



DVV International

Education for Everyone. Worldwide.
Lifelong.

Annual Report 2013

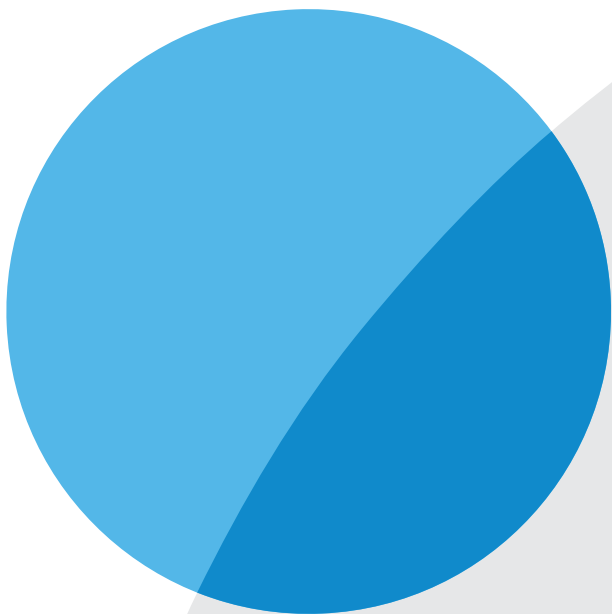


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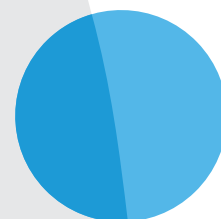
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The year 2013



In conversation with Dr. Anton Markmiller, Director of DVV International, and Uwe Gartenschlaeger, Deputy Director

Dr. Markmiller, you have been Director of the Institute since March 2013. Which path led you there and what drew you to the task?

Anton Markmiller: Since 1974 I have been involved in intercultural cooperation across every continent. This undertaking led me to head the largest Catholic youth organisation, the German Scout Association of Saint George, then on to the German Development Service, and among other things, to the international charity CARE Germany-Luxembourg, and finally to DVV International. In between, for ten years, I was also the head of culture, education, science and research here at home in the Federal Republic, namely as a member of Saarland's representation to the Federal Government in Berlin. My activity at DVV International is something like a "home-coming" to my original topic, education policy. I studied this at the University of Regensburg in the 1970s with Prof. Helmut Heid, and it still influences me today.

How did you find your first year at the Institute?

Anton Markmiller: Inspirational. DVV International is the only organisation specialised in the subject area Adult Education and Development on an international level. With this expertise, and together with our local partners, we can improve the lives of many people for the long term. Not only on our team in Bonn, but also in our 36 partner countries around the world, we have highly committed staff members. I learn more each day. My thanks also go to my predecessor, Dr. Roland Schwartz, who led the Institute very successfully for three and a half years.

What were the regional changes in cooperation for the Institute in 2013?

Anton Markmiller: We are now working in the Palestinian territories, as they are still officially called. I always speak of Palestine. There will be a two-state solution and we are there to deliver content and a system of values based on the Convention on Human Rights. This is extremely important for the peaceful coexistence of the people in the Middle East. Israel and Palestine are an extremely

productive economic area, this fact was completely ignored by the former federal government, despite its neoliberal orientation.

Our engagement in Turkey is also very important to me. There we work with the Turkish Adult Education Centres or, as they are also known, the "Houses for Education of the People" (Halk Egitimi Merkezi – HEM) and maintain an intensive exchange of ideas and experiences. This is especially important because the German Adult Education Centres direct very many offers at the Turkish people in Germany – language, interculturality, etc. The cooperation with Turkey is living interculturality: recognition of the areas of separation, criticism of the worsening political and social problems, joy of shared achievements.

Additionally, in 2013, DVV International has been recognised in two countries as an international non-governmental organisation: in Zimbabwe and Ecuador. This gives us new opportunities to bring our offers to the civil society in these countries.

What, in your view, were special areas of focus for the Institute in 2013?

Anton Markmiller: Since I also hail from the emergency services, work with refugees is especially important for me, be they displaced persons as, for example, those in the Dadaab refugee camp in Kenya or Internally Displaced Persons as in Mali. In all cases here we lose at least a generation. No young person receives an education. Should they return home, then "the market" will sort things out: at the expense of the untrained. German policy still views these cases with strange restraint. This just came to my notice in our work with Syrian refugees in southern Turkey. There is a potential there that we should develop for the benefit of everyone.

Uwe Gartenschlaeger: Additionally, in 2013 there was certainly the consideration of the issue of the "informal



PAGE 4: Dr. Anton Markmiller,
Director

PAGE 5: Uwe Gartenschlaeger,
Deputy Director

economy". In the so-called global South, more than half of the people don't work in the formal economy. This fact was long ignored, nor was there even an attempt to fight the conditions of this type of existence. In October 2013 we asked ourselves, along with our partners, on the occasion of the fourth Bonn Conference on Adult Education and Development (BoCAED), what education can do in order to support the many – especially young – people who make a living in families or in very small businesses. Also striking for me was that the Institute is increasingly in demand as an expert partner in the field and topic of "education in prisons." Obviously there is a growing awareness of the problem in various regions of the world.

Which international debates played an important role for the Institute's work in 2013?

Uwe Gartenschlaeger: Assuredly, first of all the debate over the "post 2015" Development Agenda has to be mentioned. In 2015 the Millennium Development Goals expire. These goals, which tackled the education sector with a narrow focus on primary education, were too limited. DVV International is committed to ensuring that the new goals, whether they are called Millennium Development Goals or Sustainable Development Goals, will include an educational goal that reflects a holistic understanding. For us and our partners in civil society and UNESCO, "Lifelong Learning" is the conceptual framework which ensures that in addition to school, college and professional education, non-formal Youth and Adult Education are also taken into account.

A second focus was on the debate over the new EU education program, Erasmus+. As a board member of the European Association for the Education of Adults, EAEA, I could make a contribution here so that, in particular with support from the European Parliament – here the chairman of the Saarland Adult Education Association, Doris Pack MEP must be especially mentioned – many proposals of the European Commission could be changed to substantially benefit Adult Education.

Anton Markmiller: Also important, from my point of view, was the UNESCO Conference "Building Learning Cities" in November 2013 in Beijing. The UNESCO Institute for Lifelong Learning in Hamburg prepared and coordinated this conference. The content is about a holistic approach to the definition of "city", which brings all educational institutions, leisure facilities (parks, zoos, etc.), kindergartens and even hospices into a meaningful context. This is not new, already in the Middle Ages and especially in the Renaissance, "city" was seen as an entity that organised itself. In nascent capitalism, this idea was lost touch with a little. DVV International, in partnership with UNESCO, will continue to advance this initiative.

