



DVV International

Education for Everyone. Worldwide.
Lifelong.

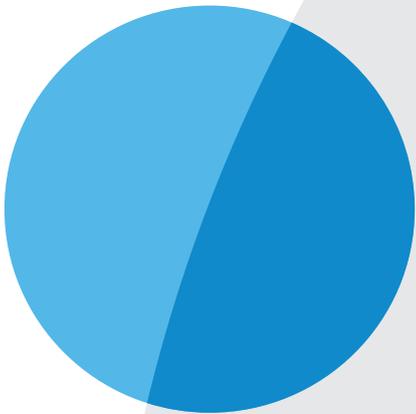
Annual Report 2015



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Introduction



Annegret Kramp-Karrenbauer
President of the Deutscher Volkshochschul-Verband e. V.

Dear Readers,

I am particularly pleased to be able to become familiar with, as well as to guide and support, the work of Germany's largest adult education institution from close up. The fact that the Adult Education Association not only represents and advises the German Adult Education Centres (VHS) makes this already very exciting task even more interesting. The Association's Institute for International Cooperation, DWV International, has also been extremely successful in development cooperation for a long time.

This Annual Report 2015 shows that last year's great challenges concerned with flight, migration and integration have impacted the work of DWV International as well. However, these issues did not come as a surprise to the Institute. What has been discussed – at times heatedly and inadequately – in the context of the new slogan "Fight the causes of flight" is practically part of the DNA of an organisation that combines adult education and development: DWV International opens up new perspectives to people in those locations, even in the most unstable regions of the world, and has been doing so for decades.

While the Adult Education Centres can meet the challenge of integration in our own country by applying tried-and-tested concepts, DWV International implements the complementary work abroad. Here we have the rare opportunity to see that global connections are not just recognised in theory. Rather, one and the same organisation is actually able to tackle challenges at home and abroad expertly and on all levels.

But flight and migration are only the most recent and striking examples of the ability to think and act globally and locally. DWV International is a global player with strong roots in Germany, and this has revealed itself to be an advantage in all its activities – whether this be in the development and expansion of Adult Education Centres abroad, a reconciliation project between young people from states which are enemies, or the professional exchange between adult educators from transition and/or developing countries.

Your educational journey around the world with DWV International will begin on the next page – I hope you enjoy it!

With kind regards

Annegret Kramp-Karrenbauer,
President of the Deutscher Volkshochschul-Verband e. V.

Foreword



Christoph Jost
Director of DVV International



Esther Hirsch
Deputy Director of DVV International

Dear Reader,

Welcome! Take a look at the following pages to see the work of DVV International in the past year. In 2015 as well, our commitment to lifelong learning pursued the long-term goal of establishing and expanding sustainable structures of youth and adult education worldwide. In this Annual Report, we would like to present examples of what is behind this statement in practice. The journey goes to Zimbabwe, Cuba, Laos, Afghanistan and Armenia, but also to Germany. Get to know the full range of our structure-supportive measures: literacy and non-formal training at the base, structural support of Adult Education Centres, publication of a professionally recognised journal and, not least, international lobbying for the inclusion of lifelong learning in the new sustainability goals of Agenda 2030.

As an actor in social structure support, DVV International is especially called upon to do justice to the challenge between long-term work and the consideration of current developments. A particular global challenge for the Adult Education Association in its national and international work last year was the worldwide refugee crisis, which affected Germany to an unimaginable extent. It brings the problems associated with flight and migration home to all of us. The German Adult Education Association (DVV) and the Adult

Education Centres responded quickly, and massively expanded the range of courses for refugees at short notice.

Working in refugee and crisis contexts is nothing new for DVV International. It is traditionally an important part of our structure-forming education work to fight poverty worldwide. By creating and expanding non-formal education for young people and adults, we have been fighting causes of flight in countries with fragile state structures, such as Afghanistan, Mali and Ukraine, for many years. As well as linguistic and professional skill-building, the search for solutions repeatedly moves us to enter into a dialogue with civil society. In this way, DVV International and its partners enable new perspectives and give disadvantaged groups more say in processes at the local level.

The profound knowledge of the refugees' home regions is to be harnessed more effectively for the domestic integration work of the DVV in the future. On the other hand, given the treasure trove of knowledge that they have at their fingertips, the German Adult Education Centres can more systematically support the development of adult education structures. Especially at a time of instability, and in increasing global conflict situations, people need longer-term perspectives. We want to convey these through our work.

Education is a human right and key to ensuring sustainable development, which is why it is a priority area of German development policy. These are the opening words of the Education Strategy 2015 of the German Federal Ministry for Economic Cooperation and Development (BMZ). This statement is not new, and yet it is more relevant than ever before, even in the face of numerous global crises. What is however new in the BMZ's Education Strategy is the approach of depicting lifelong learning as an *overarching umbrella for the promotion of education*, and thus of underlining a commitment in all areas of education, including adult education. The growing political recognition of adult education, both in the Global Sustainability Goals as well as at the national level, strengthens us and our partners in our commitment. We will continue to work to ensure that political commitments are implemented into *practice in the coming years*.

Your magazine is great! I just finished Adult Education and Development 81 and feel like there's hope left for the world, Manuel Meza wrote to us from Mexico last year after reading our magazine. 2015 was a difficult year, and there is nothing to suggest that our future challenges will be easier to deal with. Nevertheless, we agree with the hopeful words of our reader: *There's hope left for the world!*

Christoph Jost

Director of DVV International

Esther Hirsch

Deputy Director of DVV International

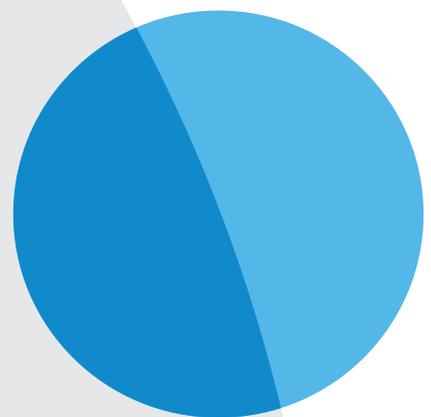
Christoph Jost is the new Director of DVV International

Christoph Jost, 41, became the new Director of DVV International on 1 April 2016. He had previously spent six years at the DAAD (German Academic Exchange Service) – most recently as head of the Strategy department. While there he developed, among other things, concepts for EU projects dealing with refugees.

Christoph Jost has extensive experience in German development cooperation – also in countries where DVV International is active such as Mozambique, Laos or Armenia. He brings this wide range of experience with him to DVV International: “Now I’m back to my roots. After training in a bank and graduating in Latin American Studies, I worked for many years as a project manager and consultant in development cooperation. I came into contact with adult education early on, while working on my first project, which involved further training for loan officers of a micro-finance bank.”

Christoph Jost is especially pleased about the opportunity to fight poverty through education at DVV International: “This is what my convictions tell me to do; it is my greatest motivation.” As the Institute’s Director, Christoph Jost intends work to ensure that DVV International continues to successfully combine its practical work with lobbying for adult education and lifelong learning.

DVV International worldwide



The Institute's SDG activities in 2015

High-quality education for all – the fourth out of the United Nations' 17 Sustainable Development Goals sounds so simple, but is so difficult to achieve. DVV International is a partner in this process, and not only on the academic level.

DVV International has participated in every relevant UN event since 1990 to develop an educational agenda for sustainable development. Adult education networks, DVV International as a regional representative, or indeed representatives of the Institute from its headquarters in Bonn, have shaped the education agenda for adult education and lifelong learning, and continue to help shape the future and the implementation of the UN's Agenda 2030. Important goals for adequate adult education worldwide can be attained together. ASPBAE, the Asian network, is represented in the current working group on the development of indicators for the global implementation of the Agenda 2030. DVV International is a member of the VENRO Agenda 2030 Working Group,

and was also involved as a member of the Education Committee of the German UNESCO Commission for the Agenda 2030.

The Institute was represented by two of its staff as part the German delegation during the World Education Forum in Spring 2015, and also participated in drafting the Goal on education, which was then adopted at the UN General Assembly with the following wording:

“The Goal on education within the Agenda for Sustainable Development reads as follows: Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all “

Sub-goals:

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Source: UNESCO

WEB

The following Agenda 2030 related DVV International publications, and others, appeared in 2015, and can all be downloaded at www.dvv-international.de/en/materials/, in the "Materials" section:

- AED Number 82 Global Citizenship Education
- Globales Lernen in der VHS und die Agenda 2030. Projektbeispiele aus den vergangenen Jahren und Anregungen für eigene Veranstaltungen
- International Perspectives in Adult Education (IPE) Agenda 2030 (to be published in Summer 2016)

The Agenda 2030 and DVV International

DVV International operates worldwide with governmental and non-governmental partner institutions, with adult education networks, for and with women and men, as well as the young and the elderly. More than 170 nations signed up to the UN's Agenda 2030 last autumn. In the future, we can count on strong alliances with our partner countries as well as others. We are implementing the Agenda 2030 together, for a better life in dignity for ourselves and for planet Earth.

DVV International provides support and advice to implement the educational goals set out in Goal 4, as well as to achieve other global targets of the Agenda 2030. DVV International is also a member of the VENRO Working Group 2030 and of the international network for adult education. Through our regional offices, we are active in other strong networks and organisations for lifelong learning and adult education.



The Agenda 2030 and adult education

“As we embark on this collective journey, we pledge that no one will be left behind.”¹ These are the words of the Preamble to the new Agenda for Sustainable Development. The 17 Goals of Agenda 2030 are therefore comprehensive and ambitious.

Goal 4, the “Education Goal”, also casts its net wide: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. With this clear-cut commitment to the importance of lifelong learning, an important step has been taken towards upgrading training in all fields. Thus, adult education has its place on the Agenda – but many of the other 16 Goals will also only be able to be implemented in conjunction with education measures.

Of course there are concerns about whether these goals can be achieved. It is already evident that there are major shortfalls when it comes to funding the implementation of the Education Goal, particularly in the poorest countries. It will also be vital to ensure that it is possible to anchor adult education in the indicators at the global, regional and national levels.

Goal 4.6 applies to literacy: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. This already makes it clear that the target will not be attained. The statement “...no one will be left behind” has been modified, and now the decisive factor is how large the “substantial proportion” will be.

