

Youth and Adult Education in Development Cooperation as a Contribution to "Social Structure Assistance"

Strategic Aims and Service Profile of *dvv international*

Prefatory Remarks

1. *dvv international* as an Agent of Development Cooperation
 - 1.1 Strategic Orientation
 - 1.2 Position in the Overall Organization
 - 1.3 Funding, Organization, and Staffing

2. Areas of Activity
 - 2.1 Thematic Focuses
 - 2.2 Partnerships
 - 2.3 Regional Priorities
 - 2.4. Selection of Countries and Partners

3. Key Features of Regional Work
 - 3.1 Project Activities in Developing Countries
 - 3.2 Project Activities in Countries in Transition
 - 3.3 Cross-regional Projects
 - 3.4 "Joined-up" Development Cooperation

A Brief Summary

Prefatory Remarks

"Social Structure Assistance" (*Sozialstrukturförderung SSF*) is a funding instrument created by the German Ministry of Economic Development and Cooperation (BMZ) to channel aid into the strengthening of social structure. The **specialized non-government organizations** chosen by the BMZ to implement this instrument have been collaborating successfully toward this end in the so-called "Social Improvement Network" (*Arbeitsgemeinschaft Sozialstruktur AGS*). Since its inception, "Social Structure Assistance" has played a prominent role among the wide range of development policy instruments financed by the BMZ. The implementing organizations have acquired the specialized knowledge and expertise they require to provide this type of assistance in the course of their professional activities in Germany, and in Europe to a growing extent, together with the experience they have gained in carrying out and evaluating activities in partner countries.

Development measures capable of **impacting social structure** are those which ensure participation in social development on the part of broad sectors of the population in general, and the poor in particular, while sustainably strengthening the self help capacity of partner organizations.

The members of the Social Improvement Network adhere to the **principles** of globally sustainable development, which give urgent priority to combating poverty, securing peace, and ensuring fairer globalization.

1. *dvv international* as an Agent of Development Cooperation

In the early 1960s, the German Adult Education Association (DVV) was requested by German Embassies in Africa and the BMZ to make its expertise in adult education available, and to promote literacy learning and basic education by providing initial and continuing training for staff during the decolonization of Africa, and later of Asia and Latin America.

Through the DVV, the BMZ has since continuously and systematically promoted cooperation with partners in developing countries and countries in transition. Areas of particular concern include basic and continuing education for **young people and adults**, initial and inservice training for adult educators in specialized subject areas, and the institutional and material strengthening of adult education institutions. In 1969, the DVV founded an independent institute which is now the Institute for International Cooperation of the DVV (*dvv international*).

1.1 Strategic Orientation

Education is a **human right** and an indispensable **requirement for development**. It is therefore one of the most important areas of development cooperation.

Successful education systems rest on four equal pillars: schools, vocational training, universities, and adult education; they require a **flexible means of transition** between the various levels. In this connection, nonformal and out-of-school education programmes for young people and adults fulfil complementary and compensatory functions.

Globalization, rapid technological change, and the development of knowledge and information societies have created the need for **lifelong learning**. Adult education has a key role to play in the process of lifelong learning through general, vocational, cultural, and academic continuing education. In the *Memorandum on Lifelong Learning* and the policy paper *Adult learning: Never too late to learn* (2006), the European Union (EU) set out clear positions emphasizing that adult education should be used and strengthened.

dvv international is a globally recognized professional organization that uses the approaches of adult education for development cooperation. In accordance with its international goals and the statutes, the Institute

- provides support for the establishment and development of adult education structures in developing countries and countries in transition
- accompanies and promotes the exchange of information and expertise on adult education and development, on the national, European, and global level
- provides further training and advisory services, and produces materials and media designed for learning about global and intercultural issues and European policies

The development and education policy **guidelines** of *dvv international* emphasize

- the orienting and qualifying function of adult education as an important component of lifelong learning
- the content-related goals, the professional quality, and the cooperation based on partnership that are sought in a participatory and cooperative approach
- the ultimately moral basis of solidarity with the development aspirations of the people in this "One World"

The Institute works together with its partners to attain the following **objectives and outcomes**:

- promotion of democratic participation in the social and political development of partner societies through civil society education
- combining education and learning with opportunities for applying newly-learned knowledge and skills in vocational and income-oriented settings so as to make them an integrative and integral part of poverty reduction
- recognition of the relevance and potential of adult education for the development of societies and individuals in partner countries
- strengthening of civil society, governmental, and professional adult education structures and capacities
- use of innovative forms, contents, and media in the transfer of knowledge and the provision of inservice training

Alongside the **professional focus** on adult education, the work of *dvv international* is characterized by a clear **social orientation** and a strong identification with the interests of the poorer sectors of the population in partner countries.

