



DVV International

Education for Everyone. Worldwide.  
Lifelong.

# Adult Learning and Education for Community Development and Empowerment – Jordan

**The Project Model based on Daily Urgent  
Needs Education (DUNE)**



The approach “Tafakur”  
was developed by  
DVVInternational Jordan



From Recognizing Resources and  
Opportunities to the Ability to Utilize Them

# I. Introduction

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany. As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for adult learning and education (ALE). The country and regional offices build local and regional cooperation and ensure the quality and effectiveness of the action in more than 30 partner countries.

DVV International started its work in Jordan in 2010. Facing widespread unemployment, especially among people under the age of 25, DVV International Jordan strives to empower youth and adults to unfold their potential and engage in economic, political, and social life in their community. Central to this mission is the creation and implementation of a unique project model for community development and empowerment with its popular education approach “Tafakur” (dialogue and reflection) as its core element.

Since 2013, DVV International and its partners have primarily implemented this project with individuals from marginalised communities in Jordan. The Tafakur approach, integral to the project, cultivates reflective and critical thinking skills among participants, enabling them to analyse their surroundings, recognise (both tangible and intangible) resources and opportunities, and formulate concrete actions to leverage these assets. Through this transformative process, participants shift from a passive to an active mindset, equipping them to take practical steps toward enhancing their economic, personal, or communal lives.

This publication elaborates on the project model and the embedded Tafakur approach as applied by DVV International Jordan. A specialised curriculum on the approach serves as a facilitator’s guide for conducting trainings with target groups. The project model draws upon the conceptual framework of Daily Urgent Needs Education (DUNE), which is explored in greater detail in a corresponding publication.

## II. Framework of Implementing the Project Model

The project model, centred on the Tafakur approach, is designed to be flexible and adaptable across various contexts and diverse target audiences. This model has been employed by DVV International to energise individuals from marginalized communities in Jordan, enhancing their agency and intrinsic motivation to engage in lifelong learning, seek employment, pursue self-employment ventures, or participate actively in community work. Highly flexible, Tafakur can also support recent school or university graduates in selecting educational paths or career trajectories aligned with their interests and aspirations. This approach serves as a transformative tool that empowers any target group to shift from a passive mindset to a state of critical consciousness.

Over the years, DVV International Jordan has strengthened the capacities of local community-based organizations (CBOs) and governmental community development centres (CDCs) to implement this model effectively. These organizations, closely connected to local communities, are ideal partners in bringing the approach to marginalized areas. Depending on the specific objectives and target groups, other institutions, including universities and public agencies, can also be trained to adopt and implement the Tafakur approach.



## III. Implementation Stages of the Project Model

### 1. Selection of communities and CBOs and CDCs

Given that this project model is designed to support and empower marginalized communities, the specific characteristics and dynamics of a community play a critical role in the selection process. Since community-based organizations (CBOs) and community development centres (CDCs) serve as pivotal partners in implementing the model, it is essential to establish clear criteria for their selection as well. Ideally, CBOs and CDCs should possess a foundational level of experience in various forms of community engagement and demonstrate professional structures and operational procedures.

DVV International has crafted a set of tailored selection criteria and indicators to identify suitable communities and qualified CBOs/CDCs for partnership.

**Duration:** Approximately 15 working days.

### 2. Research and outreach through CBOs and CDCs

The primary entity responsible for research and outreach is the CBO or CDC selected during the initial phase. With support from external consultants, these organisations conduct research through a participatory approach to capture an accurate representation of the community's needs and lived realities. It is essential that this process includes diverse community voices to thoroughly define local needs and constraints. Following this assessment, outreach efforts will target potential beneficiaries who stand to benefit from the Tafakur training, including some individuals who may have been involved in the participatory research phase.

A recommended research method for this phase is the Participatory Rapid Appraisal (PRA). The findings from this research will inform the subsequent steps of the Tafakur training and facilitate connections with employment-relevant institutions.

**Duration:** Approximately 10 days.

### 3. Institutional capacity development and training of facilitators through DVV International

The implementing CBOs and CDCs receive comprehensive training in adult learning and education concepts, the Tafakur approach, and organisational competencies. Participants in this training should be permanent staff members of the CBOs or CDCs, including facilitators who will lead the Tafakur sessions at their respective centres. DVV International, supported by its team of expert trainers, guides CBO and CDC personnel and facilitators through the Tafakur approach.

**Duration:** Approximately 5 days.

### 4. Tafakur 1: Questioning, wondering, reassessing the reality

Tafakur 1 marks the initial stage of the learning journey, where facilitators guide participants through a learner-centered, dialogue-driven process that encourages them to critically reflect, question and wonder about their own realities. The primary objective of Tafakur 1 is to foster awareness of one's surroundings, helping learners identify daily life challenges, recognise their personal needs, and understand both labour market demands and broader community needs. This foundational stage serves as an entry point for participants to define their individual aspirations, whether they relate to further professional training, personal growth, entrepreneurial development, or community involvement.

**Duration:** 5 to 8 days.

### 5. Taster vocational at VTCs or other training providers OR community initiative trainings

Following Tafakur 1, and informed by their reassessed realities and personal needs, participants proceed to enrol in taster vocational training sessions offered by nearby Vocational Training Centres (VTCs) or other relevant providers (which may also include the CBOs and CDCs). Alternatively, they may engage in training for community-driven initiatives. This phase is designed to spark interest in continued learning and to develop or enhance technical, practical, and personal skills that contribute to each participant's ongoing personal and professional growth.

