide a strong orientation when it comes to planning training activities. This serves to safeguard quality assurance and enhance the reputation of the training itself. It has been reported from Moldova that the training activities have also improved the public perception of adult education as an important part of the education sector.

Further development of Curriculum globALE

The successful application of the CG has certainly also sparked several new initiatives: Based on experiences in Eastern Europe and the Middle East, a Curriculum institutionALE has now been developed which is dedicated to the topic of organisational consulting and development. Furthermore, UNESCO's Institute for Lifelong Learning (UIL) invited partners and experts to attend a workshop in Hamburg in December 2019, where a discussion was held on how the CG can be further developed. The aim is to make the CG available to all UN member states by the end of 2020 as an instrument recommended by UNESCO for the training of adult educators. ●

Adult education and the Agenda 2030 – The United Nations High-level Political Forum



Attendees at the Adult Education and Development Conference

The United Nations Agenda 2030, the most important global framework for sustainable development, is calling on all stakeholders within society to take action. DVV International has addressed the role of adult education in the Agenda 2030 in detail, and presented the results at a side event of the United Nations High-level Political Forum in New York.

In 2015, the international community of states launched an action plan for the sustainable protection of humankind, the environment and prosperity in the shape of the Agenda 2030. This framework is holistic in nature, comprising 17 goals (Sustainable Development Goals, SDGs). It covers a wide range of issues, including hunger, poverty, health and decent work, as well as those involving sustainable economies and lifestyles. Cross-cutting issues such as peace and justice, as well as governance, accountability, finance and corruption, are equally addressed. All players within society – policy-makers, business and civil society – have committed themselves to playing their part in the realisation of this agenda for global sustainability.

Adult education in the Agenda 2030

The Agenda 2030 emphasises education as a goal in its own right (SDG 4), to which other SDGs also make explicit reference. It provides to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This is the first time that the United Nations have spoken of lifelong learning as a goal of

sustainable development. Adult education is thus also implicitly included, and is being given a significant boost in comparison with earlier global objectives.

The importance of youth and adult education is also evident in the design of targets 4.3 to 4.7 of the educational goal for example in eliminating disparities in education (target 4.5), and ensuring that literacy and numeracy are achieved (target 4.6). Non-formal offerings for imparting vocational skills and education for sustainable development that is designed to enable people to act in a way that is sustainable for the future also play a central role in implementation.

The role of DVV International in the implementation of the Agenda 2030

As the world’s only professional organisation for adult education and development, DVV International and its partners are making a successful contribution to the success of the Agenda 2030, as well as helping enhance and strengthen the profile of youth and adult education the world over. DVV International has investigated and highlighted the role of adult education for the implementation of the Agenda 2030 in various formats in recent years – via studies, technical papers, conferences and other professional events that have taken place in its partner countries.

The sixth Adult Education and Development Conference (AEDC), organised by DVV International, also addressed



Side event organised by DVV International as part of the United Nations High-level Political Forum in New York

this issue. More than 150 experts, researchers, practitioners and cooperation partners from DVV International's global network discussed good examples and the positive effects of adult education on sustainable development. The results of the conference were recorded in an outcome document with key messages, and this document was subsequently made available to a wider public.

Side event at the United Nations High-level Political Forum

The United Nations High-level Political Forum (HLPF) in New York, which took place shortly after the Adult Education and Development Conference, provided an excellent opportunity for this. Every year, the HLPF discusses and evaluates progress towards achieving the Agenda 2030 Goals, with all UN member states and representatives of various civil society organisations attending the meetings. The focus in 2019 was placed, amongst other things, on the education goal (SDG 4).

DVV International was given the opportunity to organise a side event entitled "The Invisible Friend – Adult Education and the Sustainable Development Goals". Some 80 interested parties from all over the world attended the event, which took place at the Permanent Mission of the Federal Republic of Germany in New York. Honorable Peace Regis Mutuuzo, Minister of State for Gender, Labour and Social Development from Uganda, and Philany Phissamay, Deputy Director General for Non-formal

Education in Laos, reported in their presentations on practical experience and challenges encountered in implementing adult education programmes in their countries.

"We need to bring education into the 21st century by placing more emphasis on lifelong learning," stressed Karin Göbel, representative of the Permanent Mission of the Federal Republic of Germany, when opening the event. Christoph Jost, Director of DVV International, explained to the audience the anchoring of Germany's Adult Education Centres in the local community, and the systemic approach adopted towards structural development in the Institute's partner countries. In the subsequent panel discussion, representatives of governmental, academic and civil society stakeholders from Africa, Asia and Europe spoke about the opportunities and challenges of adult education in a global context.

DVV International organised the event together with the UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE) and the Asia South Pacific Association for Basic and Adult Education (ASPBAE), as well as with the support of the Federal Ministry for Economic Cooperation and Development (BMZ) and the German House in New York. ●



"If we want to turn adult education from an invisible friend into a best friend, it must be better communicated and more visible at global level."

Katarina Popovic, Secretary General of the International Council for Adult Education (ICAE)

Global learning in the Adult Education Centre – “A trip around the world with a sausage sandwich”

DVW International is supporting Adult Education Centres and associations nationwide with the “Global learning in the Adult Education Centre” project by offering advice and financial support to integrate topics such as globalisation, climate change, human rights, displacement and migration into their programmes.

Global learning is an interdisciplinary educational approach that addresses the interrelationships between local action and global impacts, especially between the global North and the global South. The topics are taken up by the Adult Education Centres in attractive educational programmes. A good example of this is Goslar Adult Education Centre, which sent its participants on a special journey. We spoke with Nikola Einhorn from the Adult Education Centre’s education and culture department.