Through its efforts to realize the **Education for All** targets (EFA) and the **Millennium Development Goals** (MDGs), the BMZ has underlined the importance of education, which it advocates and promotes in diverse forms and sectors.

The EFA goals are set to be achieved by the year 2015. The campaign was launched at the World Education Forum held in Dakar in 2000, an event which was attended by delegates from developing countries, industrialized countries, donor organizations, and NGOs. In two of its goals, the **EFA Action Plan** places particular emphasis on youth and adult education:

- “ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

Already during the preparation phase, the BMZ had committed its ongoing support to the EFA process. At the Dakar Forum it stated its position, outlining the contribution it would make to support government and non-government school and out-of-school education (*BMZ Special Position Paper No. 001*). The Ministry emphasized that non-formal education for young people and adults was an important type of project. After the Dakar Forum, the BMZ updated its aims, specifying them more precisely in a document issued under the title "Basic Education for All as an International Development Goal – a Core Challenge for German Development Policy" (*Grundbildung für alle als internationales Entwicklungsziel – eine zentrale Herausforderung für die deutsche Entwicklungspolitik* BMZ Position Paper No. 106). Formal education remains the primary focus. The status of **non-formal** and **out-of-school education programmes** for children, young people, and adults, however, has gained in importance; this is also true for training in "life skills" which enable people to engage in productive activities to secure their livelihood.

There are two contexts in which **initial and continuing vocational training** require special support in development cooperation. In the **formal sector**, vocational training - especially initial training - is often required as a measure to accompany the promotion of economic development by fostering the acquisition of know-how, practical skills, and social competences. On the other hand, there are countless young people and adults who work either as employees or through self-employment in the **informal sector**. These individuals also need training to acquire the livelihood skills and practical know-how they require to earn their family's living. In this respect, vocational training also contributes to the alleviation of poverty. The BMZ also gives non-government providers an important role in this connection to implement the strategy outlined in its concept paper *Vocational Training and the Labour Market*.

1.2 Position in the Organization as a Whole

In Germany alone, some 21 million adults take part each year in organized continuing education. Of these, over 9 million take courses at the *Volkshochschulen* (community adult education centres, VHS). These centres are **learner-centred** and provide **nationwide coverage**. They are the main continuing education establishments in every German community, and they offer a wide range of general, vocational, and civic education.

The **German Adult Education Association (DVV)** is the national association of the 16 regional adult education associations comprising nearly 1000 independent VHS. It represents their **educational and organizational interests** and those of adult education as a whole at the national, European, and international level.

Among the bodies forming part of the DVV are telc GmbH, a company that develops and tests European language learning certificates, and the Adolf Grimme Institute, a company specialized in media, education, and culture. The DVV is registered as a non-profit association and is governed by an **Executive Board** in the sense of Sect. 26 of the German Civil Code (BGB).

The DVV has set up an **Advisory Committee for Continuing Education**, and *dvv international* has established a **Board for International Cooperation** comprising representatives from the sphere of policy and administration as well as practitioners and academics from the field of adult education and development.

In the fulfilment of its national and international mission, the DVV follows the principles which foster the **advancement of women and gender equality**.

Drawing on its experience in its development work abroad, the DVV conducts projects aimed at furthering **development education for young people and adults**. In support of the work of the VHS, the Institute provides information and helps to build awareness around issues affecting developing countries. By conducting training for multipliers, providing advisory services, and producing teaching and learning materials, the DVV contributes to the promotion of global learning. Measures in this area are also funded by the BMZ.

