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Obere Wilhelmstr. 32
53225 Bonn
Germany
Phone: +49 (228) 97569-0
E-Mail: info@dvv-international.de
Website: www.dvv-international.de

Responsible: Dr. Anton Markmiller
Editor: Gisela Waschek / Ruth Sarrazin

Typesetting: Jola Fiedler
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province of Afghanistan
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Foreword

Worldwide there are 775 million illiterate adults, 200 million young people who are in need of remedial basic education and 250 million fourth grade children who, in spite of schooling, are still illiterate. Cynically, one could say that the last group will form the clientele of the project partners of *dvv international* in the coming years.

Although many countries have intensified their education efforts, the message in the Global Monitoring Report 2012 is similar to that of previous reports: It's not enough! The Education for All (EFA) goals from 2000 have grandiosely failed to be achieved. At the same time, the current discussion is absorbed to a considerable extent with a new architecture for world development and educational goals for post 2015. The intellectual and operational capacities for the implementation of the existing unfinished EFA education agenda is lacking. As if the miserable plight of education is due to goals that have been falsely set. Will access to education for disadvantaged groups be improved in real life through the formulation of other new targets? Why can one not shake the feeling that the answer to this question is *No*?

It's not just since John Hattie's mega-analysis, *Visible Learning*, that we know that, in addition to other (secondary) factors, the key success factors for academic progress are a sufficient number of teachers and, foremost, their qualifications. And yet, to this day in sub-Saharan Africa alone, more than about 1 million teachers are still lacking, and there are more complaints than praise for the skills and motivation of existing teachers. This applies to early childhood education as well as to basic and secondary education, vocational training and Adult Education. As long as no convincing international process is initiated that eliminates this central lack of qualified teachers, there is no reason to hope that by formulating new educational goals, the total lack of education can be reduced. Being resolved and dedicated to first removing old and well-known shortcomings would be better for the credibility of the international education agenda and more beneficial than to wage a costly global debate about the

structural goals of a new education system. It's difficult to tell the public that globally, by 2015, at the level of basic education alone, a financial abyss of \$16 billion will exist while there are an almost unimaginable number of high-level, less high-level and pseudo-participatory forums meeting to negotiate a new education agenda, even though for the prosecution of the old targets there was a lack of recognisable rigour and determination.

Success can be achieved even with the old educational goals if the decision-makers really want it. Mali was able to halve the number of illiterates since 2000. Even more important than individual educational success however is that the realisation (which was not self-evident for a long time) is made that, first of all, the transmission of vocational qualifications presupposes a sound basic education and the acquisition of "soft and transferable skills" and that these preliminary learning phases cannot be skipped and, secondly, that success in literacy is short-lived when these basic skills are not in demand, not applied and not expanded in the daily lives of people. What has been learned can be forgotten again. A new educational agenda will not change that.

Dr. Roland Schwartz

Director, *dvv international* (until 31 March 2013)

Change in the Board of Directors: Dr. Roland Schwartz leaves the Institute on 31 March 2013. New Institute Director from 1 April 2013 is Dr. Anton Markmiller.

dvv international – An overview of developments in 2012

International education processes

The economic and financial crisis led to significant pressure on the public purse, and as a result the political debate about education on the national, regional and global levels has been focused increasingly on the economic value aspect of education. This became especially clear in the negotiations for the new education program of the European Union for 2014-20. The proposal presented by the Commission under the provocative name Erasmus for All (up to now Erasmus stood for a sub-program of higher education) was characterised by a narrowing of the concept of education to job-effective training. As a member of the umbrella organisation EAEA (European Association for the Education of Adults), DVV and *dvv international* strove for necessary corrections which would take into account the legitimate concerns of Adult Education with all its facets as its own education sector. In the end, many of the DVV demands were included in the position of the European Parliament, whose rapporteur, Doris Pack, President of the Saarland Public Education Association, played a key role in this positioning. Even though at the present time the dispute has not been won, there are some reasons to be more optimistic about the future.

The 2012 EFA General Monitoring Report (GMR) on *Youth and Skills* as well as the struggle around the global (development) agenda for 2015 were the central focus globally. At the present time, this presents itself as an almost impenetrable mesh of different players from the UN family and other globally active organisations. *dvv international* will focus here on the support of networks whose central focus is the representation of non-formal Youth and Adult Education. A strategic partner for the enforcement of the human right to education is the International Council for Adult Education (ICAE), which debated its approach at a strategic seminar with its members in September in Marrakech. *dvv international* will support the ICAE, particularly in its efforts toward the inclusive goal to integrate Lifelong Learning for All in the new global development agenda in the wake of the Millennium Development Goals (MDGs). Building on that, specific, and regionally differentiated objectives for the education sector, including non-formal

Youth and Adult Education will be formulated through the *Education for All* process. For the income-generating training segment, this year's GMR showed some major potential, especially in informal training which is financially



Source: ICAE

▲ What happens after 2015? The members of the International Council for Adult Education (ICAE) at the strategy seminar in Marrakech.

and conceptually as clearly underrepresented as development cooperation in national politics.

Networks in Adult Education

In January 2012, the German Development Institute (DIE) presented a study commissioned by *dvv international* for the promotion of networks and associations in Adult Education. *dvv international* is the only development organisation world-wide working in the field of non-formal education that gives long-term and institutional support to such associations. The study evaluates the networking effects on project work and makes recommendations for future network promotion. To this end, four structurally very different case studies from Africa and Latin America were selected. The results of the study show that reliable and cooperative support and cooperation with global, regional and national networks and associations is a particularly important part of work at the level of organisational development and lobbying. Therefore partnerships should be developed for the long term and focus primarily on existing organisations. With appropriate instruments for the assessment of how effectively this works as a precondition, there can and should be an emphasis on institutional support. Thus the recommendations of DIE essentially reinforce the current practice of *dvv international*. It is and remains important to secure a strong voice for viable non-formal Youth and Adult Education structures of exchange and mutual learning in Europe as well as in development cooperation.

Financial development

For work on international Youth and Adult Education, in the reporting period – with funds adjusted from project carryovers – the same funding as last year was available, approximately 16.5 million euros. The largest single project is being implemented in Afghanistan, with the development of training centres and decentralised liter-



acy programs. Africa remains the most important project area for *dvv international*, with three regional offices. The domestic development work on Adult Education Centres could be partially financed for just under €800,000 and supported by consulting services.