Your course participants went on a “trip around the world with a sausage sandwich”. What did they experience on this journey?

Nikola Einhorn: The course was aimed at people who wanted to reflect on the global effects of their own consumption behaviour, using bread and sausage as examples. To illustrate this, the participants brought a sausage sandwich with them to the opening lesson. Over six workshops, they dealt with aspects such as the impact of our meat and bread consumption on global markets, on living and working conditions in production countries, on the environment, and on animal welfare. The importance of regional initiatives and producers for global development was also discussed. Methods such as keynote speeches, discussion groups and mind mapping were used. After the theoretical part, the more practical part of the course followed with excursions to the “Rote Harzer Höhenvieh” highland cattle from the Harz region, a regional bakery, and a cooking course on “Making bread and sausage yourself”. The group held a final workshop at which it summarised the principles for action: eat less meat, buy better quality, eat animals more sustainably (“nose to tail”), consume regionally and fairly, think more and become better informed!

What aspects of the course were particularly successful?

Nikola Einhorn: The course was particularly successful when it came to illuminating the topic from various perspectives and creating an open, appreciative atmosphere



Nikola Einhorn

for discussion. The methods that were chosen made it possible to establish a strong connection to everyday life. The participants were motivated to change their own consumption behaviour and to transport what they had learned into their environment.

What was the relationship between global connections and local action?

Nikola Einhorn: It became clear that the global context cannot be changed without acting at local level. Existing local best practice projects were presented in the course, and strategies were developed to strengthen them and to continue working with them. We learned afterwards that these new contacts are actually being used, and for example that sustainable buying syndicates have been formed.

What tips do you have for colleagues from other Adult Education Centres who are planning a course on this topic?

Nikola Einhorn: It is important to work together on planning and implementation with an individual who is well acquainted with the topic and can convey it authentically out of a personal conviction, but nonetheless without making judgments. In our case this was the seminar leader, who was also able to bring in important contacts with regional producers through her connection to the Slow Food Harz e.V. association. I would choose the combination of theory and practice again in order to make knowledge tangible.

The Global learning in the Adult Education Centre project is supported by Engagement Global, with financial assistance from the German Federal Ministry for Economic Cooperation and Development. ●

Bringing European thinking into adult education

Uwe Gartenschlaeger is deputy director of DVV International, and since June 2019 has been the President of the European Association for the Education of Adults (EAEA). In the interview he explains the importance of European cooperation.

Why are lifelong learning and adult education so important for Europe?

Uwe Gartenschlaeger: Europe faces many challenges. Digitisation at work and in society, the changes brought about by climate change, and dealing with rising populism, are just some of the keywords. Our democratic order is being called into question by many people, and uncertainty about the future is mounting. In this situation, it is important to invest in the education of young people and adults, as it will ultimately be they who have to take the decisions that are due and necessary in the short term. An example: We cannot wait until our primary school children have grown up to combat climate change. This is a task for our generation, which must be equipped to deal with it. The EAEA has laid down its thoughts in a “Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning”. Amongst other things, we are calling for all Europeans to be enabled to acquire the skills that they need in order to play an active role in society at all times.

What objectives is the German Adult Education Association (DVV) pursuing by taking on the EAEA Presidency?

Uwe Gartenschlaeger: After more than 35 years, DVV has decided to take over the Presidency of the EAEA once more. I am very grateful for the confidence placed by the Association in entrusting me with this great task. DVV would like to focus especially on the promotion of democratic participation and inclusion through the potential of adult education. Conversely, there is certainly also the expectation that the topic of “Europe” will be



Executive Board of the European Association for the Education of Adults

enhanced by the Presidency at all levels within the Association, right down to the individual Adult Education Centres. Finally, it opens up the opportunity for us to lobby concrete concerns at European level, for example on issues such as tax exemptions for general adult education activities.

What do civil society stakeholders in adult education need to do in order to become more effective? What can EAEA contribute to this?

Uwe Gartenschlaeger: There is no doubt that adult education remains the most neglected sector of the education system. As in the past, Europe can play a pioneering role here in terms of greater awareness and conceptual development. It is also important to raise the profile of adult education at both European and global level. We are currently working on a uniform terminology which is to make it clear to outsiders what adult education involves. We are proud of our regional and conceptual diversity, but we should not forget that we need to explain what we do in a simple, concise manner. ●

Building educational bridges – Promoting further education opportunities at all stages of the migration cycle

Integration in the host country often forms the focus of the debate when it comes to educational work with refugees. Integration does not however always represent the culmination of migratory movements. Return to and reintegration in the home country, as well as renewed migration, are also possible outcomes. Moreover, return and reintegration are complex processes that involve uncertainty for refugees in precarious living situations. The German Adult Education Association (DVV) and DVV International have developed further training courses that create a space in which refugees can reflect on their competences and enhance their potentials.

Just as refugees do not constitute a homogeneous group, returnees too differ in terms of their specific starting situations and motivations. Be it because the local political situation has stabilised, or because they have failed in their attempts to integrate, or indeed because they miss family and friends – there are very many different reasons why people leave their new homes once again.

Empowering refugees who have uncertain prospects to remain

Refugees who have “poor prospects to remain”, or who come from “safe countries of origin”, are often unable to gain access to regular education and integration services in Germany. But it is precisely this vulnerable target group that needs support in the form of coaching and reflection. DVV’s pilot project entitled “Building educational bridges – further education for returnees” has been offering courses at various German Adult Education Centres (vhs) since 2018. These courses impart basic general and vocational educational skills. Course attendees receive support when it comes to reflecting on their resources and strengths via coaching and an analysis of their potential. The courses aim to enable refugees to achieve sustainable social and economic reintegration, should they decide to return voluntarily to their home countries¹, where they will receive further support through DVV International’s partner structures.