1.3 Funding, Organization, and Staffing

The grants provided by the **BMZ** under the title "Social Structure Assistance" are absolutely essential to the work of *dvv international* and its partners. For many years they have provided an ongoing and largely secure planning horizon through a combination of commitment appropriations and payment appropriations*. An increase in Social Structure Assistance grants could be wisely and effectively employed to expand existing projects and to launch new activities.

The BMZ funding guidelines provide the basis for administering funds. At the same time, in agreement with the BMZ, the Social Improvement Network has developed a uniform **planning, steering, and evaluating** scheme based on targets, outcomes, activities, and indicators. Using outcome and impact monitoring rather than an input orientation is an important process and a great challenge. New methodological approaches must be further developed to improve the assessment of impacts and **sector-specific and specialized indicators** require more precise definitions. This work is being carried out in collaboration with our partners.

The 2003 summary report on the cross-section assessment of social structure evaluations proposed that the experience from Social Structure Assistance projects be used to procure **third-party funding** in order to achieve a broad-based impact. This has been successful to a remarkable and growing degree. In addition to BMZ grants, the DVV receives funds and commissions for international cooperation from the German Foreign Office, the European Union, the Netherlands, the World Bank, and other organizations.

* Commitment appropriations cover, for the current financial year, the total cost of the legal commitments entered into for actions extending over more than one financial year. Payment appropriations cover payments made to honour these commitments in the current financial year and/or earlier financial years.

The **staff** of *dvv international* consists of a total of 150 persons, a third of whom are adult education professionals and specialists, and two-thirds of whom work in administration and technical support. The majority of these posts are funded within the framework of project grants or through the portion of the "Social Structure Assistance" budget designated for administrative costs. The use of short-term experts is concentrated in selected areas for special assignments. The quality of provision is enhanced by the voluntary involvement in projects and functions on the part of professional adult educators, policy experts, and academic scholars.

2. Areas of Activity

The conditions under which international cooperation projects have to operate in the field of adult education are anything but favourable, nationally as well as internationally. The basic **challenges** to be met in the area of education have changed little. Problems in basic education have accumulated over the generations and continue to affect adults who need opportunities to acquire the knowledge that could help them cope better with their circumstances. The EFA Global Monitoring Report 2010 estimates that there are still nearly 800 million younger and older illiterates. Another 100 million children and young people who do not attend school must be added to this figure. And around 200 million children in the world are subjected to child labour.

Education alone may not bring about significant social change, but without education, people cannot be expected to support and shape changes or pave the way for them to become sustainably anchored in society. The development of democratic societies is only conceivable if people are willing and able to play a part in shaping changes at the local, national, and global level. Adult education covering a broad range of topics and organized in many different forms has lost nothing of its relevance. Support in the spirit of solidarity to help partners build up sustainable adult education institutions remains as necessary as ever.

Unfortunately, youth and adult education play only a **marginal role** in bilateral and multilateral assistance. This is in diametric contrast to need and demand.

2.1 Thematic Focuses

In most of the countries in which *dvv international* operates, priority is given to the following thematic focuses, all of which have an implicit and **indirect** impact on poverty reduction. Working with reputable and recognized partners means that appropriate experience, work plans, and skills are available to the various target groups:

- **Basic education** and literacy: components promoted in the majority of projects include functional literacy training for youth and adults; non-formal and out-of-school learning programmes; personal and social skills development - are
- **Compensatory education** for adults: equivalency programmes leading to school completion certification, learning opportunities for young people with no school education and drop-outs, and second-chance programmes offering preparation and support for vocational training are frequently part of urban educational provision
- **Environmental education** and sustainable development: teaching of practical ecological knowledge; improvement of the living environment – including planting of trees and use of alternative technologies