DVV International campaigns at the European and international level for the interests of Adult Education. How can the Institute be influential?

Uwe Gartenschlaeger: We do this in two ways: Firstly, we support several key organisations and networks in their work, such as the International Council for Adult Education, ICAE, or the strong regional organisations in Asia, Latin America and Europe. The cooperation with the UNESCO Institute for Lifelong Learning needs to be mentioned as well.

On the other hand, as DVV International we also participate in important debates. Here I would like to mention our contributions in the past year to the UNESCO consultation on the "post 2015" educational goal, the workshop at the European Development Days to "Lifelong Learning in Development Cooperation – An Unfinished Agenda", or the already mentioned involvement in the "Learning Cities" initiative of UNESCO. Through DVV International, Germany is represented in all of these processes with a strong, internationally established and respected voice. And – if I may add to that – through the redesigning and reorientation of our journal, Adult Education and Development, we have made an essential tool for the global exchange of professional information viable for the future. >>

DVV International is part of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V. – DVV). What role do the Adult Education centres have in the Institute’s work?

Anton Markmiller: We want to expand the cooperation with the Volkshochschulen (VHS), the local Adult Education centres. Even now there are many inspiring examples, such as the close cooperation between German Adult Education centres and the aforementioned Turkish “Houses for the Education of the People”, or the Moroccan “People’s Universities” (Universités populaires). This professional dialogue creates valuable synergies in both directions. In 2013, on our initiative, a number of study groups from different partner countries visited Germany in order to learn about the German education system, and to have discussions with the German Adult Education centres. And finally, through our program “Global learning in the Adult Education Centre” we support development policy education at German Adult Education centres. We should expand all of these very successful initiatives even further. For this, however, we urgently need the support of our donors. The link between the VHS and the Institute is also visible through the revamped image of the Institute. It is modeled on the new corporate design of the VHS and expands the brand strategy of the VHS internationally.

What event was particularly memorable for you personally in 2013 and why?

Uwe Gartenschlaeger: For me it was certainly the civil war in Syria and the humanitarian disaster related to it. I had the opportunity to visit the country shortly before the outbreak of hostilities and was impressed by the people, the depth and breadth of education and the beauty of the cities. That this is all being destroyed, that thousands of people are dying, are traumatised or had to flee, fills me with great sadness. It is good that DVV International, through the refugee projects in Turkey and in Jordan, can make a small contribution to alleviate the plight of the people. We are grateful to the Federal Ministry for Economic Cooperation and Development, who enabled us to do this at short notice. We hope to continue this very necessary work in 2014.

Anton Markmiller: In November 2013, I was in Afghanistan. There I was able to personally visit a number of the 14 Adult Education centres and five Community Development Centres which DVV International looks after in the country. What impressed me was the open-minded atmosphere of the courses. Women and men were sitting in a room,



women stood up and explained what they were just learning and why. This generation will no longer allow this experience of an open minded and equal lifestyle to be taken away.

What special challenges do you see for the future?

Anton Markmiller: We must use our experience and expertise in order to continue, on all levels, to make clear how important a holistic understanding of education is for people everywhere in this world. And in particular we must convince the federal government that Youth and Adult Education is an essential input for the development of a civil society.

Uwe Gartenschlaeger: What is also important for our work is that the division of the world into a rich North and a poor South is increasingly put into question. Instead, the division of society within a given country is more and more significant. For DVV International this means, in terms of content, a great challenge that brings our self-image to the foreground, but also, for example, brings up the question about a further diversification of donors. In the future in our commitment to Lifelong Learning we will be increasingly open to private donors and foundations. ●

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www.dvv-international.de

II. Informal Economy in Focus



Conference on skills development for the informal sector

More people worldwide are working in the informal than in the formal sector. This was one reason for DVV International to put the “informal economy” at the centre point in 2013.

Along with numerous partners, the Institute organised the 4th Bonn Conference on Adult Education and Development (BoCAED) on 16 and 17 October in Bonn. For two whole days, over 150 participants from 45 countries discussed the potential of “Technical and Vocational Skills Development in the urban, informal sector”.

The English language technical conference was opened by Dr. Ernst Dieter Rossmann, Chairman of the German Adult Education Association, Hans-Jürgen Beerfeldt, the outgoing Secretary of State in the Federal Ministry for Economic Co-operation and Development (BMZ), and Dr. Anton Markmiller, Director of DVV International.

The informal economy is the norm in many places

Dr. Richard Walther, a specialist in vocational training in the informal sector, introduced the topic and outlined the issues. They are as follows: Much of the economic activity worldwide takes place in the informal sector. For example, many employers are not registered with the government or organised in a chamber, many workers have no employment contract and no formal training.

The advantage of such arrangements lies in its high degree of flexibility, but it confronts development cooperation with major challenges. In order to develop training programs that focus on the needs of the population, their situation needs to be known and their concerns must be included. Especially formal training systems often have a hard time offering short and directly applicable training measures. At the same time it has been shown that a higher level of education in the informal sector is reflected very directly in an increased income of the participants. >>

At the conference a Market of Opportunities, numerous workshops and lectures provided an occasion for discussion and exchange of experiences – and to jointly develop new solutions. Moderated by the President of the International Council for Adult Education, Alan Tuckett, in the final session representatives of the World Bank, the International Labour Organisation (ILO), Don Bosco Mondo and DVV International discussed the implications for international development cooperation.

Keeping the living environment of the participants in view

The central results further developed the theses of Richard Walther: Training programs in the informal sector should build on existing skills. These must be recognised and integrated into the educational program. The training content must have a direct relation to the living environ-

ment of the participants and focus in particular on practice. Here, interdisciplinary subjects such as accounting and legal issues can also bring about great improvements. In addition, the environment is important, therefore an analysis of market conditions is to be done and access to counselling and micro-financing schemes is to be explored. It should be emphasised that such an approach can also result in considerable success in terms of gender justice, since a better education and a personal income are key to improving the lives of women.