The Agenda 2030 and Global Learning

Education Goal 4.7 maintains: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

This commitment also strengthens Global Education, which contributes to an awareness among the population of the political, economic, environmental and social consequences of globalisation. The goal is that people recognise themselves as actors and co-responsible parties who themselves can become active. Without an understanding of how extensively we are all interlinked in a globalised world (e.g.: climate change, displacement and migration, borderless flow of information and money), the transformation toward a more equitable system and society is hardly imaginable.

The Adult Education Centres, as providers of educational services in terms of lifelong learning, are predestined to fill this objective with life – in all fields, for people of all ages as well as for their own staff members.

¹ Preamble, p. 1: <http://www.ipu.org/splz-e/unga16/2030-e.pdf>

Further education: forming the foundation for work with refugees in major host countries

Countries such as Turkey and Jordan have taken in far more refugees in recent years than Germany. DVV International helps build holistic support and integration services on the ground.

Flight and its causes have quickly come into the focus of public attention in the past year, particularly in Germany. That said, the flow of refugees is not new. The only surprise was the realisation that the flow was actually arriving in Germany. Challenges that previously only needed to be faced as part of development cooperation in far-off places had suddenly become part of everyday life in Germany. In the past, the work of the international Association mainly benefited from the experience and expertise of the Adult Education Centres in Germany. Now, for the first time, we face similar challenges both at home and abroad.

The Federal Ministry for Economic Cooperation and Development has defined ten key points regarding its 2016/2017 refugee policy, three of which are quoted here:

- Stabilise host and transit countries – strengthen receiving communities
- Directly assist refugees – schools for children, training for young people, work for adults
- Prevention – fight causes of flight, structurally and for the long term

This is exactly where the structure-building training work of DVV begins. It forms the foundation for the hands-on refugee work being implemented in major receiving countries. In Turkey, DVV International has developed new Educational and Community Centres (BBZ) near the Syrian border in close cooperation with its Turkish partners. In addition to further training and professional orientation, these Centres also provide psychosocial counselling and other conflict-prevention measures. Following the principle of “helping people to help themselves”, Syrian refugees are actively involved in the measures, with for instance doctors among those who have fled offering medical advice. In Jordan, we are strengthening existing training centres, and are training multipliers in order to reach as many refugees as possible. Civil dialogue and mutual learning with locals alleviates tensions and promotes tolerance and acceptance in a difficult socioeconomic environment.



Upcycling workshop for Syrian women in a Jordanian refugee camp

Creating prospects locally instead of mass emigration to Europe

But education is also a building block that helps to combat the structural causes of flight in the long term. Together with the Afghan Adult Education Association ANAF AE, DVV International has built 23 training centres in Afghanistan since 2005. Increasing numbers of mostly young Afghans are emigrating in search of a better future in Europe. These learning centres take on a new, additional meaning in such a situation.

Back to Germany: The project entitled *Global Education in Adult Education Centres* focuses on the global realities in our daily lives as an interdisciplinary learning principle. Accordingly, the project responds to the latest developments and has taken up the topics of flight and migration in the past year. The reports below show to what degree the current developments have influenced the work of DVV International and how we have confronted the new situation. ●

“There is an enormous demand for non-formal education”

Nihan Tüzel coordinated the refugee programme supported by DVV International at YUVA, the Turkish aid organisation. In this interview she explains how YUVA creates holistic care services with the modest means at its disposal.



What has changed in your circumstances and in your organisation as a result of the arrival of so many refugees?

Nihan Tüzel: The crisis began in Syria in 2011. Some 4.7 million Syrians have been forced to leave their homes and seek refuge abroad. About 2.6 million of these people are in Turkey now, which makes Turkey the country housing the largest number of Syrian refugees. This has major consequences for cities in Southeast Turkey where about 80% of the refugees are in transit stations like Bodrum, İzmir and Ayvalık.

This has created difficulties in regard to access to public services such as health and education. The capacities of the small local NGOs that work with the refugees need to be improved.

YUVA has had a community centre in Kırıkhan, Hatay, since April 2013. We have opened up a second community centre in Gaziantep, Nizip. We have tried to meet the protection and education needs of the refugees in order to empower the Syrian community and improve and strengthen their professional capabilities through skill development.

YUVA organises language courses, computer training, skill-building and vocational training. Children are furthermore provided with psychosocial support in the shape of non-formal training activities, including sport, art, music and drama.

What special services have you created?

Nihan Tüzel: One of the unique elements of our programme is to identify needs from the beginning and concentrate on self-sufficiency for refugees and on improving their income-generation abilities. Vocational training is one of our empowerment tools. The Vocational Training Centre in Nizip is where we offer seven different vocational training courses for Syrians and Turks. They are all certified by the Ministry of Education.

Is integration possible in the community centres?

Nihan Tüzel: We attach considerable importance to activities which enhance the dialogue and solidarity between refugees and locals. We organise joint social activities for adults, young people and children such as sporting events, festivals and outdoor activities.



Nihan Tüzel was the coordinator at YUVA of the aid programme for refugees from Syria.

What challenges are the centres facing?

Nihan Tüzel: The main challenge is always financial. The short-term nature of the grants, as well as other financial risks, make community centres vulnerable and prevent their improvement.

There is an enormous need for non-formal education for both adults and children. Syrian refugees need to learn Turkish and develop new skills in order to have better opportunities for income generation and integration. There is always a high demand and need for services.

The cognitive and emotional well-being of the refugees must be guaranteed. A major problem is inadequate schooling and appropriate spaces where Syrian children and young people can spend quality time. Community centres provide a comprehensive support programme that fosters involvement in formal education and provides spaces for psychosocial support.

What opportunities do you see resulting from your work with refugees?

Nihan Tüzel: Refugee work in Turkey will be focused more and more closely on formal and non-formal education. Innovative tools such as cash benefits and benefits in kind will be two important areas.

Have you been inspired by your work with refugees in other areas?

Nihan Tüzel: YUVA has obtained a great deal of experience in life-skills training courses and in training courses related to human rights/vulnerable group rights. We believe that we can transfer this experience to our work with vulnerable Turkish groups as well.

Do you have a wish list?

Nihan Tüzel: It would be great if donors and policy makers would help local/national NGOs with capacity-building activities, reduce the NGOs' financial vulnerability by providing more support, promote governmental stakeholders through capacity-building activities, improve safeguards to refugees' rights of safe passage, and endeavour to ensure that more refugees are received in their countries. ●

Refugee work in Jordan – new opportunities for women



The German Adult Education Association (DVM) is not only comprehensively committed to the integration of refugees in Germany. Through its Institute for International Cooperation (DVI International), the Association plays an important role in the support of refugees and internally-displaced persons, the stabilisation of host and transit countries, conflict prevention and combating the causes of displacement in the countries of origin.



Baking bread together is a first step in connecting with refugees.

Education enables social and professional participation

There are more than 60 million displaced persons the world over. They are fleeing poverty, violence and human rights violations. The German Adult Education Association (DVV) is not only committed to the comprehensive integration of refugees in Germany; through its Institute for International Cooperation (DVV International), the Association plays an important role when it comes to supporting refugees and internally-displaced persons, stabilising host and transit countries, preventing conflicts and nipping the causes of flight in the bud in the countries of origin. In Jordan, DVV International cooperates with educational centres in Mafraq, Irbid and Zarqa. The training courses which we offer there make an effective contribution to the integration of refugees

and to conflict-free coexistence in the communities. The training programme supported by Deutsche Telekom AG is aimed at young women who are particularly vulnerable in a conflict situation. The integrated course model of DVV International provides the women with a wide range of skills: communication and cooperation skills, literacy and computer skills as a prerequisite for participation in social and professional life, as well as job skills to create new sources of income. After the successful joint pilot project for the implementation of the DVV Learning Portal *ich-will-deutsch-lernen.de* in Kosovo and in Morocco, this is the second collaboration project between DVV International and Deutsche Telekom AG in the field of education, migration and support for the disadvantaged. The joint educational project in Jordan will continue in 2016. ●

Zimbabwe: basic vocational qualification as a starting block for a business start-up

People usually know best what they need, and they participate enthusiastically if they are included early on and intensively. The vocational training projects of DVV International in Zimbabwe are a good example.

We were quite clear at the very beginning of our project work in Zimbabwe back in 2011 where we intended to focus our activities: Since the vast majority of teenagers and young adults in the country are unemployed or eke a meagre income out of activities in the informal sector, DVV International supports them with short but effective skill-building programmes, so that they can stand on their own two feet in the future.

Even college graduates have little chance of finding suitable employment. That said, the greatest challenge for education and business lies in the growing number of dropouts from school. Those affected, aged between 16 and 35, are referred to as NEETs (Not in Education, Employment and Training). The formal business sector has little need for additional workers. Workers in trade, crafts and agriculture are usually employed informally.

The non-formal courses have now been officially recognised

DV International has developed a model for this large group, a programme for basic vocational skill-building. The courses are relatively short, on average between one to three months. Our partners are 13 Vocational Training Centres (VTCs) in Southern, Central and Eastern parts of the country. The courses which they offer are tailored to locally available resources, and are taught by the Centres' own trainers. The motto is "Training for Enterprise" and "Training for Food Security". The programme is planned, implemented and monitored in close coordination with our main partners, the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE)¹. The Ministry was able to obtain state recognition in 2015 for the non-formal courses promoted by DVV International.

The course programme is based on a local needs assessment, so that it reflects the genuine wishes of the local people, and thus also has the support of the community members. This creates a sense of ownership; the community supports the VTCs because they respond to their interests and contribute to local development. Their willingness to make their own contributions to the programme grows almost automatically as well.

VTC partners and communities made fallow but fertile land available, making it possible to offer training courses with an agricultural orientation in 2015. Households involved reported that, thanks to the courses, they were able to achieve better yields, and products such as vegetables, poultry or fish were more marketable.

Young women in particular are given unexpected opportunities

In the end, how effective the technical training programmes are will be seen by how many self-organised micro-enterprises are founded and whether those who have received training find employment. An encouraging example is the placement of 54 course participants at a construction company in the nearest provincial town and the prospect of further employment by this company.