Participants and teacher of a further education course

Educators as change agents

Educational work with the highly-heterogeneous, vulnerable group of prospective returnee refugees poses a number of different challenges in the classroom: How do I as an instructor react to culturally-induced misunderstandings? What do psychosocial stress and traumatisation mean in terms of uncertain prospects to remain or the potential to return voluntarily? And how can I as an educator nonetheless manage to create a safe, appreciative learning atmosphere? In order to support educators in meeting these challenges, DVV International has worked together with a team of experts from Jordan, Palestine, Turkey and Germany to develop the advanced training course entitled “Building educational bridges – competently meeting intercultural and psychosocial challenges in teaching with prospective returnee refugees”. This international transfer of knowledge led to the production of extensive teaching and learning materials, and these were put to use as the basis for the training of around 50 multipliers and instructors in Adult Education Centres throughout Germany in an initial pilot phase.

The project is promoted by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). ●

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Information as well as teaching and learning materials for the further training course entitled “Building educational bridges” (in German only) can be found at:
<https://www.dvv-international.de/materialien/lehr-und-lernmaterialien/bildungsbruecken-bauen/>

¹ Voluntary return refers either to assisted return, e.g. with the aid of the IOM (International Organisation for Migration), or to self-organised return.

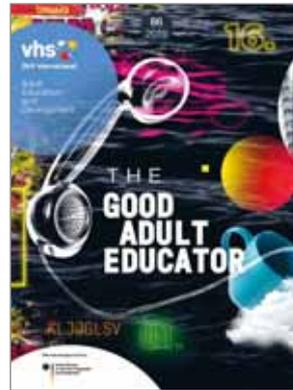
Building bridges between theory and practice – publications by DVV International

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 developed the most significant specialist publication on adult education and development in the world. This specialist periodical, which was published for the last time in 2019, is aimed primarily at adult educators and political decision-makers in the global South. Adult Education and Development was published once a year in English, French and Spanish. The final edition is devoted to the topic “The good adult educator”.

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 individual volumes are published in different languages, depending on the topics and target groups. The last edition deals with the contribution of adult education to active participatory citizenship.

Analysis – DVV International is publishing its in-depth investigations and studies at the interface of adult education and development as part of the Analysis series. The expertise of the Institute is the result of international project work in around 30 countries, worldwide cooperative work in networks and associations, and the insights and experience of the Adult Education Centres (Volks-hochschulen) in Germany. The first edition was published in 2019 on the role of youth and adult education in the Agenda 2030.



Adult Education and Development, No. 86/2019



Analysis: Youth and Adult Education in the Agenda 2030, 2019

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.

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All publications and materials can be requested as a print version free of charge from info@dvv-international.de.

Online versions are also available for download at www.dvv-international.de/en/materials/
The digital version of the AED journal can be found at <https://www.dvv-international.de/adulteducation-and-development/>



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 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education.

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

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

Strategic fields of action

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

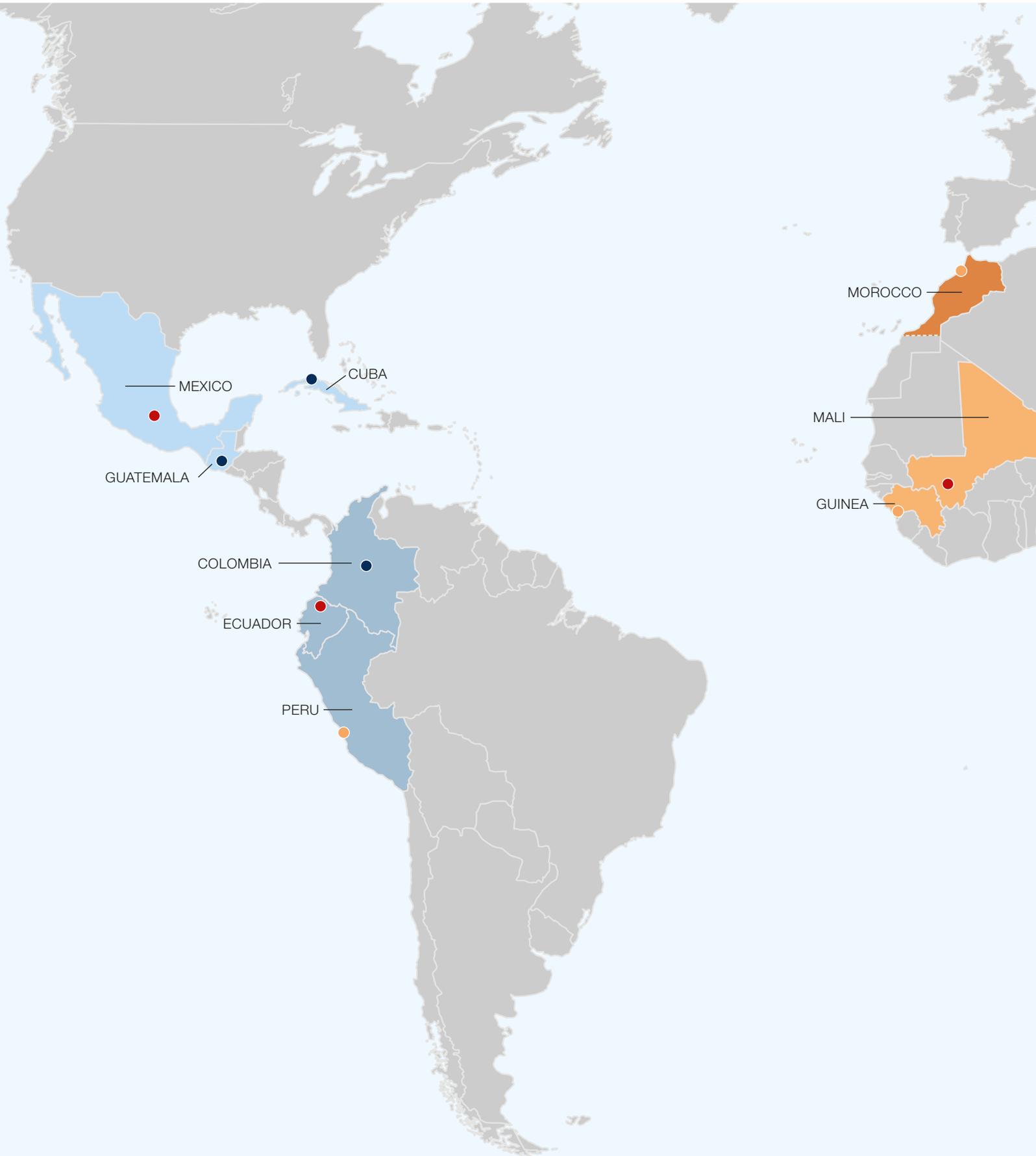
Promoting development through adult education projects: Together with its local partners, the Institute develops and implements adult education projects worldwide.