- **Health education** and AIDS: information and education on nutrition, hygiene, and diverse diseases – training leading to officially recognized qualifications in the care of AIDS sufferers and supervision of information campaigns
- **Empowerment** and gender mainstreaming: educational measures geared specifically to women, efforts to foster women's participation; provision of support for women's groups and networks - this aspect cuts across all thematic focus areas and aims at greater gender justice
- **Human rights** and democratization: disseminating information on personal, social and political human rights; fostering participation on the part of disadvantaged groups – with the aim of strengthening democratically constituted civil society
- **Conflict management** and crisis prevention: awareness building on the causes and background of conflict including economic and social problems as well as religious and ethnic differences; support and advice for recognized and reputed NGOs – a growing task in many project countries.
- **Employment guidance and vocational orientation:** In many projects, employment guidance and vocational orientation play an important role. In an ongoing process of consultation and assistance, the Institute works together with specially selected and trained partners to support training measures designed to capacitate people in farming techniques, crafts and trades, office and administrative tasks, as well as information technologies. This approach is a **direct** contribution to combating poverty. Efforts in this respect
 - aim to prepare people to fill positions in the workforce and become integrated into work processes
 - seek to improve the income earning capacity of poor and disadvantaged sectors of the population
 - enable people to acquire the preparation they need to organize income-oriented self-help groups and cooperatives, but also
 - frequently require early school leavers to first acquire basic education and prevocational skills through equivalency training

The creation and support of professional and legal structures for adult education is an overarching task that cuts across every education programme supported by *dvv international* and constitutes the prerequisite for the implementation of the foregoing thematic focuses.

This task, which on the macro level aims to improve the structures affecting policy, legislation and financing, and on the meso level seeks to professionalize adult education in both theory and practice, necessarily requires cooperation with ministries and government agencies, universities and other professional organizations, associations, NGOs, and education providers. Accordingly, *dvv international* participates in an advisory capacity in legislative initiatives supporting the interests of adult education. This requires professional expertise in working with parliaments and governments, and in supporting NGOs in relevant lobbying activities.

In our cooperative efforts with selected partners from state and local government, professional associations and universities, NGOs, and grassroots organizations, the emphasis is on strengthening the institutional structures of adult education providers, development of competencies, and quality assurance. Our work with development partners

- stresses **initial and inservice training:** inservice multiplier training around specific themes and professional specializations for management, teaching, and administration

staff of NGOs and specialist organizations, and measures to strengthen university programmes in adult education

- enables practice-oriented **evaluation and research**: feasibility studies, assessment of adult education providers, mid-term reviews, formative and summative evaluations carried out externally and internally, and studies geared to specific topics
- promotes the development of relevant **teaching and learning materials**: publications specializing in issues related to adult education in the form of series and journals, handbooks and course-related materials, and the use of new media for information and communication purposes
- supports institutional and material **infrastructure**: subsidies to equip classrooms, and training workshops; to acquire computer hardware and software as well as media equipment; and to promote greater mobility
- provides targeted advisory services on **organizational development**: ongoing support for NGOs, analysis of weaknesses, capacity building, and strengthening of partners as well as organizations and institutions responsible for implementing projects
- contributes to gaining **recognition for adult education in education policy** and securing the sector's status: providing information and advisory services, supporting advocacy work, strengthening institutional structures; and working on the macro-level to represent the interests of adult education vis-à-vis state and local government

The aims and activities of *dvv international* and its partners correlate with efforts to achieve various **international development goals** ranging from the Millennium Development Goals (MDG) and the objectives of Education For All (EFA) to the goals specified by the International Conference on Education (CONFINTEA). These resolutions and proposals, like the German Action Programme 2015 issued by the BMZ, proceed from the premise that education is vitally important for human development and crucial in order to combat poverty and underdevelopment. It is the conviction of *dvv international* that non-formal education for young people and adults must play a key role in this connection. The development of new and improved initial and inservice training for adult educators, and well-structured and functional networking and education policy initiatives, are factors that aid in the building of institutions and the creation of synergies. The goals we pursue are mutually complementary. Support for adult education providers in civil society creates capacities on which government policy can build. Concerted action in the regional context must be taken to pursue these goals. Experience and information exchange can influence national policy and facilitate their implementation.

2.2 Partnerships

The **focus groups** of *dvv international* and its partners are primarily marginalized groups, people from slums and lower middle-class urban neighbourhoods, indigenous groups, small farmers, rural labourers, the unemployed and those threatened by unemployment or social exclusion, young people without work, training or future perspectives, and women whose skills are not recognized and who are oppressed and relegated to invisible positions on the fringes of society.