As part of the technical training, the participants do practical work on the renovation or the construction of the VTCs. Thus, new buildings for workshops, sanitary facilities and accommodations are built, especially for female participants. In this way, learners directly acquire practical skills and realise that their work serves a real-world purpose. With the setting up of hostels for girls, the goal to give girls and young women from remote villages a unique opportunity to gain new skills is also attained. A total of 4,508 juveniles (1,464 female, 3,044 male) participated in the two sections of the programme in 2015. ●

¹ <http://www.myiee.gov.zw/index.php/contact-us>



Welder training at Shirugwi Adult Education Centre



Bricklayer training at Shirugwi Adult Education Centre

Rodrick Mutemeri (17)

A school dropout, he enrolled in the programme after the death of his parents. Building and carpentry are his focus. Trade testing will give him the opportunity to study further. "I think a VTC should be in every district. DVV International has helped me to achieve my goal."

Sithembile Chitsiga (18)

Enrolled at the VTC because she couldn't continue school. Shirugwi VTC and the Treasure Consultancy Company taught her to be vigilant and focused. "Hard work is the key to success; patience pays. DVV International and the VTCs should continue to work together so that disadvantaged girls benefit from the programmes."

Talent Mukandabvute (15)

Her guardians could not afford to pay school fees. She enrolled for a building course at the VTC and is proud to have ventured into a man's domain. "My ambition is to manage one of the biggest construction companies in Zimbabwe before starting my own business."

Tafadzwa Chinyere (20)

Finished his 'O' levels but stayed at home helping his parents with farming. He never thought that he would one day be considered a professional builder. "Things have changed for the better and it is my wish that more youths could be afforded the opportunity to be trained at the VTCs."

Daniel Isheunesu Ngoma (22)

"Becoming a journeyman is the biggest achievement in my life, and DVV International made me realize the dream. I encourage other youths to grab the opportunity seriously and diligently. It is my wish that DVV International will continue to support other youths in Zimbabwe."

Curriculum globALE – a contribution to the professionalisation of adult educators worldwide

Adult education works differently in every country, in every region of the world. But the teachers should meet certain basic requirements in all such centres. DVV International shows how one can set globally-consistent criteria whilst permitting schemes to be tailored to the circumstances on the ground.

Adults learn in a variety of contexts, each with very different needs, objectives and motivations. The effective support of adult learning requires specific knowledge, skills and competences that are different from those for teaching children. Adult educators often take on a teaching post without being specifically trained for this work. In most cases the expertise is strong, however andragogical skills are often lacking. Better training and professionalisation of adult educators was therefore identified by UNESCO as an important task for the future.

A global framework curriculum for local needs

Curriculum globALE was developed based on these requirements – a global framework curriculum to train teachers in adult education. This is a cooperative project between the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and DVV International. Building on their previous activities, the two institutions want to jointly develop a scientifically sound and internationally usable curriculum for a basic qualification and to implement it. Five modules impart the relevant skills for successfully teaching adults and provide guidance for their practice. The Curriculum is demand-oriented and can be adapted to the local context. Curriculum globALE is directed at educational institutions that offer training for further education. It provides the framework for a global common understanding of the tasks of trainers in order to strengthen the adult education profession and the exchange of international experience.

The structure of Curriculum globALE

Curriculum globALE is divided into thematic units and includes different learning formats. The thematic units are further sub-divided into an optional introduction module, five core modules as well as two elective modules. The learning formats include instruction sequences, individual self-study and accompanying practical work. Practical experience and reflection are considered essential elements of competence development in adult education. Sufficient space for variability is granted, which makes it possible to meet the individual needs of each person.

Practical experience worldwide

DVV International has been using Curriculum globALE since 2013 to professionalise adult educators in Southeast Asia, the Middle East, South Eastern Europe, Latin America and Central Asia, and in other places (see *the experience report on the following page*). ●

WEB

After a pilot phase,
Curriculum globALE was revised in 2015
and is available here:
www.curriculum-globale.de

The application of Curriculum globALE in practice: experiences from Central Asia



DVV International's worldwide presence permits it to not only develop concepts, but also to test and deploy them. It was possible to carry out an initial assessment of Curriculum globALE in 2015.

There is no regulated training for adult educators in Uzbekistan and other Central Asian countries where DVV International is running projects. There are only short-term activities which convey practical skills to individuals. Most adult education trainers have therefore attained a more professional standard mainly through their practical work.

Therefore, the programme was initially launched with multiplier training for the implementation of Curriculum globALE. 18 people with an adult education background were selected through an open competition. They came from both state and private educational institutions.

The experiences can now also be put to use in other countries

The pilot project with the multipliers and all five CG modules was implemented in Uzbekistan from July 2013 to September 2014. Each module contains four-to-five-day block seminars and training courses. The trainers were experienced professionals from Serbia, Germany and Russia. A large number of educational texts and presentations were translated into Russian, and thus made accessible to the participants. Their newly-acquired knowledge was confirmed through tests and reflection questions. After the fifth module, they were able to put their practical skills to the test. 15 participants ultimately graduated from the course.

The pilot project ended with an evaluation workshop in Tashkent attended by the authors of CG, those responsible for CG from DVV International's headquarters in Bonn, and project participants and organisers. The practical experiences were evaluated and documented and thus made available for us in future CG processes in other countries. The results have also been included in the revision of CG. The CG team presented DVV International in Bonn with the updated version of Curriculum globALE at the end of 2015.

Adjusting to target groups allows further training courses within CG to be customised

The successes and benefits of the pilot programme in Uzbekistan were quite evident in 2015. The programme's graduates worked as trainers several times during the year at various training courses in Uzbekistan and in its neighbouring countries Kyrgyzstan and Tajikistan. The measures were based on individual, target group-specific CG modules. The participants were mostly multipliers from the VET system (staff from the teacher training institutes, master trainers from Adult Education Centres, etc.).

In addition to DVV International, clients included other German development cooperation organisations (GIZ, GOPA). ●

Community Learning Centres – Education for hard-to-reach target groups in Asia

ABC, village festival and motorcycle repairs: DVV International shows in Southeast Asia how education centres offering a wide range of educational products can strengthen and revitalise local communities.

At first glance, Asia appears to be experiencing a sustained economic boom which sooner or later will bring poverty and underdevelopment to an end. What is certainly right is that the emphasis is changing: There is less and less concern about the absolute poverty of individual countries, and more and more about the widening gap between rich and poor, the difference between town and country, between the centre and the periphery. For education – in particular non-formal, non-school education – this means that the question increasingly coming to the fore is how will it be possible to reach the marginalised, overlooked populations in rural areas and in areas of urban squalor.

The regional office of DVV International in Southeast Asia has taken up an idea from UNESCO, and is supporting the spread of Community Learning Centres (CLCs) in the two project countries Laos and Cambodia. 20 pilot CLCs have been built in Laos in the districts of Nong and Sepon (province of Savannaketh) in collaboration with *Welthungerhilfe*¹ and supported by the European Union at the micro level. The people there are mostly from ethnic minorities and are extremely poor in comparison to the national norms.

The only public education space for everyone

The CLCs are built like simple houses; the materials can usually be found near the location. The villages are selected in cooperation with the State. In general, the CLCs there are the first and only public space which is multifunctional and used for educational purposes:

Preschoolers can be taught there during the daytime and – if the nearest school is too far away – even primary school children. Literacy programmes for adults take place in the evenings. In parallel, skills such as motorcycle or solar collector repair, as well as training in agriculture, are offered in cooperation with vocational schools. In addition, the villagers can use the CLCs for other events such as village meetings or celebrations.

Migration and new technologies are also taken into consideration

We are working in Cambodia with the umbrella organisation NGO Education Partnership (NEP), to which more than 300 non-governmental organisations from the education sector belong. We support the NEP in workshops for the exchange of experience between state and non-state actors for the building and operation of CLCs. The focus is on the sustainable financing of such centres with state funds and on quality assurance.

Regionally, DVV International is involved in an initiative of the Bangkok UNESCO Regional Office, which works on recommendations for CLCs in Asia. The focus is on the sustainability of the activities, the quality of teaching and the development of a range of services which takes into account the very different local conditions. With this, new challenges such as increasing migration or the impact of new technologies on learning are also examined. ●

¹ <http://www.welthungerhilfe.de/en/home-en.html>





The trainer explains the use of electricity. Many villages are now being connected to the electricity grid or having solar power systems installed, and people are very interested in learning the basics.



The Adult Education Centre in Kaysone village, Nong District, in the Savannaketh Province of Laos, which is supported by DVV International

Acting Together – an Armenian-Turkish reconciliation project

Ayse Öktem coordinated the Armenian-Turkish reconciliation project entitled *Acting Together*, and describes her surprising experience in an interview. The participants were DVV International, the Turkish History Foundation, the Armenian ethnological research centre Hazarashen and the German Federal Foreign Office as a financing partner.



Ayse Öktem

Director of the *Acting Together* project

What does the title “Acting Together” mean to you?

Ayse Öktem: The forerunner projects were “Beginnings” and “Speaking to one another”. In this sense, we have already got things moving, and now we can act together. This is not easy to imagine, 100 years after a genocide which the perpetrator has persistently denied – through a rather successful policy of “forgetting about it”.

What was so special about the project in 2015? What positive experiences were you able to take from it?

Ayse Öktem: It is very important and valuable that, on the 100th anniversary of the Armenian genocide, young people from Turkey – Turkish men and women, Kurds, the great-grandchildren of the perpetrators, so to say – together with young people from Armenia, followed in the footsteps of the survivors through Armenia, held interviews jointly, crying and laughing together. And of course we hope that they will all tell others of these experiences – whether in publications or in their spheres of activity. Something very special that we all took with us was the extremely friendly and overwhelmingly positive reception which we – who come from Turkey – received in Armenia. We have seen and shown that peace and brotherhood are possible between the peoples of the region, that they are in fact even desirable and that people long for them.

What do such projects mean for Turkey at the present time?