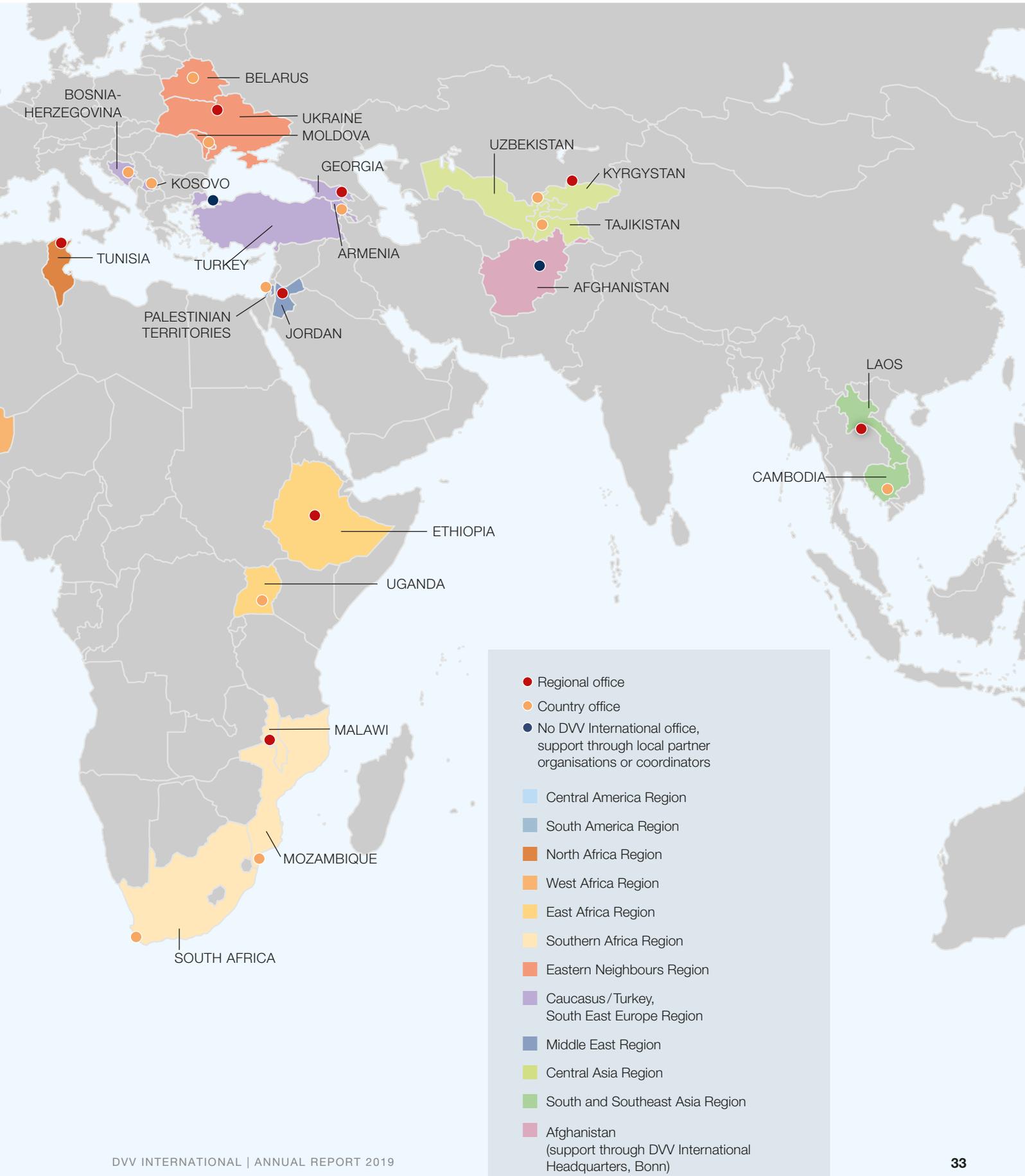
Providing expertise: As a specialist organisation, the Institute provides expert knowledge at the interface of adult education and development, a central role attaching to the benefit ensuing from the knowledge that it has acquired at home and abroad.