The cornerstone of project work is the long-term social structural support of the BMZ, and on that foundation other important project funds from the Foreign Ministry

▼ Further training for women in the Adult Learning Centre Mazar, Afghanistan.



and the European Union were able to be applied for and pursued. Even if the interest in Adult Education as a workspace for the last-mentioned donors is very gratifying, their normal short-term limits for project designs is a special challenge. Without the basic structural funding through the commitment of the BMZ, these additional project funds would only be able to be used with considerable losses in effectiveness and efficiency or even not be able to be applied at all.

Outcome-oriented Adult Education

The task of supplying information about how education programs more than ever have to be designed effectively was at the focal centre of the monitoring and evaluation work area during the reporting period. The twelve evaluations which were carried out devoted particular importance the aspect of effectiveness. Under particularly intensive scrutiny was the value and impact for learners



◀ Opening of the first urban Adult Education Centre in Rabat in October 2012.

of the largest single *dvv international* project, the more than 10 Adult Education Centres in Afghanistan (http://www.dvv-international.de/index.php?article_id=1061&-clang=0). Participation in vocational training programs led to an improvement in the employment situation for 17% of learners who completed the courses; 33% of those who responded to questions said they were able to increase their personal self-esteem; and 23% were able to use their newly acquired knowledge to better enter and integrate themselves in social life.

Educational programs only develop positive effects when conditions such as a narrow education gap, an enabling institutional environment, education affinity, social and cultural social values, as well as well-trained and motivated teachers are present (see Langthaler, Margarita: The development impact of education, Austrian Research Foundation for International Development, 2012). Even when these conditions are encountered, education effects usually also depend on other factors. It is important to acknowledge these dependencies in order to properly classify the importance of education in the context of poverty reduction. The measurement of education-specific causal effects of individual projects can only be done by *dvv international* in exceptional cases. So therefore the methodological approach and the results expected from the OECD-PIACC (Programme for the International Assessment of Adult Competencies) study for 2013 are awaited with great anticipation because they will further fuel the debate about the orientation toward the effectiveness of training.

Adult Education Centres in international Adult Education

Adult Education Centres, with their program offerings, are a *window to the world* (http://www.dvv-international.de/files/imagebr_dina4_72dpi.pdf) for domestic developmental work in many communities. Through integration with the project work of *dvv international*, this window is

constantly re-opened. The photo exhibition about everyday life in Georgia from the perspective of young people or the traveling exhibition about the genocide in Cambodia are recent examples of how life in *dvv international* project countries is brought to places of learning – the Adult Education Centres.

The technical expertise of Adult Education Centre personnel continues to be an indispensable counselling tool for the program work of *dvv international*. The Adult Education Centres in Bonn, Daun and Weimarer Land have participated in professional exchanges in the training institutions in Belarus and Ukraine just like the state associations North Rhine-Westphalia and Bavaria, the Adult Education Centres of Regen, Schwerin, Rhein-Sieg and Neuwied have made the residential study period for adult educators and education policy-makers from Kyrgyzstan, Afghanistan, Belarus and Bosnia-Herzegovina possible. Between the Wilhelmshaven Adult Education Centre and the Educational Centre in Gyumri, Armenia, initial contact has evolved into a lasting partnership between the two institutions. The cooperation in Morocco was successful as well. That is why, in October 2012, after a consultation process which lasted several years, the President of the DVV, Prof. Dr. Rita Süssmuth was able to inaugurate the first urban Adult Education Centre in Rabat.

“Eyes on darkness” – a traveling exhibition about ►
the genocide in Cambodia.



Source: Ziviler Friedensdienst (ZFD)

With the help of Metaplan® cards, the group work ►
will be evaluated in the plenary session.

Examples from Practice

Impacting Policy of Youth and Adult Learning and Education in Africa

Impacting Policy of Youth and Adult Learning and Education (YALE) in Africa was the title of a topic workshop in Zimbabwe which was attended, in mid-September 2012, by representatives of the three regions in which *dvv international* works in Africa. Exchange of experience and successful approaches has high cross-border value for the work in Africa. To learn about the progress and challenges in the promotion of YALE in Africa, to identify ways to influence policy and strategies, to discuss the future role of *dvv international*, these were the topics central to the agenda of the event. The participants came from the regional and project offices of *dvv international*, from REFLECT networks and education ministries. Independent experts also participated.

The focus was on work at the so-called macro-level where through lobbying, political consulting and accompanying professional work, national YALE systems could be made a sustainable pillar of national education and development planning through legislation and effective implementation strategies and plans. This corresponds to the clear understanding of *dvv international* that support for measures to reduce poverty are linked (at the micro-level) with

YALE and of necessity connected to the organizational strengthening of NGOs and government partners (mezzo-level) and macro-level lobbying.

It became clear that even the best policy paper is not a guarantee of its application. Technical and professional skills are necessary for public and non-state actors, as well as funding for the implementation of policy decisions. Conclusions from the workshop were processed in the national strategies and will enrich various aspects of the work of *dvv international* in the years to come. This concerns, for example, national measures in the area of coordination and networking in order to undertake consistent lobbying with civil society. This also applies to the continuation of the hard work on relevant, functional monitoring and evaluation systems.

Group work during the topic ►
workshop in Zimbabwe.



Source: Henner Hildebrand



At the end, an African participant evaluated the workshop like this:

“Congratulations to the organizers for this valuable process. The content is relevant and important because for our work we talk about target groups, who are our brothers and sisters and who need more opportunities to learn. *dvv international* does not come with a top-down approach to Africa – you listen to Africans and moderate the discussion in order to find the way forward.”

A second response was:

“It was a privilege for me to be able to participate in this event. Through the exchange, I realized that there are different contexts with different solutions. And I find that inspiring. I found out that *dvv international* practices what it professes to promote: spaces for participation, for different opinions and paths that contribute to solving the problem. How will we accompany our partners now to find solutions? This is an important concern which I take with me from this workshop. If we can take the spirit of co-operation, collaboration and exchange that we have experienced in the last three days and transfer it to our local levels, we can achieve success. Seen this way, it was a miniature workshop for Youth and Adult Learning and Education in Africa.”