Ayse Öktem: Civil society is very active in Turkey. From the outside one is more likely to see the negative trends, but we have a young, very dynamic population, a very critical, enterprising and active civil society with a desire to drive out the musty smell of 100 years of Kemalism and just let more fresh air into the country. There are a number of projects which are concerned with the analysis of history, even in regard to the clashes between Kurdish organisations and the Turkish state, and which pertain to our multiethnic and multicultural heritage. These civil society organisations are not affected by repression today, but they do not receive any support either, or only rarely. And without support the work is virtually impossible. What this means is that civil society in Turkey needs this support. And this project, with all the short- and long-term effects that it has had and I am sure will have, is precisely such support. ●

A study tour of Morocco

DVV International supports two kinds of community-oriented AE Centre in Morocco: the *Universités pour tous* (UPT), and the *Centres d'apprentissage communautaire* (CAC) on the South-east Asian model. The participants in the study tour of Morocco included partners and colleagues from Southern Africa as well as from West and East Africa.



The participants of the study tour came from Southern, East and West Africa.

DVV International supports two kinds of community-oriented AE centres in Morocco: the *Universités pour tous* (UPT – universities for all) and Community Based Centres (CBC) established on the Southeast Asian model. The study tour of Morocco was carried out with partners and colleagues from Southern Africa as well as from West and East Africa. The participants discovered how the Moroccan centres are built, which function they have, how they are managed, what legal framework they are under and which partnerships they nurture. An important goal in this was to assess the practical aspects encountered and, where possible, to take with them suggestions for similar approaches in their own DVV International Region. Partners, government officials, DVV International staff and staff from the newly-founded CBCs took part.

The participants were introduced to a broad programme

The programme included visits to learning centres in different urban and rural regions of Morocco as well as the UPTs in the cities of Rabat, Marrakech and Casablanca. Both the UPT created with the support of DVV International, and the CBCs, presented their guests with the complete variety of their courses: literacy for women, childcare, training for associations, income-generating activities such as for tailor shops, bakeries, caterers or factories which process olives and dates. The guests attended workshops and rooms and learned about the activities of the Moroccan partners through lectures, as well as group and individual discussions.

The working groups for the interim and final evaluation of the study tour among the participants, individually as well as in regional and transregional groupings, were important in the sense of reflective learning. The mutual exchange consisting of regionally embedding information from the individual reviews, open questions and easily transported items in the specific regional contexts also significantly and sustainably shaped the conclusions and lessons learned for the participating educational partners. Important

issues relating to structural system formation and specific institutional challenges were also discussed.

Experiences have already been applied in their home countries

The learning objectives were achieved. Both with partners in South Africa as well as in Uganda, there are concrete agreements and collaborations that will implement pilot measures from the learning experiences of the study tour. Our colleagues Eshetu Abate Chekole and Amanuel Hadera Gebreyesus derived an immense motivation from this study tour, in particular to start cooperation for the implementation of new measures in three Ethiopian pilot regions – with regard to their experience in Morocco – and to take advantage of the desire for change in remedial primary education in Ethiopia. Thus they have the opportunity to visibly alter the Ethiopian landscape and define the role of adult education, as well as making opportunities possible through education.

The participants from South Africa, who work for governmental bodies in their home country, will pack their study suitcases again in June to visit German Adult Education Centres as places of learning for remedial primary education and to examine community-based basic skills more closely.

The application of “System Building” in Ethiopia from the lessons learned in Morocco is in the implementation stage. A quote from the DVV International office in Addis Ababa: “Without these compelling experiences in Morocco, we would not have had the energy to already set up a plan of procedure in 2015.”

Meanwhile in Morocco, the fifth UPT has been opened in the city of Fes. DVV International headquarters is developing an impact checklist for more study tours and similar formats in order to continue to facilitate the planning and to learn more effectively from difficulties in implementation. ●

The Havana Book Fair: adult education as a human right

Professionals from across Latin America discussed how the specific Latin American tradition of popular education can help tackle today's societal challenges.

Youth and adult education in the context of the post-2015 Agenda

At the initiative of DVV International, an international conference was held from 17 to 19 February 2015 with all the partners of DVV International as part of the 24th International Book Fair in Havana. We cooperated in this endeavour with the Rosa Luxembourg Foundation, with the REPEM Latin American women's network and with the CEAAL adult education association. Adult educators from Guatemala, Mexico, Cuba, Bolivia, Peru, Ecuador, Nicaragua and Colombia had intense exchanges regarding the challenges which societies will be facing in Latin America.

Three public panel sessions were held within the framework of the International Book Fair. Their formats and concepts were developed in cooperation with the three partner organisations of DVV. Several hundred participants held in-depth discussions on a variety of priority topics in the field of *educación popular* (a specifically Latin American concept of "popular education" which is strongly oriented towards the emancipation of the poor). The common thread in the debate was the role played by adult education and *educación popular* in the current social changes in Latin America.

Topic 1: Implementation of the Millennium Development Goals in Latin America

For example, the first panel dealt with the question of the Millennium Development Goals 2015. In this regard, CEAAL Secretary-General Nelida Cespedes made it very clear that the political implementation of the right to education is currently extremely inadequate. Latin America is now regarded as the continent with the greatest social

inequality. *Educación popular* and adult educators therefore have a major task ahead of them if they wish to redefine education as a tool of transformation and liberation. Similarly, podium participant Sandra Rátiva of the Rosa Luxembourg Foundation in Quito spoke of a general humanitarian crisis. Some of the key issues which arose regarding adult education included the effective and efficient use of new technologies in education as well as strengthening the democratic development of civil society through education. The debate primarily focused on the experiences of *educación popular* as a historical process, its contribution to the development of ethical, political and pedagogical concepts in conjunction with the inclusion of new approaches to the concept of "the good life" to resolve the crisis in which civilisation finds itself, such as in Bolivia and Ecuador.

Topic 2: Innovative concepts and methods

The second panel addressed the question of what kind of innovative concepts already exist in youth and adult education. In this regard, CEAAL carried out a study in 24 countries in Latin America to analyse the handling of the CONFINTEA VI Action Plan and found, primarily, that shortcomings in the concrete implementation, and the inefficient and chaotic way of working, were mainly due to a number of politically accountable but uncooperative institutions. The speakers from Nicaragua and Guatemala presented examples of good practice from educational work carried out with the indigenous population, along with the message that the numerous existing practical education experiences need to be systematised, and that this would be helpful. The contribution of Prof. Wolfgang Müller Commichau from the Rhine-Main University in



**International Seminar:
The contribution of
Educación Popular to
the post-2015 process.**
Right: Nydia Gonzalez,
Honorary President of
the Cuban Educators Asso-
ciation APC, with which
DVV International cooperates.
Left: Mariano Guerra, APC
staff member

Wiesbaden was received with interest: He recalled the influence of Martin Buber on the work of Paulo Freire. Fierce criticism was expressed mostly about the singular focus of educational concepts on skills acquisition. This could easily lead to an understanding of adult education as exclusively a reflection of market orientation.

Topic 3: Political framework for gender equality

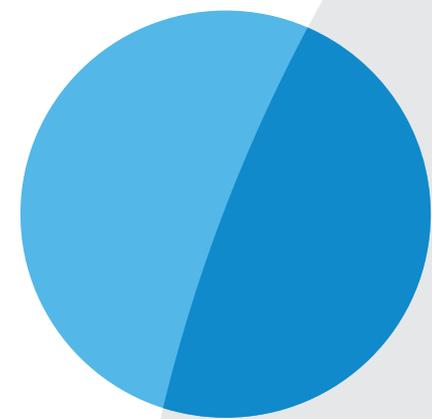
The third panel discussion, in which members of the 4 million-strong Cuban Women's Federation FMC participated, related to the role of women in *educación popular*. One aspect that was supported by all the speakers and participants was the call for the empowerment of women in Latin America. A profound, comprehensive analysis of patriarchy is a basic requirement if this process is to move forward: This is a *sine qua non* for combating the causes and effects of the prevailing social order. Imelda Arana of FMC made it clear that the existing social structures would have to change in future, and all women should receive better access to education, public life, economic autonomy and leadership positions. Not least, men need to be involved in emancipation processes because the sensitisation and awareness of men in the gender equality process is fundamental in order to counter violence against women, disempowerment, as well as financial and emotional dependence. It is the very financial dependence of many women that is slowing emancipation processes in Latin America. An important task and at the same time a major challenge is to bring about a policy framework in which equal work will mean equal pay, where the role of housewife receives greater recognition, as well as where women's skills and knowledge are recognised as important and enriching. ●

WEB

A total of six videos were produced to mark the event. They are available on YouTube (Spanish):

1. DVV International Latinoamérica
<https://youtu.be/vd2ZMIbX7AQ>
2. DVV International Contrapartes Cuba (DVV International's Cuban Partners)
<https://youtu.be/rPCHnpZWw48>
3. Educación Post2015 (Education after 2015)
<https://youtu.be/AllzezbuD50>
4. Conceptos innovadores para la formación de jóvenes y adultos (Innovative AE Methods)
<https://youtu.be/QfWi2pdBeo8>
5. EPJA como un derecho humano (AE as a Human Right)
<https://youtu.be/dV3B9RluWIA>
6. Equidad e Inclusión (Equality and Inclusion)
<https://youtu.be/P1kHzn3xIY>

II. DVV International and the Volkshochschulen*



*Volkshochschulen (abbreviated VHS): German adult education centers

Global Learning in German Adult Education Centres – making interconnections a reality

Global Learning arrived on our very doorstep in 2015 at the latest – no longer in the form of goods and capital flows, but in the form of people. These people are fleeing from war, poverty, hunger, hopelessness, state failure or climate change. Who creates poverty? What makes for a functioning society? What possibilities for action do I have as a citizen, as a consumer? Questions like these have taken up more and more room in the propositions made by Global Learning in the Adult Education Centre project in the past year.

As an interdisciplinary learning principle, Global Education addresses global social, environmental, political and economic relationships in our daily lives. It's not just about examining an extracted individual fact, but about how to understand the impact of local actions taking place elsewhere in the world.

Global Learning is relevant to all age groups

DVV International's Global Education in the Adult Education Centres project contributes to this interest. It addresses all the departments within the Adult Education Centres nationwide. Project funds for different types of event can be applied for in three funding lines: from skill-building for multipliers inside and outside of the Adult Education Centres, through projects for young people (in all types of school, including 2nd chance education) to open, mixed-age offers for adults or the elderly. 164 events with a total of 4,064 participants were funded in 2015.