Align assistance policy to the realities

At the local level, cooperation between the different actors is of great importance, especially with the economy, the formal education system and the community. To ensure the involvement of all sections of the population and to secure a comprehensive understanding of education, civil society



TOP LEFT:
Dr. Ernst Dieter Rossmann,
Chairman of the German Adult
Education Association, at the
opening speech



TOP RIGHT:
Participants of the
conference during the
closing plenary session



BELOW:
Participant at registration
for the workshops

organisations and trade unions must be equally involved. Thus encompassing systems are necessary at national level. Next to a permeable education system and adequate funding mechanisms involving the relevant stakeholders, a legal framework must be chosen that enables the situation of employers and workers in the informal sector to sustainably improve. The informal sector employs more people worldwide than the formal sector. Rather than dissolving, its importance is constantly growing. International development cooperation must address this fact and adjust funding policies accordingly. ●

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More information on the conference can be found at www.bocaed.de

Published as an accompaniment to the conference is the DVV International publication *International Perspectives in Adult Education* volume 68 on “Technical and Vocational Skills Development in the Informal Sector”. The English language publication, with contributions from all over the world, can be ordered free of charge from info@dvv-international.de.

It is also available for download on the Internet at www.dvv-international.de.



“Investments in the informal sector are necessary to overcome the poverty of the developing countries”

Interview with Dr. Richard Walther

Dr. Walther, the terms “informal sector” or “informal economy” have meanwhile become keywords. But what does it mean for the life and work of a person employed in the informal sector?

Richard Walther: This means, concretely, that people who work in the informal sector have an activity that gives them the opportunity to finance their daily lives – enough to buy what is needed in order not to live in total poverty and to gradually get out of poverty. There are different standards of living in the informal sector. For people with the lowest income level it is just enough to survive; people with higher income levels can afford more than daily food and clothing; they also have access to social goods like a good school for the children, a TV at home, etc. But poverty is never very far away, for example in case of illness, the worker and his family can fall back into deep poverty.

You say that the informal sector is often unjustly portrayed very negatively. What makes the informal sector, in your opinion, a bearer of hope?

Richard Walther: The informal sector is often seen as the sector that pays no taxes, as a sector that doesn't respect social rights, that has no ability to bring new products and services to the market. But the reality is not black or white. In the informal sector there are also many self-employed and entrepreneurs who pay their taxes. There are companies that agree to an employment contract with their employees. Studies show that increasing the skills of informal workers also favours their integration into formal legal and social systems. The problem is not that the business owners want to avoid the tax and social security regulations, the problem is that the existing regulations have not been adjusted to fit the micro and small enterprises. >>

One of your recurring criticisms is that too little money is invested in programs for vocational training in the informal sector. What are the main arguments for the redistribution of financial resources that you could give lobbyists to transport?

Richard Walther: Virtually nowhere is there public money for vocational training in the informal sector, even though most young people acquire their skills in informal jobs. Yet the informal sector in many countries produces up to 60 percent of gross domestic product. Studies, which I myself have carried out, show that increased investments in the training of informal workers also increases the revenue and profit of entrepreneurs. These same studies also show that education and coaching can actually promote the innovation capacities of informal enterprises. This means that investment in the informal sector can be really profitable. Investments in the informal sector are necessary to overcome the poverty of the developing countries.

A question for the educator in you: How should educational programs in the informal sector differ from formal education programs?

Richard Walther: Education in the informal sector is learning-by-doing. This learning-by-doing model contains the weakness of not being able to impart sufficient knowledge and building skills to be able to give the learners the opportunity to find new technical and professional solutions. But basically the learner in the informal sector

is more efficient than the adolescent who has never learned something at work. A World Bank study from 2013 shows comprehensively that well-structured training on the job is the best preparation for the labour market. For formal education it means that they must integrate real work experience; for the traditional type of training in the informal sector it means that they must integrate more general knowledge and skills. So there is a possibility to have vocational training which can serve the formal and the informal sector at the same time.

The discussion about the education programs for the informal sector is not new. What has changed in recent years? What are the new features?

Richard Walther: In the past two or three years a new awareness has arisen in many political, economic and social actors, that one can no longer ignore the informal sector. The realisation that poverty in developing countries cannot be overcome without supporting the professional qualifications of the workers that are active in the informal sector is increasingly becoming the consensus. In Africa or Asia one finds countries where informal activity provides up to 90 percent of existing jobs. How can one then develop educational programs that are only useful for formal employees? It is time to reform the vocational training system so that it works for all and not only for a small minority. It is inexpedient at the economic level and unjust at the social level when all funds are spent only for the formal training of a very small number of adolescents and adults. ●



Dr. Richard Walther is a specialist in vocational training in the informal sector and among other things works as a senior consultant with the French Development Agency and the Association for the Development of Education in Africa, a forum for the promotion of policy dialogue in education in and for Africa.

Integrated vocational training centres in Laos

DVW International has been working since 2010 with the Lao Ministry of Education and Sports to improve the sustainability of non-formal education in the country. Non-formal vocational training courses are an important part of this. Funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and the KfW (Reconstruction Credit Institute) and with technical support from GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH), the existing vocational training centres in ten provincial capitals in the north were modernised, teaching staff trained and appropriate curricula developed. 2013 six additional centres were added in the south of the country. They all bear the name IVET centres, where IVET stands for “Integrated Vocational Education and Training”.

Formal and non-formal vocational training under one roof

The centres are integrated because on the one hand they are used for formal vocational training, but at the same time also offer a variety of non-formal training courses, for example in the areas of electrical installation, moped repair,

information technology, carpentry, fish farming, cooking or sewing. Through double use, the centres, with their buildings, machinery, their staff and know-how, can be much better utilised. Interested citizens who have such a centre in their vicinity can thus build on their skills and abilities and use the newly acquired skills to find work or to disencumber one’s own household.

DVW International has supported a total of 36 such courses on non-formal vocational training since 2010 and subsequently evaluated the results. A look at the topics shows that courses on agriculture, horticulture, raising small animals and livestock accounted for nearly 50 percent of the offers; this fact is somewhat surprising given that the centres are not in rural areas but mostly in the provincial capitals. Home economics courses were about as much in demand as craft and technical courses. However, one of the biggest challenges is also associated with this offer orientation: as long as the centres offer courses for traditionally male-dominated professions, men will mainly take up the offers. Thus, a total of 459 men versus >>



Course participants learn how to repair engines, Luang Namtha province, Laos



Course participants
in the production
of brooms, Bokeo
province, Laos

142 women were participants. If one looks at the individual courses more closely, household-proximate activities – mushroom and fish farming, tailoring, cooking and also poultry-raising – were clearly attended more by women. An important lesson is: A needs assessment must be carried out at the beginning of the process; and it depends on the offer if you want to reach men and women alike.