The **partners** of *dvv international* include both government institutions and civil society organizations. This partnership spectrum reflects the experience that while NGOs are invaluable for the development and implementation of locally based and socially oriented activities and projects because of their creativity, their proximity to the grassroots, and their dedication, it is only through the committed involvement of government authorities that universal access to provision of educational and learning opportunities can also be guaranteed for the adult

population. Contact must be maintained with parliamentarians, government representatives, and administrative bodies in order to improve the framework conditions for the work of adult education through legislation and professionalisation. A consistent partner-oriented approach guarantees that project measures meet with acceptance and that responsibility for their implementation remains in the hands of our partners.

As a rule, **planning and evaluation seminars** are conducted with partners to discuss the different stages of the planning process. Documents and reports submitted for that purpose provide the background for these consultations. Participants follow the terms of reference and formats for defining the goals, the planning process, and the framework for monitoring which were elaborated for the Social Improvement Network. Evaluations are planned jointly with partners and duly commissioned for implementation. The results provide the basis for further cooperation.

Thanks to the highly qualified personnel that staffs *dvv international* project offices, their advice and guidance are generally appreciated and followed by partners. Requests for assistance from the various NGOs supported in the projects are reviewed and monitored individually by the project directors and/or their colleagues. The requirements for assistance are specified, project visits are conducted, and evaluation reports are submitted to the corresponding project office.

Networking between partners is strengthened through close cooperation with regional adult education associations and non-governmental organizations:

- ASPBAE: Asia-South Pacific Bureau for Basic and Adult Education
- CEAAL: Latin American Council for Adult Education
- EAEA: European Association for the Education of Adults
- PAALAE: Pan-African Association for Literacy and Adult Education

Because of the wide range of members in the regional associations on the respective continents (a total of over 500 organizations), the opportunities for professional exchange and networking are considerable. Through joint training courses and conferences, and as a result of the multiplier effect of publications and the linking of websites, it is possible for the DVV and its partners to combine grassroots activities with institutional support for adult education providers.

DVV has become increasingly involved in **European processes** that work to shape adult education. It is a leading member of the largest adult education organization - the European Association for the Education of Adults (EAEA). DVV firmly holds that the EAEA must adopt a more development-oriented dimension in order to make European Union authorities more clearly aware of the potentials and benefits that adult education holds, and the more prominent role it should play in European Union development policy.

At **international** level, a particularly important role in professional cooperation is played by:

- ICAE: International Council for Adult Education, and
- UIL: UNESCO Institute for Lifelong Learning.

In addition to its theme-oriented cooperation efforts, *dvv international* has consistently argued at all accessible and appropriate levels in defence of adult education and in favour of broadening the scope of its work. This is based on the realization that there is a need for a worldwide body to represent the interests of adult education and to coordinate the actors in the different regions of the world. The **ICAE** is capable of meeting this need.

In its lobbying activities on behalf of continuing education, *dvv international* works chiefly with **UIL**, the institute which is responsible for the literacy and basic education work of UNESCO.

2.3 Regional Priorities

Regional programmes cover the individual projects in the various countries at continental level. They are overseen by regional offices which are responsible for regional planning, monitoring, and networking. The regional offices ensure the long-term presence and the professional solidarity and support that are requisite for processes which often prove to be complex and complicated. Members of project staff provide professional advisory services and specialized input, and take part in lobbying activities. The planning framework for projects is provided by *dvv international headquarters* in Bonn, which is responsible for monitoring the regional offices.

Special regional initiatives directly foster experience exchange and networking between adult education specialists and organizations in the individual countries. Partners learn from specific experiences and developments in other countries. Successful models are adapted and transferred, and training capacity in one country is made available to other partner countries upon request. Regional networking acts as an impetus for ideas and creates synergy effects, particularly in the search for examples of good practice and in the inservice training sector.