Global Education is versatile in terms of its content and methodology. The target group can work on seemingly abstract political processes and topics by itself, from presentation and subsequent discussion through to a simulation game. For example, Cologne Adult Education Centre worked together with a specialist development organisation – parallel to the climate summit and before

the UN summit – in inviting multipliers to attend the event entitled "Climate policy and national sustainability strategy: Using the dynamics of Paris and New York for motivating education". Even children can be made enthusiastic about global issues, as was shown in Görlitz Adult Education Centre with the event entitled "The whole world a village? Project days about globalisation, children's rights, fair trade, protection of the rainforest and cultural diversity."

Regular favourites are events dedicated to nutrition, like "Enough for all? (Global) nutrition between excess and scarcity" for young people in Lahr Adult Education Centre, or "Think globally – act locally. Local products from the local area, for example from Tonndorf" at Erfurt Adult Education Centre. "What can we do?" for a mixed age group of adult participants. The focus is also frequently placed on the issue of consumption. Inzigkofen Adult Education Centre offered the event entitled "Our global consumption" for older people; at Hamm Adult Education Centre there was "Paper consumption in Germany and the implications for developing countries" which targeted young people. Environmental issues also have their place in Global Education, as was shown at the Herford District Adult Education Centre by the event "Water is (not) a right for everyone? A *water journey* for children to promote global thinking."

New perspectives on flight and migration

The group of topics related to flight and migration was dealt with in all three funding lines. The offers for multipliers ranged from “Cultural sensitivity in a globalised world” from Leer Adult Education Centre to a networking and training workshop from Rostock District Adult Education Centre in Güstrow: “Fair play in Güstrow?!” Young people are open to these questions as well, as Bremen Adult Education Centre experienced in the event entitled “Human rights: asylum-seekers in Germany”. Older Germans and immigrants who were naturalised long ago exchanged information in the event entitled “Emigration: The historical dimension of immigration and emigration” presented by Münster Adult Education Centre. In a series by Lindau Adult Education Centre, “Tell us your story! Digital stories about culture and migration”, immigrants told their stories directly.

For the support of the Adult Education Centres, we have developed a paper on ways to work on aspects of flight and migration through the methods and discussions available in Global Education. This paper is available for download on our website.

In addition to presenting the project within the structures of the Association, such as at the main planning conference in Leipzig or at the meeting of the Federal Working Group on Policy and Environment, professional exchange was assured through participation in specialist development groups such as the VENRO AG and the One World Internet Conference (EWIK). As a member of the support circle of the World Wide Knowledge Congress (Global Education and Education for Sustainable Development), we have introduced our expertise in (extra) curricular education. Our attendance at a DEEEP/CONCORD DARE forum seminar entitled “Why justice matters? Transformative communication seminar for the development sector” in Brussels was not financed from project funds, but was nonetheless important for networking, exchanges and concrete working suggestions.

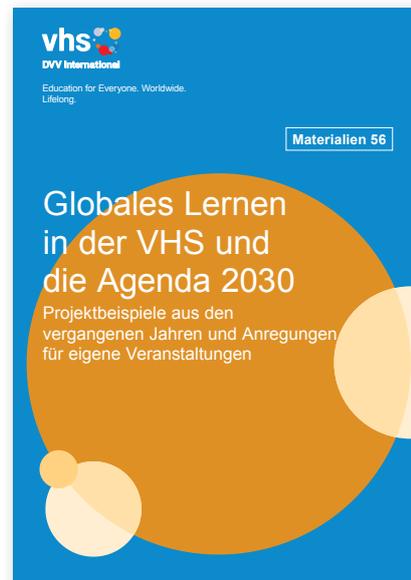
The *Global Education in the Adult Education Centres* project is sponsored by Global Commitment on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). ●

WEB

Further information under the Global Education menu item at www.dvv-international.de

The Agenda 2030, Global Sustainability Goals – what would that be and why is this also an issue for the Adult Education Centres? Global Education projects that were funded from 2012 to 2015 show that those terms, although new, overlap in content terms with the work of the Adult Education Centres. A contribution from the Global Policy Forum explains what lies behind these concepts and shows their relevance for Germany. Suggestions for Adult Education Centre managers, department managers, HPMS as well as lecturers form the bridge between theory and practice.

Publications are available as downloads from the DVV International website. Printed copies can be obtained by e-mailing to: info@dvv-international.de or phoning **+49 (228) 975 69 0**.



Adult Education and Development (AED)

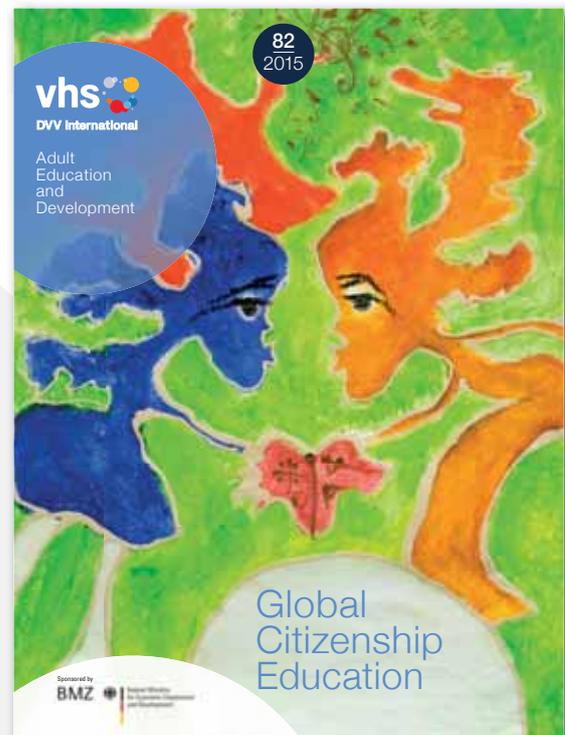
The international Adult Education and Development (AED) journal is published once a year in English, Spanish and French. The journal is sent free of charge to institutional and individual subscribers in more than 160 countries, and is thus a global forum for adult educators.

The international professional journal entitled Adult Education and Development (AED) is published once a year in English, Spanish and French. The journal is sent free of charge to institutional and individual subscribers in more than 160 countries, and is thus a global forum for adult education providers.

DVV International has financed and published the journal since 1973 with funds from the Federal Ministry for Economic Cooperation and Development (BMZ). AED has been published in cooperation with the International Council for Adult Education (ICAE) since 2003. All issues since 2000 are also available online on the DVV International website.

The content orientation and the choice of topics is in the hands of an Editorial Board made up of high-profile international members, and is thus largely independent of DVV International. AED is aimed primarily at people who are active in educational practice or research, are activists or involved in politics; the focus is on Africa, Asia, Latin America and Asian and European countries in transition. The journal promotes theoretical and practical knowledge exchange; it helps to publicise new methods and approaches, as well as interesting projects and experiences in other regions of the world. AED is thus primarily a tool for South-South exchange, although the journal also has a considerable audience in the old industrial nations.

Edition 82/2015 deals with the international debate on *Global Citizenship Education*. In the journal, authors from different regions and disciplines express their thoughts and cover topics such as identity, migration, peace, globalisation and sustainable development and the importance of citizenship. ●



Language Certificates: German Adult Education Centres advise the Afghan Association

People in Afghanistan have virtually no chance of gaining access to higher education without any knowledge of foreign languages. English Certificates in particular are therefore in high demand.



Young women studying at one of more than 11,000 courses that were offered in Afghanistan's Adult Education Centres in 2015. DVV International has supported the establishment of these Centres.

The Afghan National Association for Adult Education (ANAF AE), which DVV International developed in 2005 and has supported ever since, is at a turning point. Funding from the Federal Ministry for Economic Cooperation and Development (BMZ) will be progressively reduced up to 2018, and this puts the previous training programmes at risk. At the same time, young people have to increasingly fight for educational opportunities and their future prospects. Hundreds of thousands of young Afghans left for Europe and Germany last year.

It is therefore important to make ANAF AE more independent. An important building block for this is greater self-financing through internationally-recognised educational programmes. ANAF AE also receives suggestions for this from German Adult Education Centres – for example during a subject-specific visit to Cologne and Bonn in

October 2015, as well as to telc in Frankfurt. The central question was how ANAF AE could offer more language certificates at a higher level of quality.

Greater prestige, more participants, higher fee revenue

Today ANAF AE operates 23 education centres in 12 Northern provinces of the country; almost 400 teachers are working in Kabul and Herat alone. Altogether more than 11,000 courses were offered in 2015; roughly 205,000 people, most of them young, currently attend the courses. Half of them attend language courses – English is especially popular. Language skills open up access to new knowledge, so they are now even a prerequisite for a variety of activities.

Language skills are often a condition for gaining access to higher education. ANAF AE's training centres must be



licensed as testing centres in order to be able to award international certificates. ANAFAE hopes to gain prestige from this, as well as more participants and greater revenue from fees.

More Afghan Cambridge testing centres are planned

Among the many offers available, the Cambridge English Certificate is particularly demanding. Reports by the employees of Cologne Adult Education Centre and the guests from Afghanistan say that regulations must be complied with meticulously for the Cambridge exams. The provider of the certificate, Cambridge English Language Assessment, may send auditors and evaluate the test results themselves at any time and with no warning. Filip Dedeurwaerder-Hass, language officer at the North Rhine-Westphalia Regional Adult Education

Centre Association, says that such standards can only be achieved with excellent staff and a first-class organisation. However, the effort is worthwhile for the Adult Education Centres and the association since the test fees are an important source of funding. Another reason for the introduction of Cambridge certificates in Afghanistan is their global acceptance – unlike for instance *telc*, the Adult Education Centres' umbrella brand, which has considerable advantages but is mostly known only in Europe. Authorised Cambridge test centres are in place in over 135 countries. There is only one in Afghanistan so far, in Kabul. ANAFAE plans to open local centres in Mazar-i-Sharif or Herat in order to improve the prospects for young people by enabling them to obtain international language certificates. ●

Young people from Germany and Armenia uncover patterns of discrimination

It was not necessarily the same groups of people who were discriminated against and persecuted during Germany's Nazi era as in Armenia during the Soviet dictatorship. But there were probably parallels in terms of the essence and the progress of the persecutions.

The Social Educational Centre of the Armenian Apostolic Church, Shirak Diocese, in Armenia and the Wilhelmshaven Adult Education Centre in Germany began the implementation of the project "Watch Out: Discrimination" as part of the programme entitled EUROPEANS FOR PEACE. The project is financed by the "Remembrance, Responsibility and Future" foundation.