Courses for solidarity economy in Mexico and Guatemala

The issue of solidarity economy (or *solidarity-based economy*¹) has been the main topic of discussion in the Middle America, Central America and Caribbean region in recent years. The point is for the people living in local communities to understand, develop and implement the sustainable development approach in all its facets. A long-term goal is to achieve social transformation through new forms of production, consumption and distribution of resources, taking into account values such as equality, equity, solidarity and democracy, and thus to present other models to oppose the growing poverty which was

also triggered by the financial crisis. In order to implement this approach, the topical network *Alternative Forms of Economy and Fair Markets* has been in existence in the region since 2008, in which seven organisations – including CEAAL, the well-known Latin American Network for Adult Education – are involved.

In 2011, with the support of *dvv international*, the first seminar was sponsored in Tepexoxuca², Puebla. The modules were developed by the partner organisation UCI RED (Universidad Campesina Indígena en Red), which also offers courses.

¹ http://en.wikipedia.org/wiki/Solidarity_economy

² Tepexoxuca is located in the municipality of Ixtacamaxtitlán in the Mexican state of Puebla



In 2012, *dvv international* organised another course for 40 people in southern Mexico. The aim was to include participants from Guatemala as well. The venue was the CIDECI (Centro Indígena de Capacitación Integral – Universidad de la Tierra) training centre for indigenous people in San Cristobal de las Casas in Chiapas.

The program was carried out in the form of 4 modules, in Presence Training seminars for each, from June to November, with the following main topics:

- ▶ Solidarity Economy (SE) as an action that transforms the world: resistance and design from the perspective of SE
- ▶ SE as a project: economic rationality at the micro level
- ▶ SE as an economic cycle: strengthening and connecting with other solidarity networks
- ▶ SE as the construction of social autonomy: building the people's knowledge about SE and networking with other actors

Besides theoretical input, the participants also learned about practical examples, for example, the alternative currency in Veracruz, the Chiapas coffee cooperative and the Palenque women's cooperative that produces paper.

The non-presence phases were supported with texts and exercises or videos, and for those participants with

Internet access there were opportunities for an exchange of views through this medium.

The courses worked on various levels and, besides the direct theoretical and experience-based knowledge acquisition for participants, allowed for the development of ideas for future activities and cooperation, with, among others, the Kolping organisation. The networking of various active civil society actors in the region who are working for human rights was also strengthened and has led to joint activities.

“The course helped me find a space to reflect on the work in the local community, to hear about the experiences and practical approaches and to understand that *solidarity economy* is a very broad concept.”

▼ *Visualisation of ideas provides good support in the discussion.*



◀ The course location in the south of Mexico facilitates a cross-border exchange of experience.



▲ Further training on communication and group dynamics in Sarajevo: even dealing with difficult groups or individual participants has to be learned.

Bosnia-Herzegovina: New Life in old classrooms

At least five percent of adults in Bosnia and Herzegovina have not completed grammar school education – roughly comparable to German secondary school. Therefore they are considered to be unqualified subordinates and don't stand a chance in an already very constricted labor market in Bosnia and Herzegovina. As it stands, there are more than half a million people registered as unemployed – out of a total population of nearly four million!

dvv international is therefore offering professional qualification courses and supports the idea of establishing nationwide *remedial general education* for the country. The legislation envisions access for adults to a *school-leaving*

certificate through remedial education, but there are still many problems in its implementation. This is where the pilot project has its starting point. The adult *learners* who make their way to school again need assistance with self-learning models, motivation, professional guidance and advice. In short, they need teachers who themselves want to be coaches and educational consultants and not be bogged down in school chalk and dusty curricula. Add to that the challenge of working with curricula that were designed for the realities of the lives of children and which of course must be thoroughly repackaged. Adult *learners* are not full-time students, they have family obligations, sometimes work part-time, often have mon-

Getting away from teacher-centred instruction: ►
here, teamwork is called for.
Training for teachers in Kakanj.

ey worries and learning biographies which are marked by setbacks and negative experiences. This means that in many schools where *school-leaving certificates* through remedial education are offered, the teachers are overburdened and sometimes overwhelmed. In six pilot schools in Bosnia and Herzegovina, in 22 seminars, *dvv international* has now trained 120 grammar school teachers. A course consists of five modules with diverse content, some of which is: psychological principles of adult learning, communication, group dynamics and control of the educational process, presentation technology, visualisation techniques and interactive methods as well as the proper adjustment of the existing curriculum to the needs and lifestyles of adults. The handbook specifically developed for the training series will be made available to the participants in order to guide them in their work and the implementation of what they have learned. 20 of the 120 teachers are learning still: they are receiving an intensive and practical training round to learn how to work as multipliers. At the end of the project, in 2013, they will be available in Bosnia and Herzegovina in order to retrain other colleagues and thus to broaden access to low-threshold and yet high-quality educational opportunities for adults. This is urgently necessary: in the regions of the pilot schools alone there are more than 13,000 people without primary education and without job prospects.

The teacher training described above is a component of a larger project in Adult Education which is being implemented in pioneering fashion by the German Agency for International Cooperation (GIZ). It is being combined with other, complementarily designed courses of action such as policy advice and public relations and is funded by the Federal Ministry for Economic Cooperation and Development (BMZ).



▼ Basic knowledge is put into practice.
Manufacture of solar panels in Tuzla.





▼ Practical work at a training session in Tuzla.



▲ The training manual: basic knowledge, examples, pictures for reference.

Investing in emerging industries

For the past three years, *dvv international* in Tuzla has been supporting its partner organisation, the CRP (Centre for Development and Support) in the carrying out of training for unemployed young men and women. They learn about manufacture, installation and maintenance of solar collectors for hot water as well as for power generation. The Tuzla municipality is interested in the introduction and wider use of green technologies and is also making a financial contribution to the project. Approximately a third of the 51 course participants have indicated that they were able to use what they had learned directly for employment: for odd jobs, for fixed employment or for self-employment. In the medium term, the project is endeavouring to get government recognition of the certificate and thus also a reevaluation and appreciation of new resource-saving occupations.



◀ *Training for teachers and trainers in vocational schools, on-site in Bishkek, Kyrgyzstan.*

Adult Education in prisons in Central Asia

In March 2012, *dvv international* in Kyrgyzstan started the implementation of the EU-funded project *CHANCE: Adult Education in the prison system – a chance for a better future*. The project, which has a run-time of 15 months and will be implemented in partnership with the Kyrgyz Adult Education Association, has the overall objective of supporting the reform processes in the penitentiary system of Kyrgyzstan and the specific objective of creating better conditions for the retraining of prison inmates.