New skills for more opportunities in the labour market

The analysis further shows that the participants are usually very young – half of them are between 21 and 30 years old, another quarter between 31 and 40 years old. These are therefore especially those people who are now productive and will remain so for a longer time. Three-quarters of the participants are located in the respective provincial capital or the surrounding area. About half belong to one of the 49 so-called “ethnic minorities”. It is significant that almost all participants have attended parts of the primary and/or secondary school system; more than 80 percent of them however have no professional training. They derive their income from agriculture or often from family-based

small businesses. Many of them want to further qualify themselves in order to develop their skills and find a job.

Many of the participants particularly emphasised the usefulness of the practical courses, an important clue for the further operation and design of the centres. It was also found that traditional channels of communication remain effective. So spreading the information through village chiefs and mayors was more important than announcements in newspapers, TV, radio or through friends and relatives. In the assessments of the courses, the values “good” to “very good” clearly stood out.

The IVET centres, DWV International and GIZ have shown, with the operation and evaluation of these courses, that an extension with greatly developed services and therefore higher numbers of participants would be justified. Through the use of existing infrastructure, the costs per participant per day – usually only five to ten euros – are very low. The centres thus provide a major contribution to fix the shortage of skilled labour complained about almost daily in the Laotian Press. ●

Recognition of informally acquired professional knowledge – an example from Belarus

The recognition of informally acquired knowledge is an important issue for the labour market worldwide. In this context, Adult Education and therefore also DVV International is in demand. 2013 in Belarus, in a joint project with DVV International, the Republican Institute for Vocational Education and Training (RIPO) and the Technical Vocational College for Metalworking, managed a small but sustainable partial success for the automobile service area.

Many auto mechanics earn sought-after expertise in informal ways

Changes in the law oblige private garages in Belarus – that is about 3,000 small and medium-sized enterprises – to authenticate the formal qualification of its salaried mechanics or mechatronics engineers. This also applies to workers in the informal sector who want to become self-employed and start their own company. A national survey of workshop owners shows, however, that many car mechanics acquired their expertise through informal means – for example with regard to the growing use of electronic tools and diagnostic technology in the repair service for the many new car models and foreign automobile brands.

In Belarus, as in many places, there is a lack of regulations and mechanisms for the validation and recognition of informally acquired knowledge and skills. The joint project provided an opportunity to recognise this knowledge in the context of existing legal regulations. The course participants, on completion of the course, were awarded a nationally recognised certificate that corresponds to a vocational school diploma.

Keeping pace with technological developments

An analysis of the training needs of employees of small and medium-sized enterprises in the field of auto mechanics for modern vehicle models provided the starting point for the development of new demand-driven training offers. The analysis also revealed that, in particular, keeping pace with technological developments and the imparting of basic entrepreneurship skills were important issues.

On this basis, RIPO specialists developed joint training units for the professions auto mechanic and tire fitter. This was piloted in a first course for 32 auto mechanics – both employees of small and medium-sized enterprises as well as >>

Participant in a training course for qualification as an automobile mechanic at the Technical Vocational College for Metalworking in Minsk



unemployed people without formal qualifications – on a specially acquired modern training vehicle of the brand VW Golf. The course programs were supplemented, after the additional purchase of diagnostic technology, with learning units for automobile diagnosis.

Reach more audiences through Distance Learning

Building on that, elements of distance learning were developed. This should, in the future, also give employed or self-employed auto mechanics in remote areas of Belarus the opportunity to receive further training and get formal recognition for their informally acquired skills without being pulled away from their workday.

A new training module – Basic Entrepreneurial Skills for Garages – pays particular attention to the interests of small and medium enterprises and start-up entrepreneurs. The project is geared to the specific needs of the economy and the labour market and is also aimed at previously neglected target groups such as people with no vocational qualifications. In addition, the creation of networks with small and medium-sized enterprises will ensure the dissemination of the project results and their sustainability.



Graduates of a training course for qualification as an automobile mechanic with their completion certificates

The introduction of modern concepts such as eLearning/ Distance Learning enables a way to provide cost-effective training and thus to save resources. Financial support by DVV International also allowed equipping the new programs with appropriate modern teaching aids. ●



Dmitriy, course participant, 31 years old

“I work in a repair shop and see the free training as a unique opportunity. Now I can have my informally acquired knowledge recognised and learn many new things as well. Good work security and social security are especially important for me because I am not only responsible for myself but also for my family.

The training also helps me to develop myself personally, and it boosts my self-confidence. After the training I can imagine starting my own business and opening an auto repair shop. I will then be able to very well use what I have learned.”



Valdimir, course participant, 21 years old

“The RIPO and DVV International training is a great opportunity for me. I can specialise in two professions simultaneously and in the future work as an auto mechanic as well as a tire fitter. This will certainly increase my chances in the labour market.

I can bring my existing skills into the further training and collect professional experience and improve my skills. In the end I'll have a double diploma with a state certificate. This will make it easier for me to find a permanent job.”



Discussion about a new development agenda



An inclusive educational goal for the “post 2015” development agenda

When in April 2000 the World Education Forum in Dakar adopted the six goals of their initiative “Education for All” (EFA), there was great relief. Two goals dealt explicitly with adults, with their learning needs (goal three) and specifically with adult literacy (goal four). One had reasonable grounds to assume that in the future a holistic understanding of education would be at the centre of the development agenda. But these six goals very soon lost their importance. The resolutions adopted at the UN General Assembly in September of the same year, the so-called “Millennium Development Goals” (MDG), soon dominated the discourse – and they reduced education to primary education. Since then we have witnessed a fatal narrowing of the education sector to just this partial – though undoubtedly important – aspect.

International lobbying for an inclusive education goal

In 2015, EFA and MDG come to an end. For us as adult educators this means that with our allies we again have to fight to anchor a holistic understanding of education in the “post 2015” Development Agenda. That this is not easy, of course, is self-evident given the plethora of actors, processes and interests, the efforts of which it is important to coordinate. In close coordination with UNESCO, DVV International and its partners are committed to an inclusive education that guarantees access to quality education for all, irrespective of age, gender, religion, or income. We issued a plea for an independent educational goal “Quality Education and Lifelong Learning for All” within the new agenda and for the preservation of “Education for All” as an educational agenda. “Education for All” can then take >>

over the task of breaking down the overarching goal of education into the individual sectors, such as early childhood education, primary and secondary education, vocational and higher education, Adult Education and non-formal learning and to formulate individual goals for each.