**Duration:** Approximately 10 to 30 days, contingent on program specifics and available funding.

## 6. For some: Implementation of community initiatives

Participants in the community initiative training – along with those from the vocational training who may also wish to join – implement community projects based on the plans formulated in the prior phase. These initiatives might include recycling projects, environmental actions, local tourism development, and more. DVV International’s experience has demonstrated that many of these initiatives eventually evolve into viable businesses. While developed and led by the training participants, these community projects are open to all members of the community, fostering inclusive engagement.

**Duration:** Approximately 15 to 30 days, depending on the initiative.

## 7. Tafakur 2: Developing a personal livelihood or professional career plan

In Tafakur 2, participants reconvene to integrate the insights gained in Tafakur 1 with the new or enhanced skills acquired during the vocational training or community initiatives. Together, they develop a concrete personal livelihood or professional career plan that serves as a roadmap for further learning or education, job market entry, self-employment, business expansion, or community project implementation. This stage includes practical support in areas such as CV writing and job searching, alongside referrals to additional training opportunities, job placements, business incubators, micro-finance institutions, digital market-places, and more.

**Duration:** Approximately 5 days.

## 8. Incubator for innovation and entrepreneurship: Support in implementing the plan developed in Tafakur 2

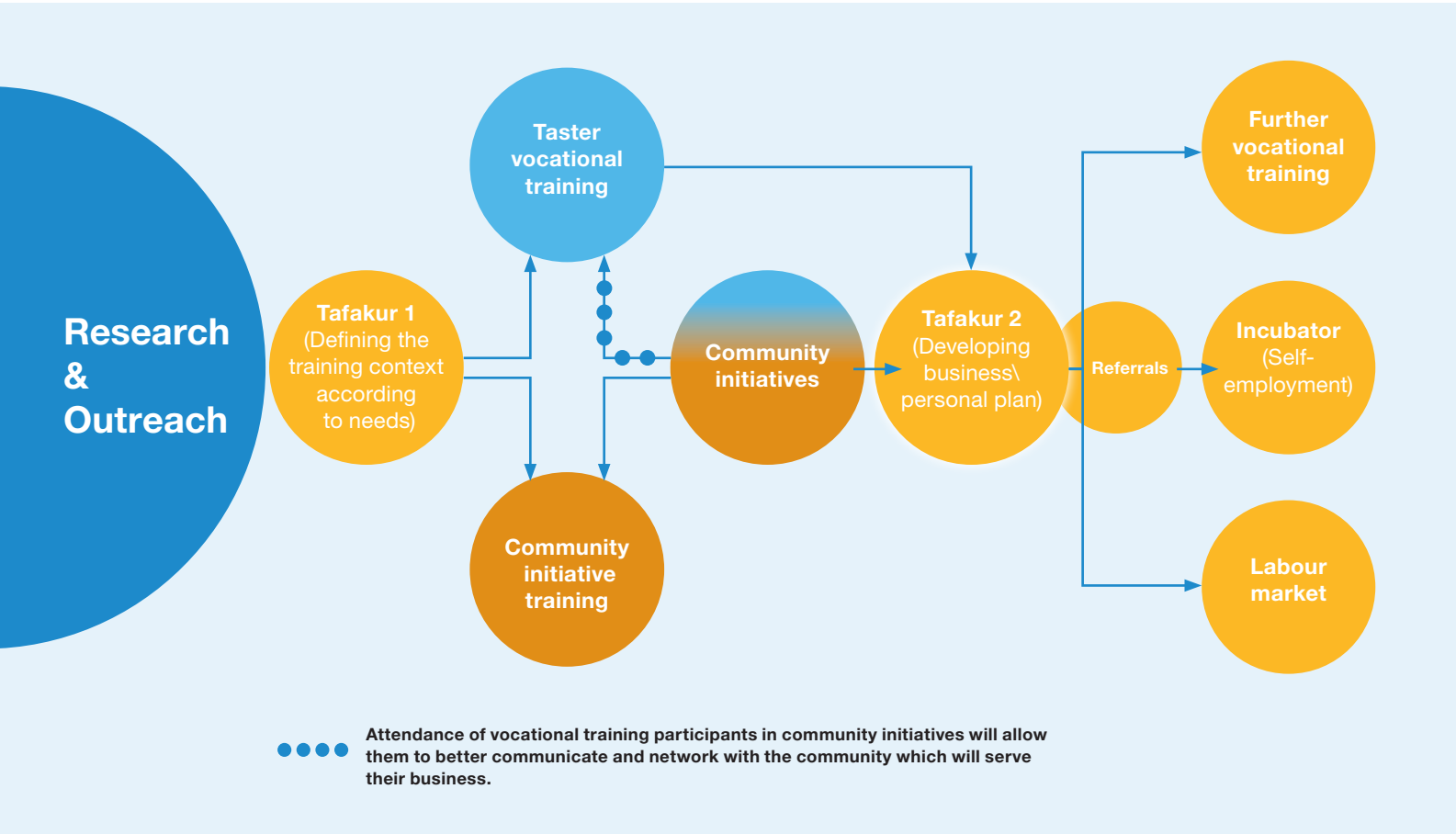
In the incubator phase, CBOs and CDCs provide ongoing support to participants launching new businesses, helping them implement their professional plans. Where funding is available, small start-up contributions may be offered to aid in establishing these ventures.

**Duration:** Flexible, depending on the nature of the project or business, ranging from a few days to several months.

## 9. Post follow-up

Facilitators or staff conduct post follow-up assessments with participants after 3 to 6 months.

# Project Model: Adult Education Project for Community Development and Empowerment in Jordan



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