More than 200 male and female inmates, 60 teachers and trainers from 5 vocational areas, 20 psychologists, deputy directors and department heads of the three prisons in Kyrgyzstan are taking part in the project activities. In the first year, the classrooms in the vocational schools of the institutions will be renovated and equipped with modern technology. The modernisation of the teaching methods is being ensured through the methodical development of curricula and through the training of teachers and the masters of vocational trades in the new methods of Adult Education and new production technologies.

In the second year of the project, the retraining of prison inmates will begin. Training courses for occupations in high-demand in the labor market will be offered, as, for

example: electrician, baker, seamstress, electric welder. In addition, Life Skills courses will be organised.

The prisons in the Kyrgyz Republic work under conditions similar to prisons in other Central Asian countries. So the Kyrgyz project can suitably build on the experiences gained from the project work in Uzbekistan.

The project in the Uzbek prisons began in 2003. At the beginning of the project, only female inmates participated in the measures; later, measures were also implemented for men.

In Uzbekistan, vocational courses were offered in *hair-styling, tailoring, computer literacy, video production, knitting, applied arts* (macramé, bead embroidery, manufacture of leather goods, batik, etc.) and *pastry*. For the implementation of these measures, a hairdressing salon and computer room were established, and sewing machines as well as video and photo cameras, etc., were purchased.

Participation in a measure was basically voluntary. Teachers from vocational schools were included in the educational process of the women. Other modules were even implemented by prison inmates with good professional qualifications and teaching experience (e.g. in the applied arts).

Source: Levan Krachhadze



◀ Seminar for Uzbek prison employees.

Another component of the project was the further development of the prison system employees. Several seminars were carried out, such as: *adult learning methods*, *principal directions of Adult Education in the prison system*, *computer literacy*, *basics of correctional psychology*, *principles of professional ethics*. In addition, for some of the heads of the institutions, a study trip to Germany (Brandenburg) was organised.

One of the best examples of the effectiveness of the measures is the involvement of a former inmate who had participated in the training and, after her release in 2011, launched an initiative to facilitate the reintegration of ex-prisoners into society. This initiative was supported by *dvv international*. In 2012, about 30 women who had been released took part in support seminars and were able to discuss their problems with lawyers, psychologists and government employees and develop personal life plans and thus prepare for their new life.

Educational work with prisoners in Belarus

According to UN data, Belarus is ranked 11th in the world in the number of remand and convicted prisoners per capita (438 prisoners per 100,000 population). 10,000 prisoners are released from prison annually. Their reintegration into society can be facilitated through offers of education which directly address the needs of inmates in social skills and crafts and other vocational skills. In 2012, *dvv international*, in tandem with the *Community Development Projects Association*, developed and organized education programs in a prison for males and in a prison for females in the city of Gomel – for a total of 160 people. About 20% of the participants of these courses were able to gain early release from prison and stated that they would use the acquired knowledge and skills in deciding on their future professional orientation and their personal lives.

In the Ukrainian city of Poltava, the professional and social integration of ex-prisoners is a common concern of the educational work of *dvv international* and its partner organization *Light of Hope*.

Curriculum globALE



Overarching curriculum framework of *Curriculum globALE*

Since the summer of 2011, the German Institute for Adult Education (DIE) and *dvv international* have been working together on the development of a competency-based core curriculum for the training and further education of course teacher/trainers which will be valid worldwide. The Global Curriculum on Adult Learning and Education – **Curriculum globALE** (a global curriculum for Adult Education) has been placed at level five of the European Qualification Framework (EQF), that is, slightly lower than a Bachelor's degree. It is modular in structure and has the necessary space which allows for contextual adjustments.

The aim of the initiative is to formulate a generally accepted framework for train-the-trainer programs, and thus further advance professionalisation in Adult Education. **Curriculum globALE** will continue to serve as a reference framework and compendium for the development of new training courses for course teacher/trainers and will support the international exchange of expertise in this field. Therefore the target groups are mainly associations, organisations and institutions of Adult Education which provide continuing education courses.

Based on copious experience gathered from Germany, Europe and the partner countries of *dvv international*, the first draft of the curriculum was created by late 2012 and discussed at a workshop with experts from academia and industry on the occasion of the DIE Forum. Great emphasis was placed on the participation of all the regions in which *dvv international* is active. This made it possible to welcome partners from Ecuador, Morocco, South Africa, Macedonia, Bosnia-Herzegovina, Belarus, and the Pacific Rim. During the workshop, successful feedback was obtained about **Curriculum globALE**, and a discussion about how to proceed further was held. In addition, a number of future potential supporters (UNESCO Institute for Lifelong Learning, various univer-