As part of the global lobbying efforts, DVV International was involved in various ways in the debate in 2013 as well. We supported the International Council for Adult Education (ICAE) professionally and financially in the creation of a lobbying strategy. The advocacy guidelines endorsed by DVV International make it easier for ICAE members to better understand the complex structures of “post 2015” processes and find starting points for activities at the national level.

In Germany one focal point of the efforts was in the dialogue with the Ministry for Economic Cooperation and Development (BMZ) which has the lead role in the “post 2015” process. In particular in the dialogue with the Education Department, there was repeated exhortation – with some success – to allow for a holistic understanding of education. At the European level, DVV International joined in the debate at the European Development Days which took place in Brussels in November 2013 where, at a workshop offered jointly with the European Adult Education Association EAEA on “Lifelong Learning in Development Cooperation – an Unfinished Agenda”, there was considerable interest.

A global inventory

A key global partner in the debate is the UNESCO Institute for Lifelong Learning (UIL). DVV International participated, among other things, in various events, such as in the Arab region and in Europe for the launch of the “Global Report on Adult Learning and Education” (GRALE) produced by the UIL. This report provides an inventory of our sector. It is an instrument which is not to be underestimated in the debate about the educational objectives of the future development agenda. This closes a gap: globally, for the first time, there is an attempt to define Adult Education and non-formal education and to express trends.

In addition to that, DVV International is a valued interlocutor of UNESCO in regional consultations; in particular the excellent cooperation with the UNESCO Regional Office in Bangkok needs to be highlighted here. ●

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More information about the MDGs at
www.un.org/millenniumgoals

More information about EFA at
<http://bit.ly/1dyzpli>



“Post 2015”
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“Adult Education needs an independent global process”*

Interview with Prof. Dr. Rita Süßmuth



Prof. Dr. Rita Süßmuth is President of the German Adult Education Association. From 1987 to 2002 she was a member of the German Parliament. 1988 to 1998 she served as President of the German Parliament. In 1997 she was Chairperson of the UNESCO Conference on Adult Education, CONFINTEA V in Hamburg. In the interview, she speaks about her assessment of the debates taking place currently around the globe, and the effects of the CONFINTEA process.

Prof. Süßmuth, when you think back to CONFINTEA V in Hamburg in 1997, what were the most important results for you?

Rita Süßmuth: A new world opened with the first ever inclusion of civil society representatives and NGOs to the UNESCO Conference on Adult Education, which previously had a government-only delegation format. The NGO representatives were a very dedicated, assertive and rebellious group. They brought important issues to the table that previously were paid less attention to, whether it was Education for All or formal and informal education. They significantly influenced the outcome of the conference. The negotiations were not always easy because of the heterogeneity of the participants and their partial lack of experience with such processes. However, the result has proven itself to be extremely stable.

The 10 thematic headings in the final statement – Agenda for the Future – represented a milestone in the development of global Adult Education; many of them are still highly topical. For me, and I think I can speak for many of the former participants, we felt a new spirit of optimism at CONFINTEA V.

CONFINTEA today: How do you assess the results of Belém and the importance of the process? Do we still need the CONFINTEA process?

Rita Süßmuth: Let me put it very clearly: Adult Education needs an independent global process. Otherwise it is in danger of drowning in other contexts. We continue to require a global forum in which we can articulate achievements and non-achievements within important topics – just think of literacy or the question of the marginalised – and can discuss all the facets.

2015 is going to be a crucial year. The Millennium Development Goals (MDGs) and the Education for All (EFA) process are coming to an end and have to be renegotiated. How would you judge the debate so far?

Rita Süßmuth: If we first ask ourselves what has been achieved, the result is a mixed picture: On the one hand, the importance of education for human development – that is my impression – is being increasingly recognised. The proportion of people who have access to education has increased. Compared to the beginning of the century, 50% fewer people are today excluded from education. But there are still many people excluded, particularly in the poorer countries. We must continue to ask: Who does not belong to the “for All” in “Education for All”? My impression is that the old exclusions are also the new exclusions. Take only the situation of people with disabilities, where still, in many cases, the old prejudice, leading many to think that it is “not worth training” these people, still has a powerful effect though it was refuted long ago by brain research. Unfortunately, many of these exclusions affect even highly developed countries; I would like to remind you of the situation of the Roma in Europe. Considerable investment in teachers and their training is still required. We also need buildings, and we must work with parents at the local level in order to make progress.

Although I take a positive view of the breadth of the debates, I also see a danger in the developing structure of power relationships and alliances that care primarily about protecting resources and neglect the weak, and those people and regions affected by poverty. For education, that means a dominance of cost/benefit calculations that completely loses sight of our starting point: understanding education as a fundamental human right. >>

What are the key messages of Adult Education for the next decade?

Rita Süßmuth: The first step is to try and do what we have not yet achieved, for example in the field of literacy and basic education. Then we must make it clear that it is the goal of education to put people in a position individually, socially and professionally to lead an independent life and to practice Lifelong Learning. Lifelong Learning is still a stepchild in our society. Even in developed countries, it is not the rule that everybody practices Lifelong Learning, rather it is a very personal decision to learn lifelong. There is often a neglect to inform people about the fact that without continuing education they will not be able to maintain their position in society or to win it back. It cannot be surprising that many people find life in the accelerated development of a globalised world dangerous and overwhelming and therefore reject it.

The future is hard to predict, but one thing we know for sure: the more frequently and intensively people have the opportunity to discuss future opportunities and associated risks with each other and work out solutions, the lower the unsettling impact on their daily lives.

You have been President of the German Adult Education Association for 25 years. Why is Adult Education so close to your heart?

Rita Süßmuth: Because Adult Education – rather, learning from the very first hour of life to the end of life – is, for me, a matter of concern and a challenge that we ultimately have to take seriously. As quickly as possible, Lifelong Learning, and that includes Adult Education, needs a legal classification in education and it needs adequate funding.

Education for All only makes sense in the context of Lifelong Learning and its yet pending implementation. It is a scandal that Adult Education is still not fully integrated into the education system. ●

* A long version of the interview was published in the journal *Adult Education and Development*, issue 80/2013.