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

The detailed version is available online at <https://www.dvv-international.de/en/materials/publications/expert-and-position-papers/>

Our partner countries (as of December 2019)





All projects in 2019

DVV International carried out projects in more than 30 countries in 2019. The Institute generally develops and implements these projects together with local civil society partner organisations, and in a close exchange with ministries and other governmental institutions. The table below contains an overview of all projects both at home and abroad.

Country	Donor	Work priorities/Project contents
AFRICA		
Ethiopia	BMZ	Supporting the Federal Ministry of Education, as well as the regional and local structures, in the design and implementation of an integrated, cross-sectoral adult education system. This includes: development of adult education policy frameworks and strategies; optimisation of adult education programmes through the adjustment of structures; management and technical processes; capacity building for government representatives as well as trainers; pilot projects for the development of community learning centres in selected model regions; functional adult literacy; business skills training and access to start-up capital through village savings and loan schemes for female farmers and refugee women
Guinea	BMZ	Functional literacy; digital post-literacy activities; vocational training; income-generating activities; establishment of community learning centres; organisational development; improving the national adult education framework
Malawi	BMZ	Supporting the Ministry of Gender Issues in the development of a national adult education policy and of a new set of national regulations on monitoring and evaluation, as well as in the revision of the national adult learning and education curriculum; piloting innovative approaches: community learning centres and integrated adult education, which links literacy acquisition with competences in agriculture, green energy, business development and other skills
Mali	BMZ, GIZ	Functional literacy; digital post-literacy activities; non-formal vocational training; income-generating activities in combination with the establishment and management of small and micro-enterprises; establishment of community learning centres: promotion of decentralisation and community development, food security, stabilisation in a crisis context; organisational development; improving the national adult education framework; support for a regional adult education network
Morocco	BMZ, GIZ	Support for municipal adult education centres; basic and further training of adult educators; functional literacy; establishment of a national association of adult education centres; promotion of a national literacy network; conceptual and practical preparation of educational measures for migrants
Mozambique	BMZ	Advising the Ministry of Education within the framework of the national literacy strategy; encouraging dialogue between government and civil society; development and implementation of an integrated adult education programme: literacy acquisition is to be linked to acquiring professional and social skills
South Africa	BMZ	Supporting the State Department of Higher Education and Training in the nationwide roll-out of a community college system; implementation of popular education programmes that focus on youth education and women's empowerment; strengthening the capacity of non-formal adult education professionals; documentation and dissemination of innovative non-formal educational practices; lobbying for adult education
Tunisia	BMZ	Advising the Ministry of Social Affairs and other governmental and non-governmental bodies on the operationalisation of the adult education strategy; skill-building among specialist teaching and managerial staff; promotion of local pilot training centres; promotion of networking and professional exchange at national and regional level
Uganda	BMZ, EU	Supporting the Ministry of Gender, Labour and Social Development to implement the National Adult Education Policy. This includes: supporting the establishment of an integrated adult education system through the adjustment of structures, management and technical processes; capacity building for technical as well as system managers; piloting in selected model districts; enhancing the awareness and the capacities of local authorities with a view to an environmentally-sound economic transformation
ASIA		
Afghanistan	BMZ, GIZ	Education at the transition point between school and university or work; offering basic and further training programmes in 15 adult education and community learning centres; training multipliers, adult educators and trainers; lobbying and networking; programme and strategy development in literacy; literacy programme for girls and women affected by war-related migration

Country	Donor	Work priorities/Project contents
ASIA		
Jordan	BMZ	Policy support for adult education providers; organisational development of adult education providers; educational 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
Cambodia	BMZ, EU, Stern-singer	Support for the national umbrella association of civil society educational organisations; literacy and basic education for ethnic minorities; establishing peace learning centres; support in the development of a statutory framework for non-formal education; management training and counselling for the non-formal educational system; support to develop and implement a decree for lifelong learning; strengthening civil society commitment
Kyrgyzstan	BMZ, EU	Lobbying for the human right to lifelong learning; policy advice; organisational development of adult education centres and selected partner structures; skill-building among adult educators; 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, Stern-singer	Establishment of and support for community learning centres; outreach vocational training for people in remote areas of the country; capacity building for staff in non-formal education; cooperation with the Ministry of Education to develop and refine the statutory foundations for non-formal education; opening local training centres for activities with children and juveniles
Palestine	BMZ	Support for the implementation of the National Strategy for Adult Education; organisational development of adult education providers; educational activities for the empowerment of disadvantaged target groups
Tajikistan	BMZ, EU	Improving the national framework for adult education and lifelong learning; organisational development of adult education providers and selected partner structures; skill-building among adult educators; educational activities for juveniles, people with disabilities 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 Asia South Pacific Association for Basic and Adult Education (ASPBAE) in capacity building for non-governmental organisations in adult and non-formal education, as well as in lobbying and advocacy for adult and non-formal education
EUROPE		
Armenia	BMZ, EU	Support for and establishment of adult education centres; promotion of an adult education association; vocational training; museum education; political education; education in prisons; advocacy for adult education at national level, and support for capacity building among adult education providers
Belarus	BMZ, EU	Lobbying for adult education; capacity building among 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 lobbying; civic education; education for prison inmates and capacity building for educational structures in prisons; support to develop the concept of learning cities
Bosnia and Herzegovina	BMZ	Empowerment of marginalised groups through vocational training; professionalisation of educators and management staff in adult education; accreditation of adult education providers and programmes; lobbying and policy consultation for legislation and harmonisation of laws, bylaws and policies in education; building and strengthening adult education networks; awareness raising on the importance of adult education for sustainable local and global development
Georgia	BMZ, EU, AA, GIZ, DRC (KfW)	Vocational training; cultural education; financial literacy; civic education; strengthening the GAEN national adult education network; establishment and support of adult education centres across the country; lobbying for the introduction of 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 young people; 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