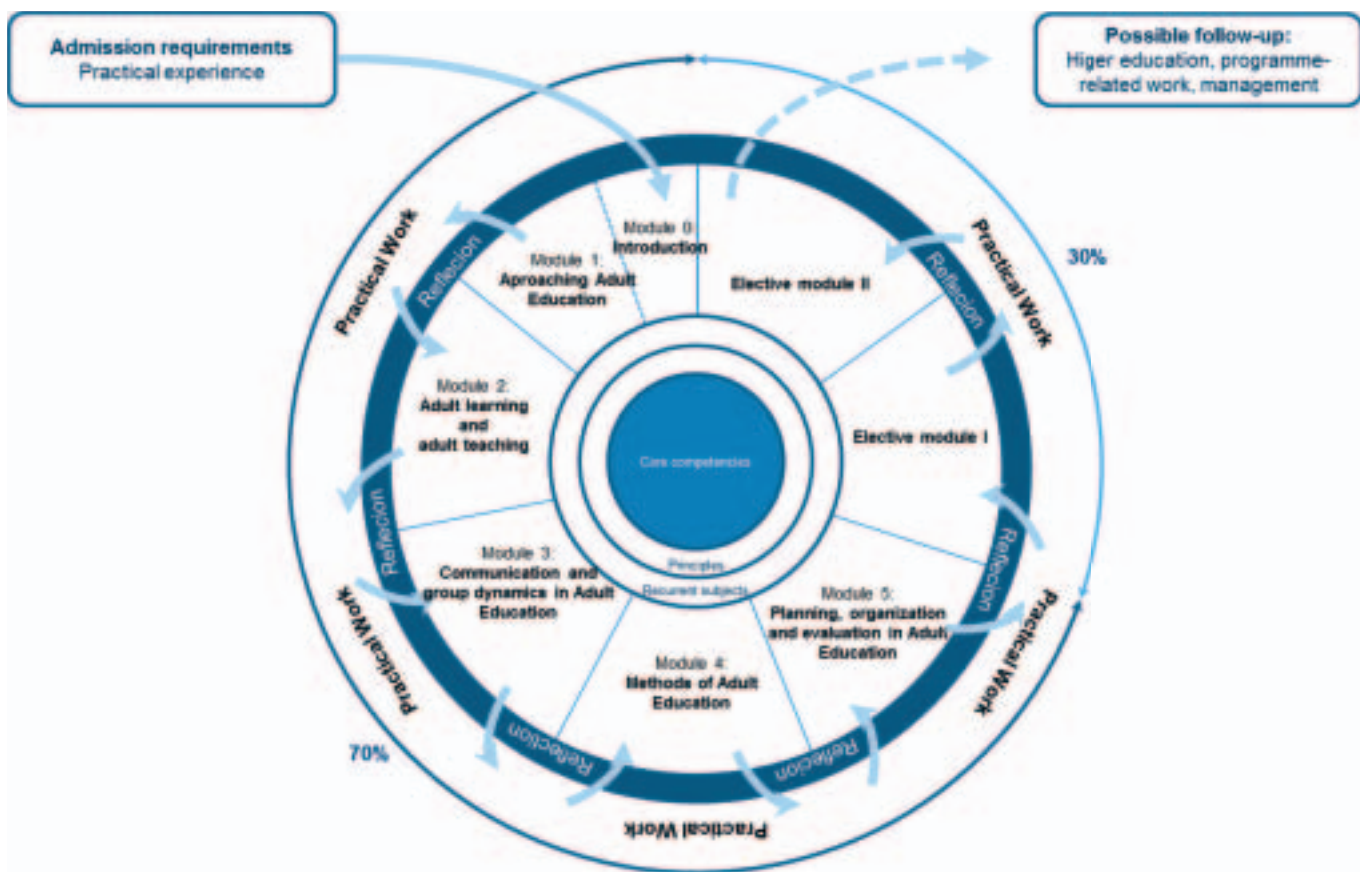
sities, several *dvv international* regions) were obtained for the curriculum.

Currently the curriculum consists of

- ▶ An introduction to the concept, including the approach, the theoretical background, including the principles of the curriculum as well as instructions for the use of the curriculum and requirements for its implementation
- ▶ The description of the five modules of the curriculum, including the skills to be acquired
- ▶ Various supporting documents, such as reading lists, an example of a training built on the curriculum and several scenarios of possible applications as well as contact information of experts in the field and a list of the different training concepts used for working with the curriculum.

At present, the curriculum has the following structure:

(Structure and contents are part of the discussion and may still change in the course of development).



Now, in 2013, a practical test of the curriculum is on the agenda. *dvv international*, with its local partners in several regions, will tailor the curriculum to local conditions and develop scenarios for its use. So the training concepts will differ significantly depending on the context of their application (experience of the participants, focus of their educational offers, time budget for joint meetings). The DIE and *dvv international* will accompany the process intensively this year in order to incorporate the experiences as fully as possible in the curriculum. The publication of

the final version of **Curriculum globALE** is planned for Spring 2014, to be held in the framework of an international conference.

For those interested, the curriculum is available in English and German from Jesco Weickert (weickert@dvv-international.de) or Susanne Lattke (lattke@die-bonn.de). The **Curriculum globALE** team is also pleased to receive offers for cooperation and discussion.

Global Learning

Nutrition – 2012 topic of the year

The right to sufficient food is an internationally recognised human right – and at the same time it is also the human right that is infringed upon the most. Worldwide, the absolute number of hungry people has increased in recent years. The Food and Agriculture Organisation (FAO) of the United Nations estimates that in 2011, 925 million people were chronically malnourished. A variety of factors must be mentioned here, for example, rapidly increasing food prices, the competition between land for food products and land for biofuels, the sometimes dramatic changes in weather conditions and the high demand for feed for meat production.

Based on these facts, the topic of the year for 2012 was *No reason for complacency – Global nutrition and food security*. Fifty-four Adult Education Centres and state associations participated with a total of 86 projects for multipliers, teenagers and the 50+ target group on this topic. Various related topics, such as land-grabbing, food speculation, as well as a critical reflection of one's own patterns of consumption were put into focus.

The final conference, where the results were presented, took place at the Essen Adult Education Centre on 14 and 15 February 2013. The diversity and the innovative nature of the approaches were impressive. The Mittleres Taubertal Adult Education Centre dedicated itself to this important issue with an interdisciplinary project and integrated the specialised areas of health, politics, cooking and IT.

The Frankfurt/Oder Adult Education Centre impressed with an unusual partner: the German cycling club *Allgemeine Deutsche Fahrrad-Club (ADFC) e. V.* Together, they organised bicycle tours to relevant learning environments such as organic farms, food production plants and into natural environments in order to deal with global and local topics related to nutrition.



Food Literacy

Also well received were the *Food literacy – sustainable with magical spices* events organised through the co-operation between *dvv international* and the AID info service. This further training, which was aimed either at teachers of literacy and basic education courses, at second chance teachers or at cooking course teachers had the objective of conveying methods which would sensitise participants to deal responsibly with food, in the sense of a balanced diet and responsible consumer behaviour.

Materials Volume 54, *The Wishing-Table*, was completely consistent with the topic for the year. Based on global



Source: Bergische VHS



◀ The Bergische Adult Education Centre participated in the Annual Topic "Nutrition" with the project "What does the world eat?"

case studies of human rights violations in connection with the production of food, it presented food for thought.