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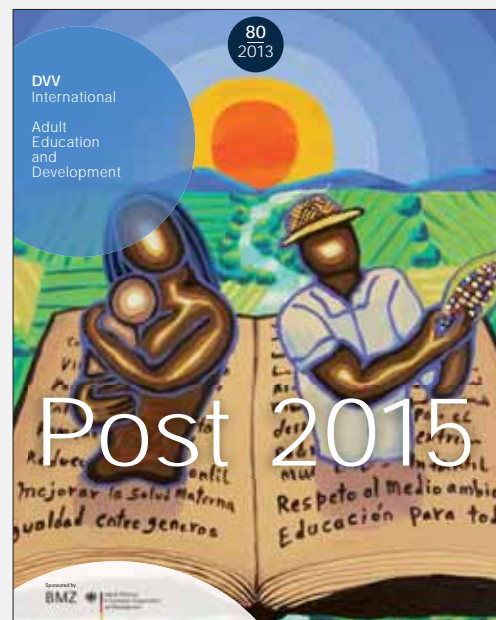
The Final Declaration of the CONFINTEA V
“Agenda for the Future” can be read at:
<http://bit.ly/LAZSn4>

International journal *Adult Education and Development* on “Post 2015”

Issue 80 of *Adult Education and Development* explores, from the perspective of Adult Education, the importance of the Millennium Development Goals which expire in 2015. Authors from around the world discuss what a future agenda might look like after 2015. Prof. Dr. Rita Süßmuth, President of the DVV and Dr. Auma Obama, sister of the U.S. President, talk about the role of Youth and Adult Education in societies. Interviews with learners from around the world, a photo-reportage and important key documents complement the debate.

The journal, published since 1973 by DVV International, has been redesigned to mark its 40th anniversary in 2013. It is now published once a year about a priority issue in a new layout. The editorial team is supported by a ten-member international editorial advisory board which met for the first time in Berlin in March 2013. *Adult Education and Development* will henceforth be published in cooperation with the International Council for Adult Education ICAE, who organises an online seminar on the topic as an addendum to each print edition.

The journal is published in English, French and Spanish and in 2013 was sent to subscribers in over 160 countries, especially in the global South.



More information, the latest issue as a download, and the ability to subscribe can be found in the heading “Publications” at www.dvv-international.de. A free print copy can be ordered at info@dvv-international.de

IV. Adult Education in conflict areas



How Adult Education can help prevent internal conflicts – a case study from Guinea

Since 2011 in Guinea, West Africa, DVI International has been examining approaches to render local politics more democratic, more transparent and bring it closer to its citizens and thus prevent conflict and violence.

Guinea has been shaken in recent years by internal conflicts that were sometimes fought with violence and brought the country to the brink of disaster. Many economic activities came to a standstill, crime increased and the supply of public services for the population dwindled. For years, there were no elections. People began to lose hope that a well-run state system can provide for peace and progress. In such a situation political and/or religious extremists easily gain ground, and often only loyalty to the own ethnic group and family counts. The pent-up pressure can be detonated at any time by violence.

Resolve conflicts constructively and peacefully

In the coastal region bordering Guinea-Bissau, around the city of Boké and some of its communities, DVI International and its partner organisation Centre d'Analyse et d'Appui pour le Développement Economique et Social (CADES) support the population in order to break this vicious circle. Together they are finding a way, even under the difficult circumstances, to provide development and community-oriented work in order to relieve tension and to improve the general living conditions, or at least to stabilise them. For this purpose, a new approach, consisting of two components, is being tested, which involves both the citizens and their elected representatives.

For one, the educational work is concentrated on adult men and women as well as young people from the communities of Kolabouri and Kamsar, but not only the >>



Further training for local councils in Kolaboui, Guinea

essential basic techniques of remedial learning, of reading, writing, mathematics, basic business knowledge and basic knowledge in health and family planning. In addition to that there is also a discussion with interested citizens about which conflicts exist in the community or are emerging and how these could be resolved constructively and peacefully.

The largely self-organised groups bring existing problems to the agenda themselves, and then – supported by CADES – enter into dialogue with local authorities, security forces and also with parties that would not otherwise readily have discussions with each other.

Training of parliamentarians for transparent governance

The second approach focuses on working with representatives. Many internal conflicts arise from poor, undemocratic and/or non-transparent governance. In two model projects work is being done with elected representatives in the local councils of Kolabouri and Djandjan so that they can actually contribute to the decision-making processes on the basis of disclosed and understandable facts. They should also be empowered to shape and control the use of available resources and the preparation of municipal budgets.

Officially, political decisions, the preparation of municipal budgets as well as the conception and design of local development in Guinea are decentralised. But if the majority of the elected representatives cannot even read, let alone understand a community budget plan, this may not work in practice. Therefore CADES, in regular meetings with the deputies, deals not only with “political” education, but especially with basic knowledge, without which the community representatives and agents cannot carry out their jobs. These have now established committees to scrutinise the work of the authorities and, for example, check calculations, to see if the funds in the budget are actually spent for the benefit of the population.

The approaches supported by DVV International and CADES not only improve local governance and prevent corruption and conflicts. They also lay foundations so that the desired decentralisation can really work. And they ensure that women, whether representatives or simple citizens, can express themselves better. They have previously had far less access than their male colleagues to education and are now catching up quickly. A possible indication of the effect of these measures is the fact that despite an abundantly turbulent election month in the fall of 2013, in the communities in the project area it remained quiet.

Because this type of Adult Education work for partner organisations of DVV International in Guinea is still quite new, trainers are trained and even further prepared so that they can then act in the participating communities in the national languages.

Using the experience in other regions

The work of CADES was honoured by the World Bank, and the project implemented by DVV International and CADES was evaluated in late 2013 with the clear recommendation to continue it and to enable the qualification of other partners so that the work can be extended to other regions.

Since autumn 2013, things are slowly picking up again in Guinea. With a newly elected President and Parliament and the slow reawakening interest of investors, there is hope for improvement. In order to stabilise this trend and to avoid the return of crisis-escalation of the situation, development cooperation is still well advised to invest in approaches that can prevent crises. Adult Education is ideally foreordained for this purpose. DVV International is currently using the experience collected in Guinea to also plan similar programs in other countries. ●

A training centre for Syrian civil war refugees

The Civil War in Syria made the world apprehensive in 2013 as well; almost every day we received news of new atrocities. Millions of Syrians have become refugees; it drove most of them into the neighbouring countries of Jordan, Lebanon and Turkey.

Due to the political situation, DVV International had to break off its involvement in Syria in 2011. Since the middle of 2013, the Institute has been committed to improving the living conditions of Syrian refugees in Turkey and to promote peaceful coexistence between refugees and locals. On 15 August 2013, DVV International opened an education and community meeting centre for Syrian refugees and the local population in Kırıkhan in southern Turkey near the Syrian border.