Country	Donor	Work priorities / Project contents
EUROPE		
Moldova	BMZ	Lobbying for adult education; capacity building for adult educators and adult education providers; facilitation of networking and exchange of adult education providers; education for human rights; income-generation activities; education for prison inmates
Turkey	BMZ, AA	Strengthening active citizenship; policy consultation; basic skills training for Syrian refugees; capacity building for Syrian non-governmental organisations; train-the-trainer work with refugees; vocational training; collective memory
Ukraine	BMZ	Support for the development of the Adult Education Act; lobbying for adult education at local level; capacity building for adult educators and adult education providers; promotion of democracy education, enhancing citizens' participation and political debates at local level; income generation activities and entrepreneurial skills; education for prison inmates
Regional projects	AA	Capacity building among civil society organisations to conduct history competitions (multi-country project in Belarus, Georgia, Moldova and Ukraine); capacity building for the "Prison Education Network" and its member organisations for lobbying for the human right to education in prison ("Prison Education Network": multi-country project in Armenia, Belarus, Moldova and Ukraine); development of needs-based adult civic education programmes for the socially disadvantaged (multi-country project in Belarus and Ukraine)
LATIN AMERICA		
Ecuador	BMZ	Lobbying for adult education as a component of the national education strategy; improving the education provided in the Ecuadorian prison system; developing innovative educational provision for disadvantaged population groups (juveniles, indigenous groups, school drop-outs); education for sustainable development; offering academic and professional further training for adult educators; strengthening local education providers through further training of staff and innovative development of services; digital literacy and adult education
Guatemala	BMZ	Advisory and lobbying work for adult education as a component of national education policies; development-orientated education offers for migrants; reinforcement of local stakeholders as education providers; basic and further training programme for adult educators; education for sustainable development; food security and sovereignty
Colombia	BMZ	Development of non-formal educational schemes in the shape of "Escuelas para la Paz" for populations in regions affected by conflict; education for sustainable development
Cuba	BMZ	Climate change, environmental and adult education; academic continuing education schemes for adult educators; further training for teachers; adult education pilot centres for environmental education
Mexico	BMZ	Lobbying for the human right to lifelong learning; development-orientated educational schemes for migrants; basic and further training programmes for persons holding responsibility in social organisations; demand-orientated development of bilingual training models for indigenous target groups; education for sustainable development
Peru	BMZ	Advising the Ministry of Education in the design of policies related to adult education; improving educational provision for inmates of the Peruvian prison system; strengthening networks of local adult educators; strengthening local adult education centres; further training programmes for the training and professionalisation of adult educators; developing innovative curricula for disadvantaged target groups
Regional projects	BMZ	Lobbying and advocacy for educational target 4 of the Agenda 2030 in cooperation with three Latin American networks; reinforcement of two Latin American networks as stakeholders in transformative education for young people and adults; systematisation and dissemination of good practice examples of emancipatory and political education
GERMANY		
	BMZ, EU	Promotion of development policy educational work at German Adult Education Centres (Volkshochschulen); development of further training for instructors working at Adult Education Centres from educational work with returnees; development of an additional intercultural teaching qualification to professionalise instructors working in integration schemes in Germany; research project to promote active citizenship through adult education among people in Europe who are marginalised in terms of education and involvement in society
GLOBAL		
	BMZ	Promotion of interregional exchange of expertise and further development of global and interregional approaches and instruments of adult education, particularly in the context of the Agenda 2030; 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; BMZ: German Federal Ministry for Economic Cooperation and Development; DRC: Danish Refugee Council; EU: European Union; GIZ: German Agency for International Cooperation

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 Council for Popular Education (Consejo de Educación Popular de América Latina y el Caribe, CEAAL) sees itself as a social movement and is the largest association of civil society organisations of “education from below” (Educación Popular) in Latin America and the Caribbean. It has a total of 195 member organisations from 21 countries.

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.