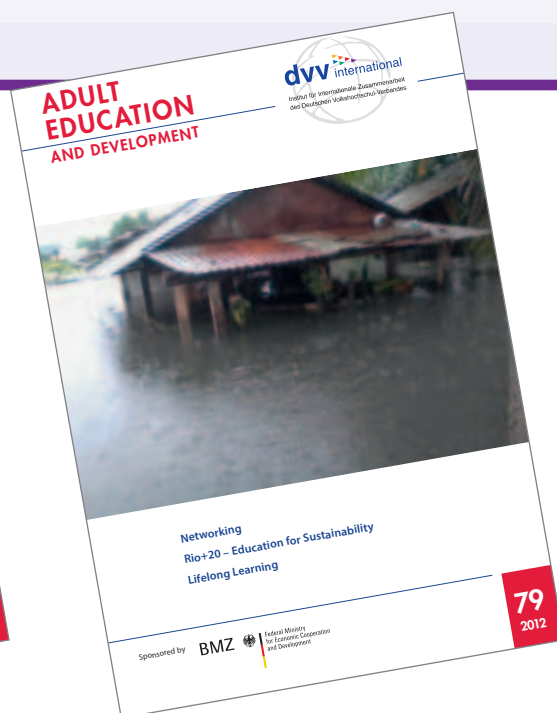
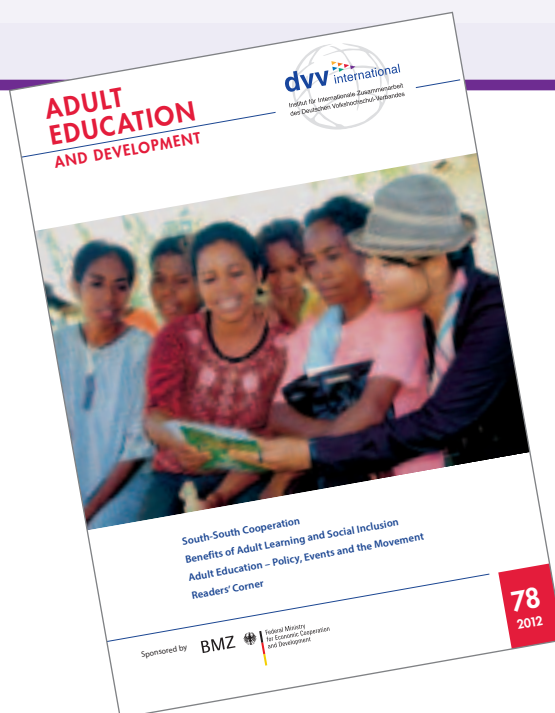
Evaluation

In 2012, an evaluation was conducted of Program Component III *Global learning with the target group aged 50+*. Since 2009, Adult Education Centres and state associations have been able to apply for projects for this target group. It was proven that people can be reached who have so far rarely or never been involved with development issues. However, it was often also people who

were interested in development policy who were able to be recruited as new customers for the Adult Education Centres.

Program Component III has clearly evolved positively since its inception in 2009, both in quantitative and qualitative terms. Not only have the number of projects increased, but the inclusion of projects in rural areas has also been a success, resulting in a balance between participating Adult Education Centres in the East and West.

Information and Communication



In 2012, editions 78 and 79 of the Adult Education and Development journal were published in English, French and Spanish. They were sent to over 130 countries, to more than 1,200 subscribers, including many organizations, libraries and scientific institutions which, in their role as multipliers, make the journal available to a wide circle of interested parties.

Topics in the publications of 2012 were South-South cooperation, the benefits of Adult Education and social inclusion, examples of the successful work of networks from the different project regions of the institute, the Rio +20 Earth Summit as well as Lifelong Learning.

As an additional service, the two issues were once again uploaded to the website (www.dvv-international.de). It is possible to download the individual contributions, since a download of the entire issue at once would exceed the technical capacities of the EDP in many regions.

In May 2012, in Bonn, a workshop was held by *dvv international* with the aim of modernizing the concept for the magazine even further. The workshop was attended by representatives from the Asian South Pacific Association for Basic and Adult Education (ASPBAE), the ICAE and the European Adult Education Association (EAEA) as well as the Director of the institute and the editorial assistants. Topics discussed were the list of editorial subject priorities, target groups, design, etc. The plan is to publish the magazine in the future as a yearbook, still under the established name *Adult Education and Development*, in partnership with the ICAE. Also in 2012, *dvv international* had its publications printed by a company certified as carbon neutral. Thereby *dvv international* makes a small contribution toward climate protection – one of the big issues in Adult Education as well – for which the institute is an advocate.

Data – Facts – Figures

dvv international – at a glance

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

dvv international works worldwide with more than 200 partners in over 40 countries – in Africa, Asia, Latin America and the transition countries of Europe.

dvv international

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

Main areas of focus

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

Project approach

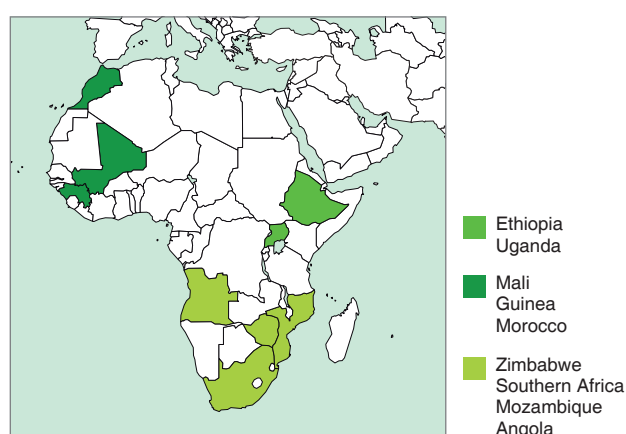
- Achieve better general conditions in policy, legislation and finance (macro level)
- Enhance professionalism in practice and theory for Adult Education (meso level)
- Implementation of model, specific measures, particularly for disadvantaged groups (micro level)

dvv international is oriented toward

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

Project Countries List 2012

Africa



East Africa

Ethiopia (Regional Office)

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

Uganda (Project Office)

Non-formal education and career training; functional literacy; lobbying and networking

West Africa

Mali (Regional Office)

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

Guinea (Project Office)

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

Morocco (Project Office)

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

Southern Africa

Zimbabwe (Regional Office)

Training and further training for adult educators; vocational training; disseminating of REFLECT; networking

South Africa (Project Office)

Strengthening of AE structures; disseminating of REFLECT and popular education; AIDS prevention and social care; networking

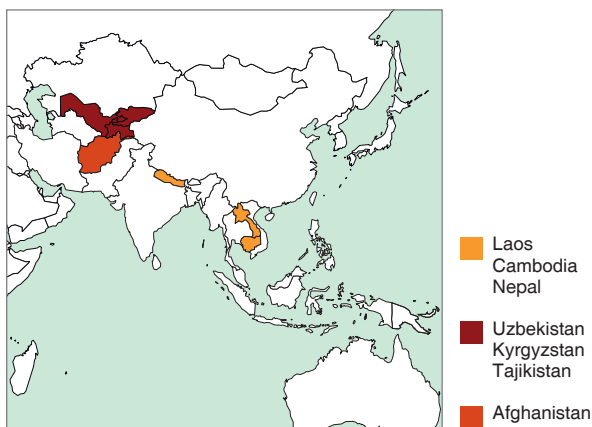
Mozambique (Project Office)