A piece of “home away from home”

The centre is aimed at the many refugees who have settled outside the official camps in private houses in Turkish border towns like Kırıkhan. For them, the centre should be a starting point and also a piece of “home away from home”.

The courses are designed to help the often traumatised refugees to find their way in their new surroundings, to be able to forget their stressful everyday life for at least a few hours and not experience the time in exile only as “lost time”. For children there is a regularly recurring art workshop which is carried out in such a way as to accompany the psychological care of the children. However, adults are the main target group. They too receive psychological support. They can, for example, learn Turkish or English or further their professional development. The vocational

training opportunities in particular should open up opportunities for a life after the crisis, even if the future is uncertain. In the vocational training courses participants learn, for example, how to make soap or make “Cezero”, a well-known sweet specialty made from carrots. Courses in growing vegetables, different types of manual labour as well as the use of computers are offered.

Promotion of exchange between refugees and local population

However, it is not only the refugees but also the local population that suffers from the overall situation. Kırıkhan has 95,000 inhabitants. At the end of 2013, some 25,000 refugees were living there. In order to support both groups and reduce tension, all offers are open to the refugees and the local population alike. Common activities such as football tournaments or theatre courses are undertaken to promote exchanges between the locals and the newcomers and support a peaceful coexistence.

20 Turkish and Syrian staff are employed in the education centre which was built by DVV International in cooperation with local NGOs and with the financial support of the Federal Ministry for Economic Cooperation and Development (BMZ) and Diakonie Katastrophenhilfe (DKH). A further undertaking is planned in 2014. ●



Dr. Anton Markmiller (left), Director of DVV International, at the opening of the centre in Kırıkhan

Parallel to its undertaking in Kırıkhan, DVV International initiated projects with Syrian refugees in Jordan in 2013.

Since the beginning of the Syria crisis, almost 600,000 refugees have been registered in Jordan. Most of them are between 18 and 35 years old. The cities and communities in which the refugees are settled have great difficulty in guaranteeing the supply of provisions. In some places the number of refugees already exceeds that of the local Jordanian population.

In cooperation with two community centres in the north of Jordan, DVV International launched joint education projects for Jordanian and Syrian refugees. As in Kırıkhan, the participants have the possibility to acquire knowledge and skills that they can use and contribute in their current situation, but also in the future in case of a return to Syria.

In addition, the community centres are centres for the imparting of further assistance and promotion of common neighbourhood initiatives of Jordanians and Syrians. These joint offers make an important contribution to conflict prevention.

Shaping the future – Adult Education in Afghanistan



Literacy course in the province of Balkh

DWV International has been involved in the education and training of young people in Afghanistan since 2002. Along with the jointly founded Afghan National Association for Adult Education (ANAF AE), DWV International operates education centres, especially in the north of the country. In 2013, the number grew to a total of 19 centres, including 14 Adult Learning Centres (ALC) and five Community Learning Centres (CLC). This undertaking is being funded by the Ministry of Economic Cooperation and Development and the Foreign Office. It will continue even after the withdrawal of international troops.

Future prospects, especially for the younger generation

The Afghan population is young, about half are under 15 years old. Despite previous success in building up the Afghan education system there are still far more than 30 percent of children who are not enrolled in school. The classes are overcrowded, teachers are often not adequately qualified.

Although the drop-out rate is still high, the number of students who complete the twelfth grade will increase to 500,000 in the coming years. To enable as many pupils

as possible to receive a qualified diploma, the learning centres carry out additional teaching, especially in the natural sciences for students in grades nine through twelve. The future of the country depends mainly on their knowledge and their skills. They can make important contributions to economic growth, but they often lack important knowledge and skills. The offer of qualified vocational training measures is insufficient and access to universities is limited.

Better opportunities in the transition from school to work

The educational programs of DWV International and ANAF AE strengthen young people; they acquire a better chance of making the transition from school to university and into working life.

The education centres promote the employability of young people in the labour market through computer and English language courses and qualify them for the business and office spheres. University students can complement their knowledge deficits in the learning centres and gain additional qualifications. In 2014 a new vocational college will be opened – in cooperation with Afghan companies – that will offer a two-year training program in the fields of business, IT and finance.



TOP: Mathematics class in an Adult Learning Centre in Kabul



LEFT: Literacy course for women in the province of Balkh

The demand for training courses is enormous. Last year more than 150,000 young learners attended the educational programs of the learning centres; around 30 percent of them were women. The training of more than 300 young teachers in the centres, their methodological and didactic skills, was a major focus in 2013.

New forms of community-based learning

With the opening of five Community Learning Centres (CLC), local communities were involved in the education work. The education programs, including literacy classes, strengthen local development.

The Community Learning Centres provide a platform for new collaborations with other public institutions, for community-based health and social services such as vaccination programs and food distribution. Women's organisations carry out civic education. The local councils, Shuras, have their meetings there and take part in decisions on the development of the education programs.

Literacy is the best investment for poverty reduction

Another focus of the work of DVV International in 2013 was to promote cooperation between government and

civil society education providers in literacy. Only through joint efforts can the education system develop further.

The illiteracy rate in Afghanistan is extremely high by international standards. It is estimated that over 70 percent of the adult Afghan population are illiterate (about ten million people). In many rural areas, only eight percent of women can read and write. The high rate of illiteracy affects economic and civil society development and is a breeding ground for violent conflict.

ANAF AE and DVV International, in particular in the rural communities, offer literacy programs and train literacy mediators and intermediaries. About 19,000 learners – 80 percent of whom were women – have so far attended the literacy classes. Participants not only learn reading, writing and arithmetic, but in the courses also reflect on their role in the family and community, learn new knowledge about health and hygiene and develop ideas for their own economic activities. This has a direct impact on families and on the schooling of children. In order to promote literacy in Afghanistan in the next few years, combined efforts from all stakeholders are necessary. >>

DVV International and ANAFEA made important contributions to the development of the new national literacy strategy and for the opening up of transitions from literacy into the formal education system as well as into vocational training.

Through targeted cooperation with the media in the provinces and at the national level, attention has been brought to the dramatic underfunding in this area, and promoted awareness of the role of literacy in the future development of the country. ●



Sonia, course participant from Kabul

“I am Sonia. I was 22 years old when I began studying English and computer skills. This was in 2010, when ANAFEA and DVV International opened the Adult Learning Centre near our house in district 10 of Kabul city.