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

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

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

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

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

The profit and loss account

for the period 1 Jan. 2019 to 31 Dec. 2019

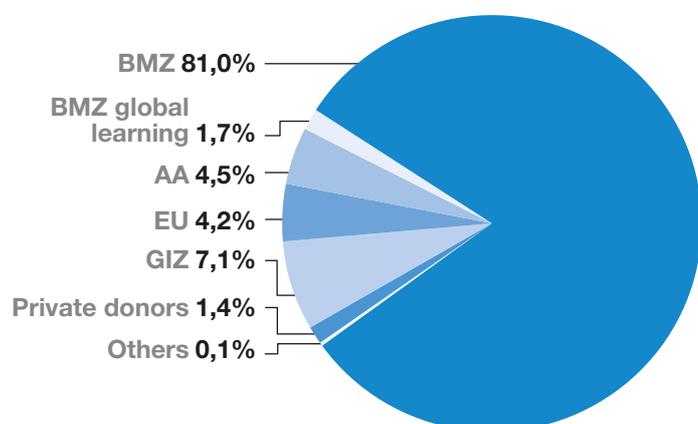
Income	2019	2018
A. Income of Headquarters	2,288,495.54	2,399,282.56
1. BMZ Administration grant	0.00	568,298.00
2. Administrative costs (portion)	2,236,892.96	1,622,759.85
3. Income from EU project cooperation	51,450.85	208,224.71
4. Other income	151.73	0.00
5. Liquidation of provisions	0.00	0.00
B. Project grants	18,522,058.05	18,170,717.80
1. AA	826,440.85	773,176.16
2. BMZ	15,315,991.06	14,956,463.93
<i>International projects</i>	<i>15,009,852.44</i>	<i>14,676,701.00</i>
<i>Global learning</i>	<i>306,138.62</i>	<i>279,762.93</i>
3. EU	783,164.89	1,131,708.94
4. GIZ	1,318,973.62	1,084,323.95
5. IBB	0.00	814.00
6. LuxDevelopment	0.00	7,458.00
7. Foreign and Commonwealth Office	0.00	44,460.30
8. Private donors	0.00	128,246.15
9. Donated fines	1,100.00	2,200.00
10. Other income project countries	276,387.63	41,866.37
Total income	20,810,553.59	20,570,000.36
Expenditure	2019	2018
A. Expenditure of Headquarters	2,373,595.53	2,314,182.56
1. Staff costs for central services	1,758,185.57	1,683,098.88
2. Building	72,884.41	74,671.54
3. Office equipment	110,552.75	206,072.10
4. Business supplies	18,825.96	17,614.81
5. Events/Publications	51,868.49	26,773.93
6. Travel costs	52,199.63	29,550.58
7. Communication	34,027.10	22,979.64
8. Subscriptions to organisations	19,807.73	19,749.03
9. Other administrative expenditure	255,243.89	233,672.05
B. Project expenditure	18,522,058.05	18,170,717.80
1. International projects	17,415,332.14	17,072,977.32
2. Global learning in the vhs	306,138.62	279,762.93
3. Advances to projects	800,587.29	817,977.55
Total expenditure	20,895,653.58	20,484,900.36
Result for the year	-85,099.99	85,100.00

The balance sheet

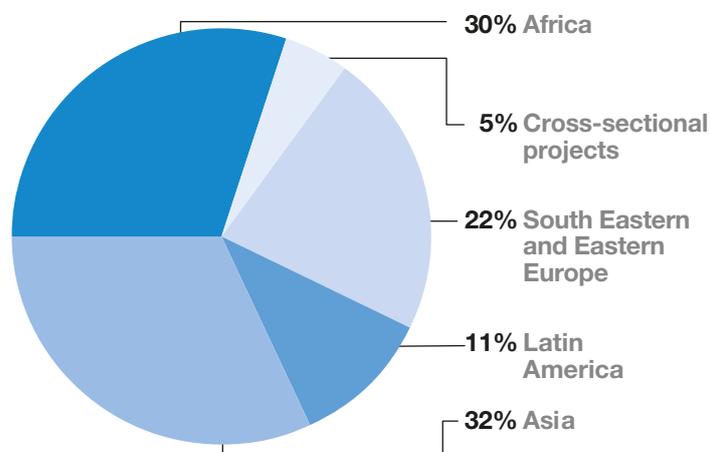
31 Dec. 2019

A. Assets	31.12.2019	31.12.2018
I. Cash		
1. Cash on hand	5,106.03	3,324.51
2. Bank balances	1,032,124.40	1,426,753.95
II. Receivables		
1. Receivables from deliveries and services	141,962.99	21,815.62
2. Project billing costs	700,822.55	314,079.56
3. Rent security deposits	9,045.00	9,045.00
III. Accruals and deferred income	60,248.59	121,808.21
Total assets	1,949,309.56	1,896,826.85
B. Liabilities	31.12.2019	31.12.2018
I. Provisions	121,867.95	134,969.90
II. Liabilities		
1. Liabilities to credit institutions	156,217.17	–
2. Other liabilities	375,932.03	453,070.83
III. Accruals		
1. Project billing costs	1,095,333.82	1,015,879.12
2. Deferred income	199,958.59	207,807.00
Total liabilities	1,949,309.56	1,811,726.85
C. Reserves	0.00	85,100.00

Origin of project funds in 2019
(18,522,058.05 euro)



Regional distribution of project funds in 2019
(18,522,058.05 euro)



List of abbreviations

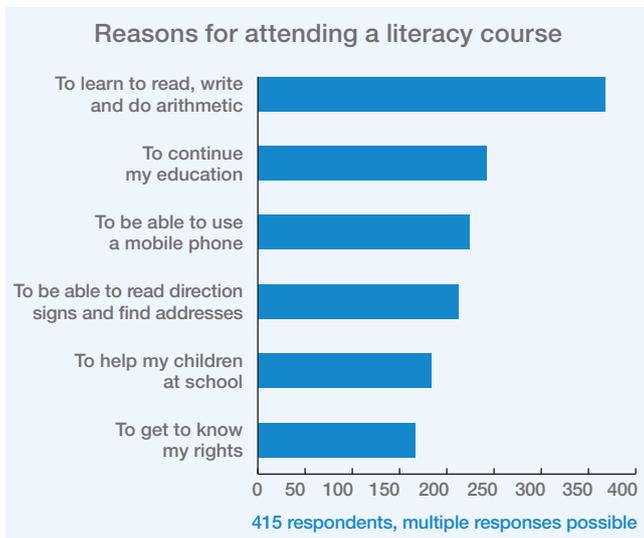
AA: German Federal Foreign Office; BMZ: Federal Ministry for Economic Cooperation and Development; EU: European Union; GIZ: German Agency for International Cooperation

The effects and impacts of literacy training in Afghanistan

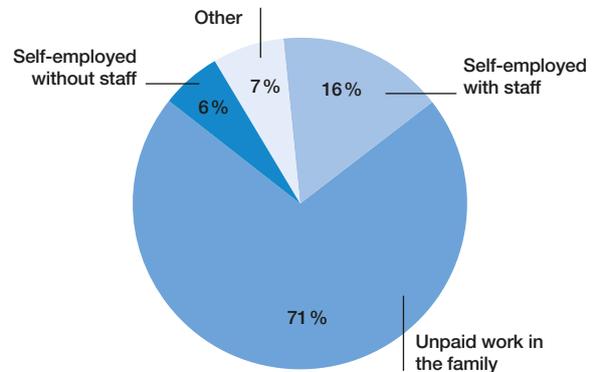
A lack of education and illiteracy are urgent problems in Afghanistan, especially for women. For this reason, the Afghan National Association for Adult Education (ANAFAE), an umbrella organisation founded in 2005 together with DVV International to promote the development of local adult education centres, attaches especial importance to enabling women in particular to attend literacy courses. The skills associated with learning to read, write and do arithmetic enable them to enjoy greater freedom and independence.