Project leaders from both countries were invited to come to Berlin in April 2015 to take part in the consultation seminar for the project. The seminar offered the participants the possibility of taking part in various workshops on the content and methodological aspects related to the planning and management of the project.

The aim of the project is to examine key historic situations related to National Socialism in Germany and the Communist system in Soviet Armenia. This investigation will be undertaken by 12 motivated young people from each institution. The participants from Wilhelmshaven Adult Education Centre were selected from the basic diploma and high school diploma courses. Participants from the Social Educational Centre were selected through an open application process. The most significant qualification for participation in the project is enthusiasm and English language skills. All the participants are integrated into the preparation, planning and execution of the project.

Are there patterns of exclusion that span cultures and eras?

The historical events will be compared to the experiences of contemporary refugees who come to Germany and Armenia. In order to ensure comparability between the countries and the epochs, the questions relating to exclusion and discrimination will be narrowed down to the topics *Religion* and *Ethnic Background*. Together, both groups will visit historic memorials and monuments that make the past tangible. Moreover, participants will interview refugees who, as contemporary witnesses, experienced persecution due to religion and ethnicity in Nazi Germany and Soviet Armenia. Another component of the historical comparison will be interviewing refugees from Syria on the reasons for their flight as well as on the risks, obstacles and opportunities they encounter as they move toward their destination.

All the project results will be published

The results of the interviews will hopefully lead to the discovery of transnational and epoch-spanning conclusions about refugees' starting positions, patterns of experience and perspectives. This should lead to an examination as to the degree to which the interviews can be generalised and whether they indicate common



Participants in the exchange programme attending a workshop

patterns of discrimination and exclusion such as those that have been inculcated into the cultural memory of the respective countries, as well as discovering possible repetitions of patterns of persecution, discrimination and flight for the refugees of today.

The first encounter between the young people is planned to take place at Wilhelmshaven Adult Education Centre in Germany from 16 to 23 March 2016. The second encounter is planned to be held at the Social Educational Centre in Armenia at the end of May 2016.

A bilingual website and a film about the encounters will document the comparisons between the two countries and the project in general. The results of the project will be distributed through online media (Facebook, websites of the institutions, etc.). The website and the press publication will be available to all participants and parties involved, as well as to the network partners of youth work professionals and institutions, and to the interested public. A local radio station will broadcast a programme about the project. The final presentation will take place in front of a wide audience. ●

III. DW International at a glance



The profile of DVV International

DVV International is the Institute for International Cooperation of the German Adult Education Association (DVV)

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

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

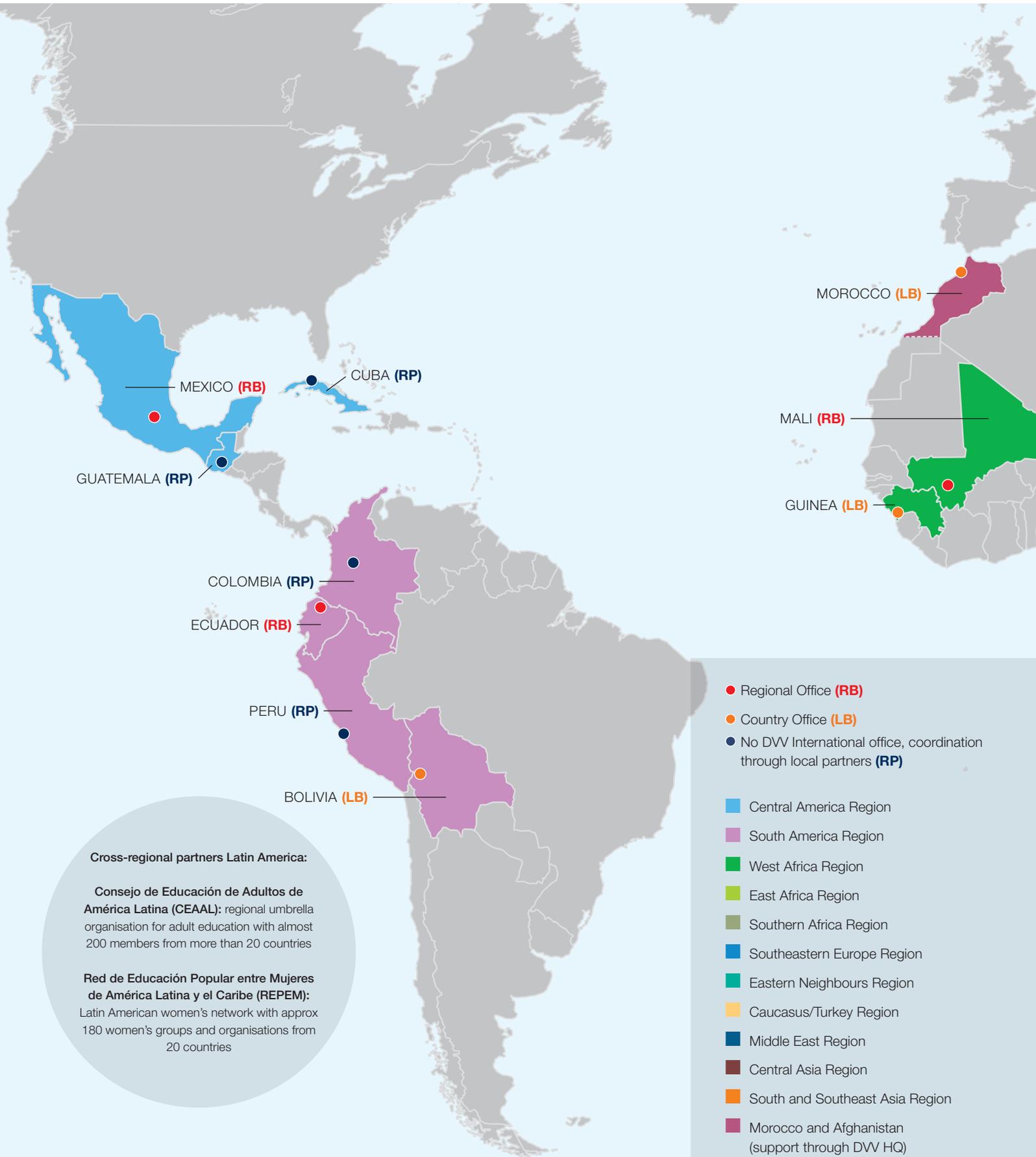
We are a professional partner in dialogue with local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and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

DVV International finances its work with funds from institutional and private donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we take as an orientation the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our vision

We fight poverty through education, and we support development. As a professional organisation for adult education acting globally, we build a sustainable system for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for lifelong learning.

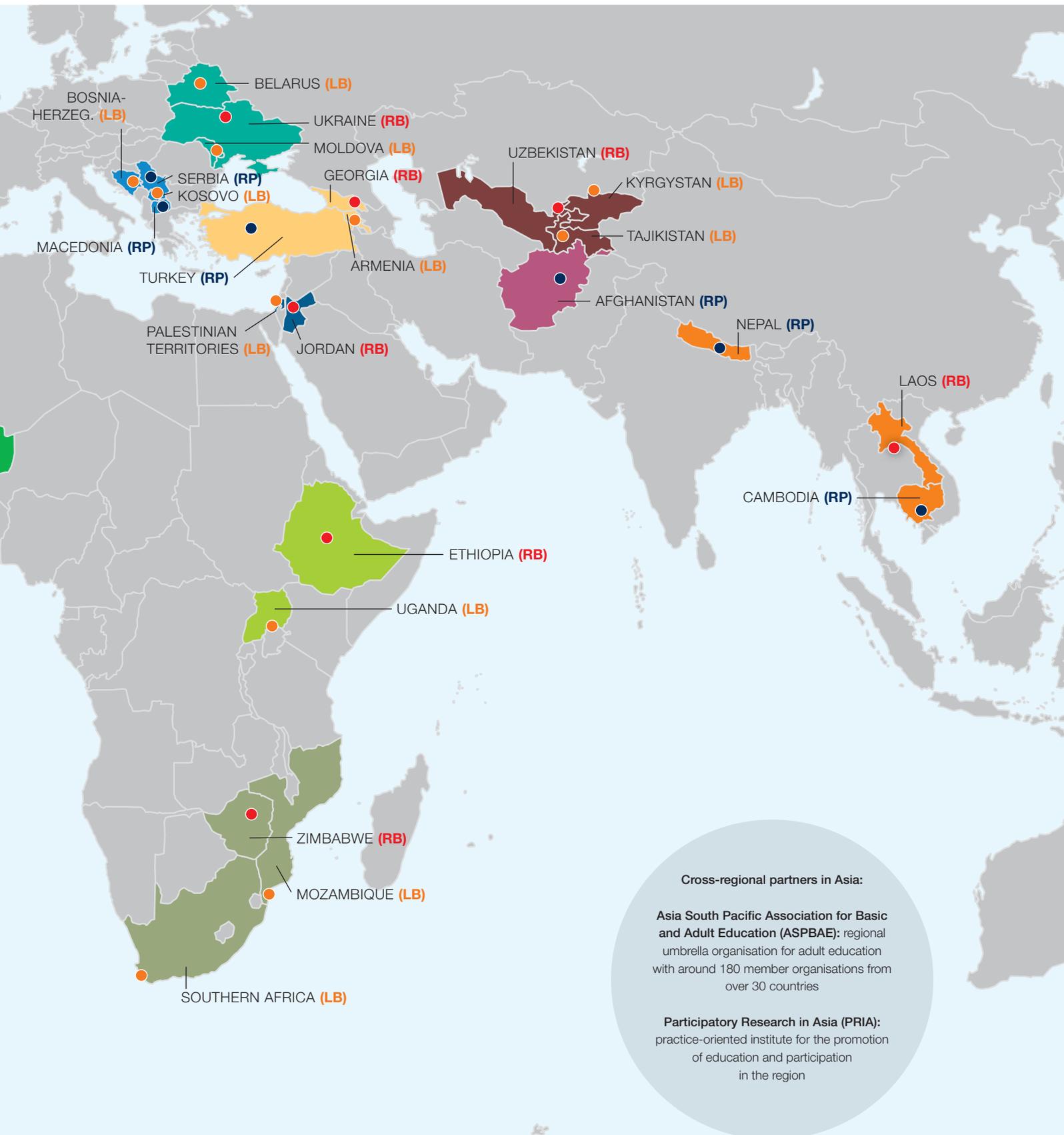
Our partner countries



Cross-regional partners Latin America:

Consejo de Educación de Adultos de América Latina (CEAAL): regional umbrella organisation for adult education with almost 200 members from more than 20 countries

Red de Educación Popular entre Mujeres de América Latina y el Caribe (REPEM): Latin American women's network with approx 180 women's groups and organisations from 20 countries



The profit and loss account

for the period 1 Jan 2015 to 31 Dec 2015

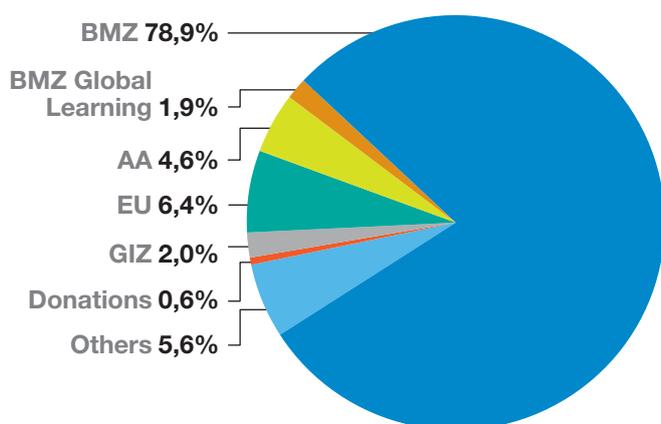
Income	2015	2014
A. Income Headquarters	2,096,512.51	1,819,471.67
1. Administration grant BMZ	1,349,998.26	1,349,923.98
2. Administrative costs (portion)	638,975.38	444,819.81
3. Income from services	67,158.87	20,683.40
4. Other income	3,080.00	4,044.48
5. Liquidation of provisions	37,300.00	
B. Project grants	15,609,971.17	15,339,560.53
1. AA	829,315.39	789,004.91
2. BMZ	13,164,632.52	12,965,516.10
<i>International projects</i>	<i>12,819,400.00</i>	<i>12,522,000.00</i>
<i>Global Learning</i>	<i>345,232.52</i>	<i>443,516.10</i>
3. EU	1,152,573.24	1,425,832.57
4. Assoc. for Int. Education & Exchange (IBB)		16,245.26
5. GIZ	352,336.12	142,961.69
6. Royal Netherlands Embassy. Ethiopia	111,113.90	
C. Income from donations	100,455.10	150,000.00
D. Other income project countries	154,666.50	157,881.03
Total income	17,961,605.28	17,466,913.23
Expenditure	2015	2014
A. Expenditure Headquarters	2,096,512.51	1,819,471.67
1. Staff costs central services	1,591,825.25	1,390,978.88
2. Building	91,232.95	86,980.73
3. Office equipment	103,228.83	56,470.43
4. Business supplies	19,288.46	24,279.76
5. Events/Publications	23,293.77	29,710.63
6. Travel costs	38,164.95	57,050.00
7. Communication	36,683.61	29,451.76
8. Dues to Organisations	19,016.39	19,106.38
9. Other administrative expenditure	173,778.30	125,443.10
B. Project expenditure	15,865,092.77	15,647,441.56
1. International projects	15,779,037.88	14,406,513.60
2. Global Learning at VHS	345,232.52	457,925.26
3. Advances to projects	-259,177.63	783,002.70
Total expenditure	17,961,605.28	17,466,913.23
Result for the year	0,00	0,00

The balance sheet

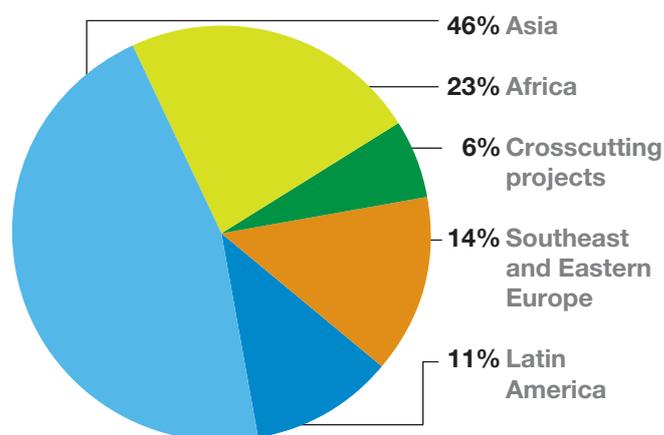
31 Dec 2015

A. Assets	31.12.2015	31.12.2014
I. Cash		
1. Cash on hand	2,725.38	2,095.91
2. Bank balances	1,813,909.60	927,005.93
II. Receivables		
1. Receivables from deliveries and services	78,400.66	20,024.23
2. Project billing costs	577,396.70	445,531.86
3. Rent security deposits	9,045.00	9,045.00
III. Accruals and deferred income	41,014.88	47,981.69
Total Assets	2,522,492.22	1,451,684.62
B. Liabilities	31.12.2015	31.12.2014
I. Provisions	58,927.43	96,227.43
II. Liabilities		
1. Other liabilities	374,613.89	369,410.84
III. Accruals		
1. Project billing costs	553,950.90	911,696.81
2. Deferred income	1,535,000.00	74,349.54
Total liabilities	2,522,492.22	1,451,684.62

Origin of funds in 2015
(17,961,605.28 EUR)



Regional distribution of project funds in 2015
(15,865,092.77 EUR)



List of abbreviations

- AA** Foreign Office
- BMZ** Federal Ministry for Economic Cooperation and Development
- EU** European Union
- GIZ** German Agency for International Cooperation (GIZ)

Fund acquisition – public funding

As a promoter of social structure support, DVV International is mainly financed by means from the Federal Ministry for Economic Cooperation and Development (Federal Ministry for Economic Cooperation and Development). In addition, the Institute, along with its partner organisations is involved with national, European and international tenders for projects and with Federal Ministry for Economic Cooperation and Development special initiatives. In 2015, the following tenders were successful:

<p>1</p> <p>Four projects for a stronger civil society:</p> <ol style="list-style-type: none"> 1. Opening the Curtains: Youth exchanges and dialogue; 2. Qualification of young bloggers; 3. Regional Voices: voices for pluralism and democracy in Ukrainian regions; 4. From confrontation to confidence-building: Strengthening local civil society structures as a contribution to the stabilisation of Ukraine <p>Country Ukraine, Georgia, Russia, Turkey</p> <p>Partner Press Club of Reforms; Centre for Integration and Development</p> <p>Donor Federal Foreign Office (Strengthening of cooperation with civil society in the countries of the Eastern Partnership)</p> <p>Timeframe 07/2015 – 12/2015</p> <p>Total budget 509,971.00 €</p> <p>Goal Support for civil society in the Eastern Partnership countries</p>	<p>Donor Federal Foreign Office</p> <p>Timeframe 05/2015 bis 11/2016</p> <p>Total budget 731,382.48 €</p> <p>Goal Continuation of the successful work of DVV International on the reworking of the Armenian-Turkish past</p>	<p>4</p> <p>Keeping Them Here: Education, income-generation and business opportunities for potential migrants from Georgia</p> <p>Country Georgia</p> <p>Partner Responsible: Guria Youth Resource Centre DVV International; Young Scientists Club of Ozurgeti</p> <p>Donor European Union</p> <p>Timeframe 08/2015 bis 07/2017</p> <p>Total budget 331,747.50 EUR</p> <p>Goal Vocational education and training and employment; reduction of migration through strategies for livelihood security for potential and returning emigrants</p>
<p>2</p> <p>Acting Together: Travelling Together 2015</p> <p>Country Turkey and Armenia</p> <p>Partner Hazarashen: Armenian Centre for Ethnological Studies Tarih Vakf/ History Foundation (Turkey)</p>	<p>3</p> <p>Launching employment-oriented education and development systems in the Autonomous Republic of Adjara</p> <p>Country Georgia</p> <p>Partner Responsible: Institute for Democracy Partner: DVV International; The Aged Women's Association "Deserving Old Age"; "Education and Development Institute"</p> <p>Donor European Union</p> <p>Timeframe 09/2015 bis 07/2017</p> <p>Total budget 549,940.00 €</p> <p>Goal Providing employment-oriented education and development in the Autonomous Republic of Adjara. Better employability of job seekers, further support for those already employed</p>	<p>5</p> <p>Learn to Act</p> <p>Country Belarus</p> <p>Partner The Association of Lifelong Learning and Enlightenment (ALLLE), Volkshochschule im Landkreis Cham e.V. (Cham Rural District Adult Education Centre)</p> <p>Donor European Union (European Neighbourhood Instrument ENI; Annual Action Programme 2014 in favour of Belarus; ENI supporting civil society and independent media, working for Belarus)</p>