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

Angola

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

Asia/Pacific



Laos (Regional Office)

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

Cambodia

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

Nepal

Support of women; peace keeping measures

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

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

PRIA (Society for Participatory Research in Asia)

Education for participation

Central Asia

Uzbekistan (Regional Office)

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

Kyrgyzstan

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

Tajikistan

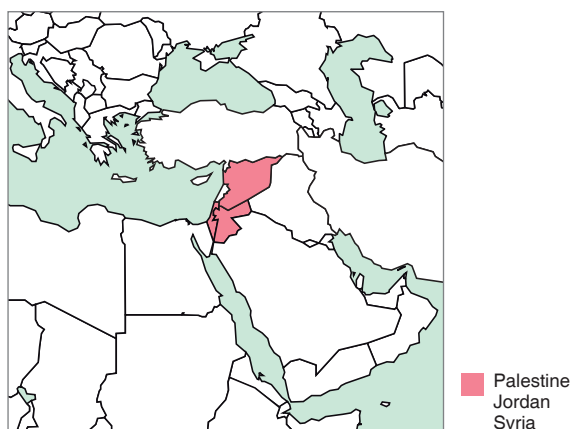
Professional/vocational education; training qualification courses for the unemployed; working with migrants and their families; lobbying

Afghanistan

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

* Indonesia, East Timor, Malaysia, The Philippines, Singapore, Thailand, Vietnam, Cambodia, Australia, Fiji Islands, New Zealand, Solomon Islands, Samoa, Tonga, Papua New Guinea, Bangladesh, India, Nepal, Pakistan, Afghanistan, Tajikistan, Sri Lanka, China, Mongolia, Hong Kong, Japan

Middle East



Jordan (Regional Office)

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

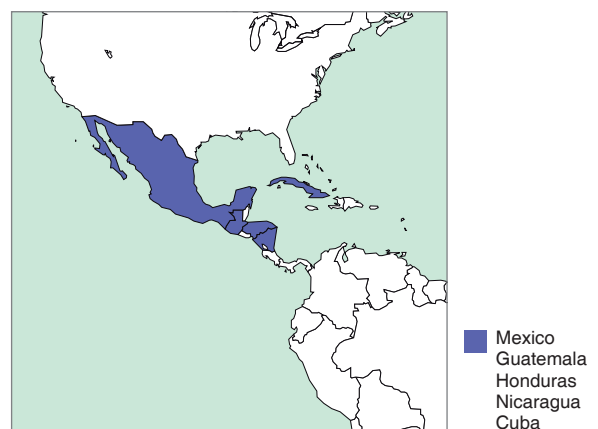
Palestinian Territories

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

Syria

In 2012, projects in Syria could not be continued due to the political situation.

Latin America



Central America/Caribbean

Mexico (Regional Office)

Guatemala, Honduras, Nicaragua

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

Cuba

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



South America

Bolivia (Regional Office)

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

Argentina

Organic agriculture; political education; health education

Colombia

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

Peru and Ecuador

Strengthening non-formal youth and Adult Education; intercultural education

Latin America Region

CEAAL (Consejo de Educación de Adultos de América Latina)

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

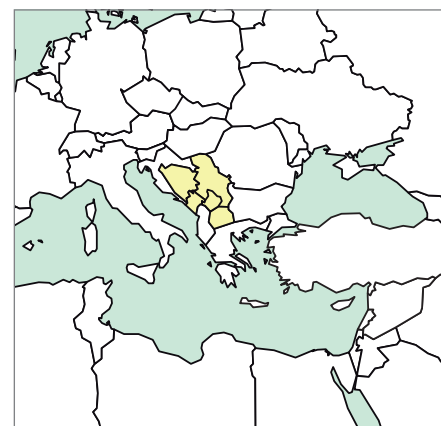
Education policy lobbying; strengthening of civil society; support for networking

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

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

Lobbying for women's education and gender equality

Europe



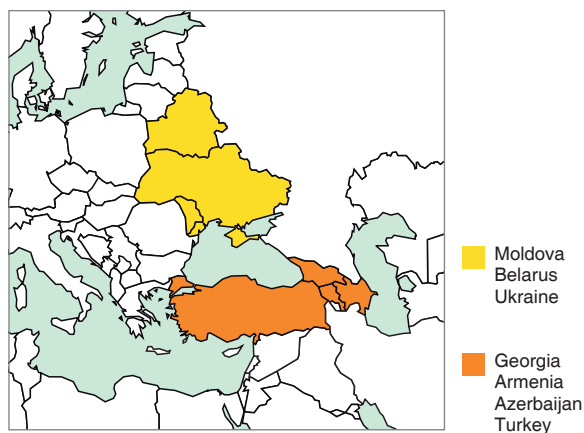
South Eastern Europe

Bosnia-Herzegovina (Regional Office)

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

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

Eastern Europe Caucasus



Caucasus

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

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

Turkey

Turkish-Armenian reconciliation; promotion of partnerships between German Adult Education Centres (VHS) and Turkish Adult Education Centres (HEMS); policy advice

Eastern Partnerships

Moldova (Project Office)

Institutional support; education for disadvantaged groups; professionalisation of the AE-courses; lobbying; analysis of history; vocational qualification

Belarus (Project Office)

Building AE support structures; training of multipliers; community development; promoting civil society; curriculum development; vocational qualification; rural development; analysis of history

Ukraine (Project Office)