8,000 women in Kabul and Mazar-i-Sharif attended ANAFAE literacy courses for nine months in 2018. A total of 7,800 of them passed the final test. A large proportion of the participants (88 percent) were highly satisfied with the course, whilst the others were satisfied with parts of it. None of the women however stated that they were completely dissatisfied.

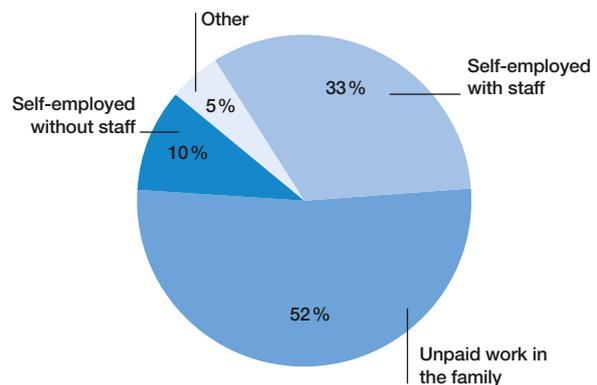
In line with this, the study reveals what changes the course attendees have experienced. For example, 40 percent of the illiterate women surveyed use a mobile phone, but 60 percent of the women who attended the course now do so. The same figures apply to independently paying bills. If helping children with their homework is taken into consideration, the percentage rises from 20 percent to as many as 80 percent. The increase is considerably lower (at three to five percent) when it comes to whether the mother decides about her sons' and daughters' school attendance or on matters of marriage. Those who did not attend the nine-month course are less likely to leave the house unaccompanied (comparatively eight percent fewer), and register less frequently on the electoral role (comparatively eleven percent fewer). An interesting picture emerges with regard to the work situation.



The income situation of illiterate women



The income situation of literate women



But what happens afterwards? What influence did the course have on attendees' self-confidence and behaviour? One year after the completion of the course, DVV International had a comparative study carried out in an attempt to find answers to these questions. The study examined the impact of the literacy course on the participants compared to women who had not attended a course. The assumption was that literate women communicate better and are better at finding their way around their environment. This should improve their social and spatial mobility, and the women should be able to take a more active part in social life and also contribute more to the family income.

19 percent of women who do unpaid family work become largely self-employed after attending the training course; 17 percent with paid employees, and four percent without paid employees¹.

Attaining a higher social and community status in nine months, finding one's way around one's environment with greater confidence, daring to enter new social spaces without shame, negotiating on prices and paying bills self-confidently – anyone who feels the gain in terms of quality of life would also like to enable their own children to experience this. One of the take-aways of the comparative study is certainly that the term “literacy course” would indeed appear not to do this adequate justice, given the changes that occurred. ●

The approach taken in the comparative study

A control group was used in the study which had exactly the same socio-economic parameters as the group that took part in a literacy scheme. With a randomly-generated sample size of 400 people per group, enough people participated in the study to arrive at significant results. This made it possible to compare the two groups in terms of specific behavioural patterns. The differences allow conclusions to be drawn with regard to the impact of the literacy scheme.

¹ Another one percent each can be attributed to day labourers and paid employees.

Evaluations for 2019

Regular evaluations form a basic part of and are complementary to the work of DVV International. A total of twelve evaluations were carried out in 2019.

Country/Region	Title of the evaluation
Afghanistan	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Belarus	Evaluation of the EU-funded “Learn to Act” project
Jordan	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Cambodia	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Kyrgyzstan	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Kyrgyzstan	Evaluation of the EU-funded project entitled “Democracy and religion – dialogue between equal and moderate voices – DREAM”
Laos	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Morocco	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2017–2019
Palestine	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Tajikistan	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020
Tajikistan	Evaluation of the EU-funded project entitled “Social-economic and cultural rights of prisoners and ex-prisoners in Tajikistan – SECRET 2”
Uzbekistan	Regional evaluation of the BMZ-funded programme for social structure support in the funding period 2018–2020

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Employee statistics

Employees DWV International (as of December 2019)

	Number of employees	Edu./Sci. Staff	Admin./Techn. Personal	Male	Female
Regional and Country Offices	201	89	112	86	115
Headquarters Bonn	35	14	22	7	29
DWV International total	236	103	134	93	144

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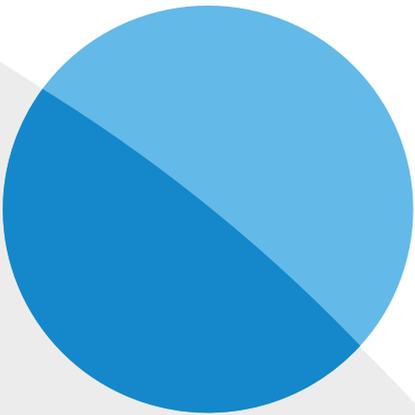
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