<p>Timeframe 02/2016 bis 01/2019</p> <p>Total budget 838,606.08 €</p> <p>Goal Capacity building of civil society organisations to support the enforcement of civil rights and participation in Belarus</p>	<p>Total budget 410,526.00 €</p> <p>Goal Protection and promotion of social, economic and cultural rights of vulnerable groups of both sexes</p>	<p>Goal Promoting lifelong learning through continuous strengthening of the development of the national system of vocational training and further training as well as adult education</p>
<p>6</p> <p>Tackling the Implementation Gap in Education Reform; Mobilising Civil Society</p> <p>Country Cambodia</p> <p>Partner Responsible: NRO Education Partnership Partner: DVV International</p> <p>Donor European Union Civil society organisations and local authorities (CSO/LAs) in the development process</p> <p>Timeframe 01/2016 bis 12/2018</p> <p>Total budget 798,542.00 €</p> <p>Goal Improving training opportunities in Cambodia through a greater role of civil society in policy dialogue</p>	<p>8</p> <p>Vocational Education and Training: New Approach for Effective Social Inclusion</p> <p>Country Macedonia</p> <p>Partner Responsible: Association Community Development Institute (CDI) Partner: DVV International</p> <p>Donor European Union</p> <p>Timeframe 12/2015 bis 04/2017</p> <p>Total budget 101,652.14 €</p> <p>Goal More favourable conditions for the rapid, lasting reintegration of ex-convicts into society</p>	<p>10</p> <p>Adult Education as a Means for Active Participatory Citizenship</p> <p>Countries Finland, Estonia, Greece, Hungary, Spain, Turkey, United Kingdom</p> <p>Partner Responsible: TAMPEREEN YLIOPISTO Partners: Tallinn University; Foredata Oy; DVV International; ARISTOTELIO PANEPISTIMIO THESSALONIKIS; SZEGEDI TUDOMANYEGYETEM; ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY (Cordination Centre Spain SL); Centre for Higher Education Studies, Social Sciences University of Ankara; UNIVERSITY COLLEGE LONDON (United Kingdom)</p> <p>Donor European Union (HORIZONT 2020)</p> <p>Timeframe 02/2016 bis 01/2019</p> <p>Total budget 2,498,112.00 €</p> <p>Goal Increasing the influence of adult education in the learning process for active citizenship in Europe</p>
<p>7</p> <p>Returning PATH: Promoting Access to Basic Human Rights for Vulnerable Women and Men</p> <p>Country Uzbekistan</p> <p>Partner Republic Information Education Centre Intilish</p> <p>Donor European Union (European Initiative for Democracy and Human Rights – country-specific funding)</p> <p>Timeframe 01/2016 bis 04/2018</p>	<p>9</p> <p>Enhancing Lifelong Learning through Modernising the Vocational Education Training and Adult Education Systems</p> <p>Country Macedonia</p> <p>Partner Responsible: British Council Partners: DVV International; Centre for Lifelong Learning</p> <p>Donor European Union (Instrument for pre-accession assistance)</p> <p>Timeframe 01/2016 bis 10/2017</p> <p>Total budget 2,300,000.00 €</p>	<p>11</p> <p>Employment and Women in the 21st Century in Europe: From the Household Economy to an SME (Small and Medium Enterprises) Economy – MUPYME Project</p> <p>Countries Spain, Italy, Portugal, Cyprus, Macedonia; Greece, Germany</p> <p>Partner Responsible: FEUP Partners: ARIEMA; UPF; KERIGMA; CAEA; ADAE; DAFNI KEK; DVV International</p>

<p>11 (continuation)</p> <p>Donor European Union (Erasmus Plus)</p> <p>Timeframe 09/2015 bis 08/2017</p> <p>Total budget 242,275.00 €</p> <p>Goal Awareness-building regarding the skills of housewives, which can encourage entrepreneurial activity and ways to promote the inclusion of these activities</p>	<p>13</p> <p>Addressing the Needs of the Regional Labour Market through Development and Certification of New Adult Education Programmes</p> <p>Countries Macedonia, Romania, Germany</p> <p>Partner Responsible: Community Development Institute (Macedonia) Partner: DVV International (Germany)Lifelong Learning Centre Skopje, Open Civic University for Lifelong Learning Joska Svestarot (Macedonia) County Library Georghe Sincai; Public School of Arts and Crafts; EuroED (Romania)</p> <p>Donor European Union (Erasmus Plus)</p> <p>Timeframe 09/2015 bis 08/2017</p> <p>Total budget 203,800.00 €</p> <p>Goal Meeting the demand for skills at the regional level in Macedonia and Romania</p>	<p>Lupane Women's Centre, Africa Centre for Holistic Management</p> <p>Donor Federal Ministry for Economic Cooperation and Development (Special initiative "A world without hunger")</p> <p>Timeframe 01/2015 bis 12/2017</p> <p>Total budget 1,800,000.00 €</p> <p>Goal Improving the economic base of village communities and the local food supply</p>
<p>12</p> <p>OUT SIDE IN Inclusive Adult Education with Refugees</p> <p>Countries Germany, Greece, Italy, Sweden, Slovakia, Turkey</p> <p>Partner Responsible: Leibniz University Hannover, Institute for the Didactics of Democracy Partners: Folkuniversitetet (Erwachsenenbildungszentrum); SMOUTH Synergy of Music Theatre (SMOUTH); Speha Fresia; ZRC Research Centre of the Slovenian Academy of Sciences and Arts; Konya Metropolitan Municipality / Department of Foreign Relations; DVV International; Provincia di Parma; Four Elements</p> <p>Donor European Union (Erasmus Plus)</p> <p>Timeframe 09/2015 bis 08/2018</p> <p>Total budget 416,574.00 €</p> <p>Goal Qualification of multipliers in adult education for the integration of refugees; new possibilities for interaction and new paths of communication between these groups. Prejudice reduction, awareness-building, respect and therefore multiple perspectives in today's immigration societies</p>	<p>14</p> <p>Non-formal education to promote agriculture, rural development and food security in Guinea, Mali, Mozambique and Zimbabwe</p> <p>Countries Guinea, Mali, Mozambique and Zimbabwe</p> <p>Partner Guinea – AJP (Amicale des Jeunes pour le Progrès); UGVD (Union Guinéenne des Volontaires du Développement); Mali – Eveil; J & D (Jeunesse et Développement/Bamako Mozambique – Deutscher Genossenschafts- und Raiffeisenverband e. V. – DGRV; Magariro; Tillers; Zimbabwe – Ministry of Youth, Indigenization and Economic Empowerment (MYIEE), Vocational Trainings Centres Von Shurugwi, Umuza, Kaguvi, Mutare Urban, Gokwe.</p>	<p>15</p> <p>Learning centre for small farmers in Ethiopia (Modular Learning Centre Beehive Hub)</p> <p>Countries Ethiopia</p> <p>Partner Sector offices at regional and district levels</p> <p>Donor Federal Ministry for Economic Cooperation and Development (Special initiative "A world without hunger")</p> <p>Timeframe 01/2016 bis 12/2019</p> <p>Total budget 299,997.00 €</p> <p>Goal Better basic income conditions for small farmers through innovative and optimised agricultural and business practices</p>
		<p>16</p> <p>Competences for Working Life Strengthening of non-formal, community-based education and training programmes in the transition from school and university to working life</p> <p>Countries Afghanistan, Turkey</p>

16 (continuation)**Partner**

Sector offices at regional and district levels

Donor

Federal Ministry for Economic Cooperation and Development (Special initiative “Combating causes of flight – reintegrating refugees”)

Timeframe

01/2015 bis 12/2018

Total budget

7,500,000.00 €

Goal

The adult education system is more efficient and more effective, and contributes to poverty reduction, stability and sustainable development in Afghanistan; adult education improves the living conditions of Syrian refugees in Turkey and supports peaceful transition in Syria

18

Protection of the Environment and Biodiversity in Jordan/PROTEB

Countries

Jordan

Partner

Sector offices at regional and district levels

Donor

GIZ

Timeframe

12/2014 bis 02/2016

Total budget

64,782.00 €

Goal

This project aims to raise awareness and introduce recycling as a measure serving environmental protection and the creation of income for marginalised communities; these are considered to be promising means of changing behaviour

17

Green innovation centres in the agri-food industry, country package on Mali: Increasing agricultural productivity through functional adult literacy in Mali

Countries

Mali

Partner

Sector offices at regional and district levels

Donor

Federal Ministry for Economic Cooperation and Development/GIZ (Special initiative “A world without hunger”)

Timeframe

03/2015 bis 12/2017

Total budget

500,000.00 €

Goal

Sustainable, productive irrigated agriculture, development of value chains, broad-based training and applied agricultural research improve the income of small farms, increase employment and strengthen regional food supply

Evaluations

Regular evaluations are a basic part and an accompanying instrument of the work of DVV International. A total of seven evaluations were carried out in 2015.

COUNTRY	TITLE OF THE EVALUATION
Germany, Estonia, Austria, Slovenia	Final evaluation of the EU project entitled “Know Your Lifestyle” – Introducing Sustainable Consumption in Second Chance Education (education about sustainable consumption as part of remedial education)
Mozambique	Project evaluation entitled “Integrated programme combining literacy and skills training in Maputo Province”
Mozambique	Study on the implementation of the “National Youth and Adult Education Strategy”
Mozambique	Final evaluation of the EU project entitled “Inclusive Adult Education (IAE)”
Palestine	Final evaluation of the EU project entitled “Potentials: Adult Education for Development”
Zimbabwe	Interim evaluation of the results of “Skills Development” courses at vocational training centres
Southeastern Europe	Final evaluation of the three-year Federal Ministry for Economic Cooperation and Development funding phase, focus on the macro level

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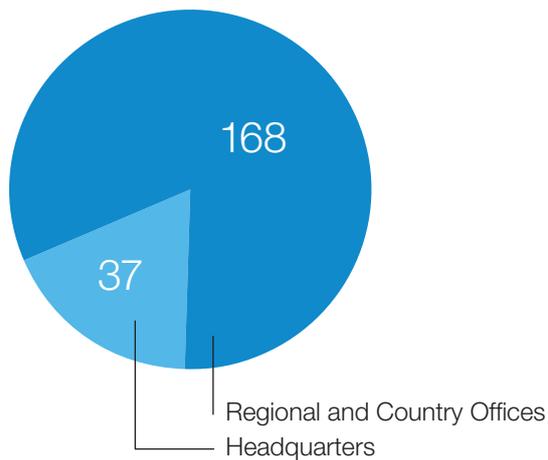
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Employee statistics

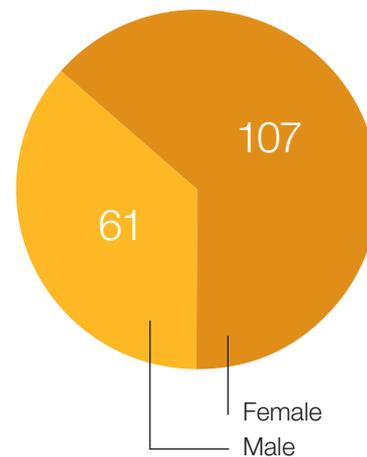
Compilation of staff statistics for 2015 (as per December 2015)									
Region	Number of employees	Edu./Sci. Staff	Admin./Tech. Staff	Male	Female	Full-time	Part-time	Fixed-term	Open-ended
Regional and Country Offices	168*	75	93	61	107	141	27	109	58
Headquarters Bonn	37	16	21	5	32	21	16	10	27
DVV International total	205	91	114	66	139	162	43	119	85

*of whom 10 are employees seconded overseas

Employees at HQ/Abroad



Employees male/female



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