The current **locations** of regional offices and focus countries are:

in Africa

- Bamako, covering West Africa, particularly Guinea, Mali, and Morocco
- Addis Ababa, covering East Africa, particularly Ethiopia and Uganda
- Harare, covering Southern Africa (as of 2011) particularly South Africa, Angola, Mozambique, and Zimbabwe

in Asia

- Tashkent, covering Central Asia, particularly Tajikistan, Kyrgyzstan, and Uzbekistan; and monitoring activities in Southern Caucasus countries, specifically in Armenia, Azerbaijan, and Georgia
- Vientiane, covering Cambodia and Laos
- Amman, covering Jordan, the Palestinian territories, and Syria

in Latin America

- Mexico, covering Central America, especially Mexico and Guatemala
- La Paz, covering South America, particularly Bolivia, Colombia, and Ecuador

in Europe

- Sarajevo, covering South East Europe, especially Macedonia, Serbia, Montenegro, and Kosovo
- Kiev, covering Belarus, Moldova, and Ukraine

2.4 Selection of Countries and Partners

The **selection of countries** is a complex internal process subject to consultation and agreement with the BMZ. Adult education is deficient in almost every country in the world. Nevertheless, a decision-making process is required to concentrate the funds available for development cooperation on a small number of countries in order to achieve any impact. Criteria for country selection include

1. interest on the part of the BMZ and considerations based on the regional expertise of *dvv international*
2. a recognizable need for adult education that is outlined in a country concept paper
3. the general availability of options for *dvv international* to conduct activities at the micro, meso and macro level

dvv international sees development cooperation as a long-term commitment to collaboration with partners and the provision of advisory services in the interest of developing adult education institutions and structures. It is only because of the regulations of its funding sources that the Institute is required to plan its projects in three year cycles. Consequently, *dvv international* winds up its work in any particular country only if

1. adult education structures in that country have achieved a substantially higher level of development in comparison with similar structures in neighbouring countries
2. it becomes apparent that there is no longer any prospect of achieving the intended impact, or
3. funding has become unavailable.

Project partners at the meso level are selected on the basis of a criteria catalogue developed in the process of drafting and revising the various country concepts. The objective is to provide support for a period of from five to ten years during which time the respective partners are expected to diversify their financing portfolio to a sufficient degree so as to be able to finance their work independently. Within this period, it is expected that measures will have sustainably strengthened the partner organizations' management capacity. State institutions at the macro level (parliament, government, and administrative bodies) are always considered to be partners in projects where *dvv international* serves in an advisory capacity. This condition is never optional, although cooperation may vary in degree and intensity.

3. Key Features of Regional Work

3.1 Project Activities in Developing Countries

Adult education in developing countries covers the content of formal school curricula - in programmes, for example, that allow participants to obtain equivalency school-leaving certification. It seeks to develop appropriate curricula, and provides inservice training to prepare teachers for the particular demands of adult education. But alongside these tasks, the provision of education and training as the means to secure basic needs is always central to its work. Practice-oriented training and guidance for rural workers, small farmers and micro craft enterprises - often in the **informal sector** - are the subject of numerous projects, as is promotion of the development of collective forms of work forms such as cooperatives and collaboratively organized production or service groups. Extensive functional literacy training measures are the prerequisite for strategies such as these. Literacy provides the basis for subsequent steps in development work, particularly in Africa and Latin America.

Shortcomings in healthcare and social welfare services in village communities and urban neighbourhoods are addressed through local initiatives and communal action. People **learn to help themselves**, and to define and defend their interests more effectively. Political education is therefore also frequently an integral component of projects with national partners. Adult education is part of an integral development process in which learning needs overlap (see 2.1 Thematic Focuses).

3.2 Project Activities in Countries in Transition

In countries in transition, there is generally a higher level of formal education than in developing countries. However, this education is often obsolete and unsuited to modern challenges. Moreover, changes are beginning to take hold, undermining the outdated basic system of provision inherited from an often socialist past. The **formal education system** is finding it difficult to maintain its quality and accessibility. In some countries, there is a visible trend toward a split between basic provision of declining quality for the broad mass of the population, particularly in rural areas, and more and more privately organized higher education at the international level that only tends to be available to the more affluent members of society.

Cooperation with state and private partners is more concerned with formal training that responds to changing employment and labour demands than is the case in developing countries. The emphasis is on **vocational training leading to formal qualifications**, language learning to acquire internationally recognised certificates, and training in the use of computers. The need for continuing vocational education and training and retraining requires new solutions. The role of the universities as places of training and research in adult education is changing and calls for cooperation with similar institutions at European level. Notwithstanding the relevance of vocational aspects, efforts must be made as an accompanying measure to anchor the perception of adult education as a broader concept that also covers topics such as democracy, healthcare, and education dealing with issues related to family.