Professional qualifying measures; lobbying

Evaluations in 2012

	Country	Title of the Project
1	Afghanistan	Evaluation of the progress of the “Literacy Programs” project in Afghanistan
2	Afghanistan	“The Adult Learning Centres of the Afghan National Association for Adult Education - ANAFAE”
3	Southeast Asia; supra-regional partner PRIA (Society for Participatory Research in Asia)	“PRIA Open and Distance Learning Programs”
4	Southeast Asia; supra-regional partner ASPBEA (Asia South Pacific Association for Basic and Adult Education)	“ASPBAE Basic Leadership Development Course”
5	Tajikistan	Ex-post-evaluation of the EU project PATENT (Poverty Alleviation in Tajikistan through Education and Non-formal training)
6	Azerbaijan	EU project “The Adult Training Centre as an Opportunity for Poverty Reduction, Education and Social Inclusion (COPE - Cooperation through Partnership for Education)”
7	South East Europe	Evaluation of the “capacity building” component of the project “Adult Education in South East Europe”
8	Palestinian Territories	“Emerging Adult Education in Palestine”
9	Nicaragua / Honduras	Final report of the evaluation of the project “Basic Alternative Education Intercultural Bilingual Miskitu / Spanish, linked to production and to the exercise of citizenship in the municipality of Puerto Cabezas”, conducted by the Institute for Development and Democracy (IPADE), with the support of <i>dvv international</i> , during the period 2004 – 2012.
10	Uganda	Interim Evaluation of the project “Skills Training and Non-Formal Education for Poverty Reduction in Karamoja”
11	Morocco	Evaluation of the results of the REFLECT method introduced at the end of 2008
12	Guinea	EU Project AFAB
13	Guinea and Mali	Interim evaluation of the four VITAL pilot projects (2 in Guinea, 2 in Mali), to review the effectiveness and effects of the transnational model approach
14	Madagascar	Review of the effects of more than 20 years of <i>dvv international</i> activities in Madagascar
15	Mozambique	EU Project FELITAMO (Female Literacy Angola Mozambique)
16	Germany (Global Learning)	Evaluation of Component III “Global Learning with the 50+ Generation”

Policy Areas

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Contact Persons at *dvv international*

Responsibilities	Name	email Contact
Director	Dr. Anton Markmiller (as of 01.04.2013)	markmiller@dvv-international.de
Deputy Director	Uwe Gartenschlaeger	gartenschlaeger@dvv-international.de
Head of Administration	Gabriele Kleinen-Rätz	kleinen-raetz@dvv-international.de
Deputy Head of Administration	Ursula Bücking	buecking@dvv-international.de
Africa		
Western and Southern Africa	Henner Hildebrand	hildebrand@dvv-international.de
East Africa	Jesco Weickert	weickert@dvv-international.de
Latin America		
Middle America	Dr. Beate Schmidt-Behlau	schmidt-behlau@dvv-international.de
South America	Tania Czerwinski	czerwinski@dvv-international.de
Asia		
Southeast Asia	Uwe Gartenschlaeger	gartenschlaeger@dvv-international.de
Central Asia	Nazaret Nazaretyan	nazaretyan@dvv-international.de
Middle East/ Afghanistan	Karen Langer	langer@dvv-international.de
Europe		
South Eastern Europe	Jesco Weickert	weickert@dvv-international.de
Eastern Europe	Bettina Brand	brand@dvv-international.de
Caucasus	Maja Avramovska (as of 01.04.2013)	avramovska@dvv-international.de
Turkey	Dr. Anton Markmiller (as of 01.04.2013)	markmiller@dvv-international.de
Cross-sectoral areas		
Training and further training	Uwe Gartenschlaeger	gartenschlaeger@dvv-international.de
Funding	Nazaret Nazaretyan	nazaretyan@dvv-international.de
Marketing and Sponsoring	Anja Thöne	thoene@dvv-international.de
Information and Communication	Ruth Sarrazin (as of 01.03.2013)	sarrazin@dvv-international.de
Monitoring and Evaluation	Maja Avramovska (as of 01.04.2013)	avramovska@dvv-international.de
Global Learning/ VHS Cooperation	Julia Steffen (as of 15.05.2013)	steffen@dvv-international.de
Global Learning/ EU-Project "Know Your Lifestyle"	Henrik Poos	poos@dvv-international.de

Statistics 2012 as of December 2012

Number of employees at *dvv international* Bonn and at the project offices in 2012

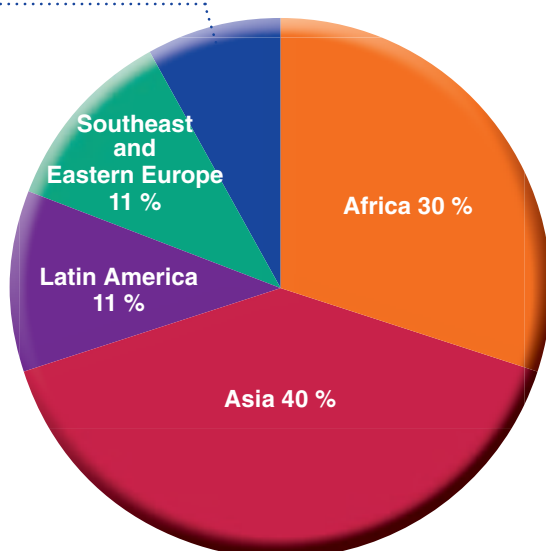
Number	Function	Dispatched	Local Scientific	Educational/ Support	Admin	Tech.	Male	Female	Full-time	Part-time	Limited	Unlimited.
31	<i>dvv international</i>	0	31	13	16	2	6	25	22	9	6	25
162	Total projects	9	162	70	62	30	63	99	138	24	127	35
193	<i>dvv international</i> and total projects	9	193	83	78	32	69	124	160	33	133	60

Distribution of funds

Regional Distribution of Project Funding in 2012

Funds:	17.694.720 €
Cost of office:	1.980.870 €
Project funding:	15.713.850 €

Cross-cutting projects 8 %



List of abbreviations

AE	Adult Education
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (Federal Ministry for Economic Cooperation and Development)
CEAAL	Consejo de Educación de Adultos de América Latina (Latin American Adult Education Council)
CONFINTEA	International Conferences for Adult Education
DIE	Deutsches Institut für Entwicklungspolitik (German Development Institute)
DVV	Deutscher Volkshochschul-Verband (German Adult Education Association)
EAEA	European Association for the Education of Adults
EFA	Education for All
EU	European Union
FAO	Food and Agriculture Organization of the United Nations
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Society for International Cooperation)
GMR	Global Monitoring Report
ICAE	International Council for Adult Education
MDGs	Millennium Development Goals
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
PIACC	Programme for the International Assessment of Adult Competencies
REPEM	Red de Educación Popular Entre Mujeres de América Latina y el Caribe (Latin American Women's Network)
SE	Solidarity Economy
UN	United Nations
VHS	Volkshochschule
YALE	Youth and Adult Learning and Education