3.3 Cross-regional Projects

dvv international conducts two programmes that span every region and sector in which the Institute works. These programmes, which pick up on the different activities realized within the framework of the Institute's work, have important functions in supporting and strengthening the various regional programmes:

- **Information and communication:** *Adult Education and Development*, a professional journal for so-called "multipliers" (practitioners and learners who are trained to train and disseminate information to the public), which is now the most widely distributed adult education journal in the world; *International Perspectives in Adult Education*, a series of reports, materials and studies; and Internet coverage of projects, partners and activities. These publications and Internet resources are available in various languages.
- **Initial and inservice training:** a cross-sector project which supports academic and non-university study programmes through scholarships and teaching materials, including the textbook series *African Perspectives on Adult Learning*; seminars and workshops to facilitate experience exchange; network building and conference participation; and the carrying out of needs assessments, evaluations and other studies.

3.4 "Joined-up" Development Cooperation

dvv international belongs to networks in two dimensions of German development cooperation. As a member of the Social Improvement Network, it works together with six other professional organizations which are jointly in charge of implementing the "Social Structure Assistance" programme created by the BMZ. The interests of youth and adult education are represented in this network by *dvv international*. The members of this network hold regular meetings in Germany at which they exchange experience, coordinate their

projects, and learn from one another. The second network which the Institute is part of involves development cooperation financed by the German government, particularly the education programmes of the German international cooperation agency GTZ, and the German Development Service DED, with which the Institute has concluded a framework agreement for cooperation. On the whole, State development cooperation is fairly weakly represented in the out-of-school youth and adult education sector. In this connection, *dvv international* has a **comparative advantage**. Its projects must be viewed as complementary to those conducted by the GTZ, which often focus on initial vocational training.

To varying degrees, *dvv international* works together with other German, European, and international organizations in its local projects. Cooperation ranges from joint meetings of project directors at embassies and regular collaboration in education donor groups to the joint organization and implementation of conferences and the sharing of existing resources and capacities.

dvv international's **core competencies** and **specialist knowledge** in youth and adult education are in a permanent state of development through the Institute's large volume of cooperative relationships and projects. This know-how is already being successfully tapped by the BMZ as well as other German, European, and international organizations engaged in development and other specialized fields. There are two major networks in which mutual consultation and information exchange take place:

- The **Committee on Education in Development Cooperation** (*Arbeitskreis Bildung in der EZ*), which brings together the BMZ, the German Reconstruction Credit Institute (*Kreditanstalt für Wiederaufbau KfW*) the DED, the GTZ, the Capacity Building International, Germany (*Internationale Weiterbildung und Entwicklung GmbH InWent*), the Churches, the umbrella organisation of development non-governmental organisations in Germany (*Verband Entwicklungspolitik deutscher Nichtregierungsorganisationen e.V. VENRO*), private providers and *dvv international*. Representatives from these institutions meet regularly to discuss new approaches and projects.
- the **BMZ Advisory Committee on Development Education** (*Beratungskreis des BMZ zur entwicklungspolitischen Bildung*) in which *dvv international* contributes its extensive experience from its work with the *Volkshochschulen* in the area of global learning for young people and adults.

The BMZ makes it a practice to **systematically include** *dvv international* in the development of regional and national concepts that contain education components and sectoral concepts in the field of education. This practice greatly benefits "joined-up" Development Cooperation.

A Brief Summary

dvv international occupies a unique position in the world through its work. No other organization either in Europe or elsewhere supports adult education with comparable instruments or calls upon governments to meet their social responsibility as systematically in so many parts of the world and in so many different fields. The work of the Institute is the expression of international solidarity and transnational dedication on the part of the most important agents of adult education in Germany, the *Volkshochschulen*, and their organization at the community, *Land*, and federal level.

Contact:

schwartz@dvv-international.de

gartenschlaeger@dvv-international.de

kleinen-raetz@dvv-international.de

www.dvv-vhs.de

www.dvv-international.de

www.sozialstruktur.org