When I was a child, the English language and computer skills were not essential subjects to learn. They were not required to be used in the offices too much. Also, there were not many learning centres. Besides, while the Taliban regime held the reins of power for 5 years, they allowed women neither to exit from their houses nor to study. After the Taliban regime had been toppled, English and computer skills became a fundamental and integral part of government and foreign institutions.

My life changed miraculously after I learned English and computer skills. In two years I fulfilled my expectations and hopes. After I graduated from school, I started working part time. In the meantime, I go to university. I can pay the expenses of my university and feed my family through working as an office assistant and data entry clerk in a USAID funded project called Afghan Rule of Law (ARoLP) in the Supreme Court of Afghanistan. I love to help the forlorn people of Afghanistan and the young generation of my country so that they will have a bright future.

My message to other adults is this: I never accepted a hand-out, but I accepted a hand-up. Your future success is up to you – why not you? There will never be a change unless you make a change. Reprogram yourselves to focus on who you want to be. The past is the past. The present will pave the road of your future and you should attempt to find a fruitful future.”



Roshan, course participant from Kabul

“My name is Roshan. I started to learn reading and writing when I was 60 years old. When a literacy learning centre was established near our house, I and some other ladies from our region went there and found the lessons very educational and useful. My enthusiasm and interest led me to ask permission from my family, after which I was admitted to the course. I am very happy that I learned reading and writing within nine months.

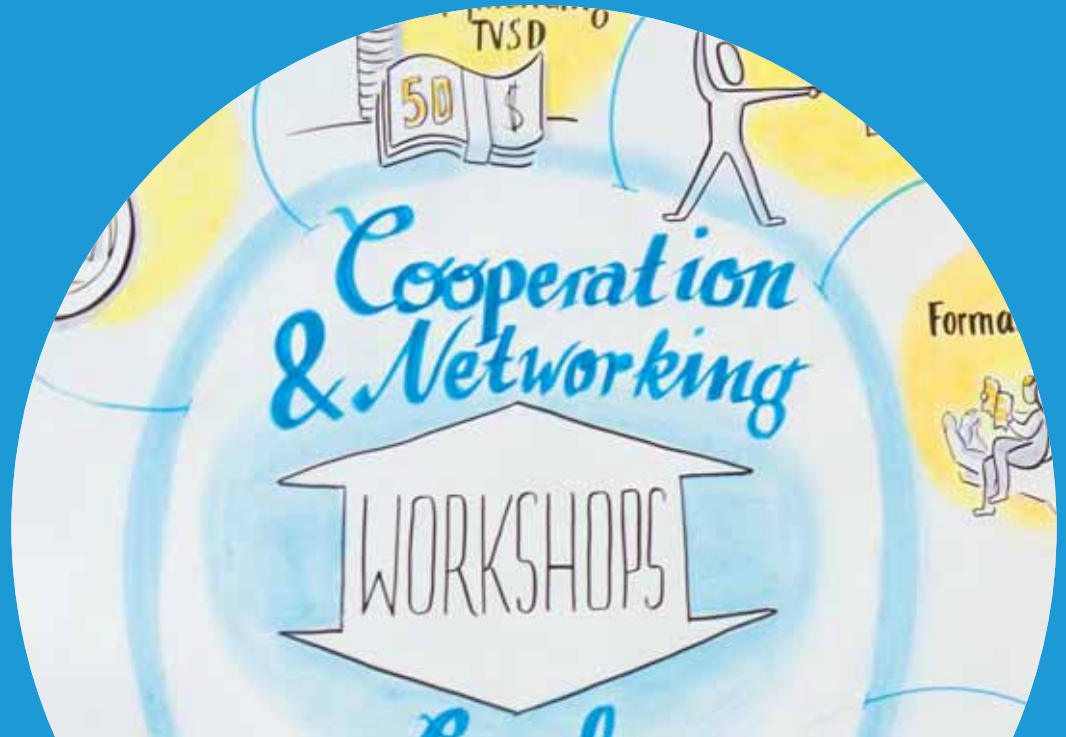
I didn’t learn when I was a child because my father and mother were illiterate and their prejudice blocked me. But now I have the opportunity and I like to study and want to be able to get education until the last day of my life.

My life has changed a lot through studying and learning. I was an illiterate person who couldn’t even write my own name. But now I can be a good teacher for my children and other illiterates. I can also gain admission to class nine in school. I can find addresses very easily and now I don’t need to ask someone else for directions. I can also read the advertisement boards and signs as well.

As an Afghan woman and as an elderly woman who was deprived of reading and writing, my message to all those who are illiterate is: Learning doesn’t stop when you are old. As our great Prophet said: Seek knowledge from the cradle to the grave. I urge all women who – for whatever reason – are illiterate to continue their learning and to be at the service of their family and community.”

v.

Strong Networks for Lifelong Learning



Networking at DVV International

The promotion of and participation in networks has a long tradition at DVV International. The Institute sees itself as part of the global solidarity of civil society structures that want to make Lifelong Learning accessible for everyone, especially for people who are poor and disadvantaged. DVV International commits itself directly for that in the International Council for Adult Education and the European Association for the Education of Adults.

The Institute also sees the support for networks as an important contribution to achieving its goals. Networks can strengthen the capacities of its members in a special way, to advise on their development or train their staff. Networks are indispensable when it comes to representing and defending the interests of Adult Education with state actors as well as the international donor community. That is why DVV International promotes and supports national umbrella organisations of Adult Education in many project countries. Particularly in Africa and Latin America, thematic networks, for example on literacy and gender justice, are our partners. Finally, the strong regional associations for non-formal

education in Asia and Latin America also count as our long-term partners. The interconnectedness of global Adult Education is currently acquiring a special meaning in the context of discussions about the new “post 2015” global development agenda. We will only come closer to the goal of a holistic, inclusive education across all educational sectors and forms, together, in strong alliances. In addition to the civil society networks, a key partner here is UNESCO, in particular the UNESCO Institute for Lifelong Learning in Hamburg. ●

International Council for Adult Education: www.icae2.org

European Association for the Education of Adults: www.eaea.org

Asian Association for Adult Education: www.aspbae.org

Latin American Association for Adult Education: www.ceaal.org

West African Association for
Adult Education: www.pamoja-west-africa.org

Latin American Women's Network REPEM: www.repem.org

UNESCO Institute for Lifelong Learning: www.uil.unesco.org

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Strong together – a network for women in Latin America and the Caribbean

The Latin American women's network Red de Educación Popular entre Mujeres (REPEM) has set itself the task of supporting girls and women in all areas of society in Latin America and the Caribbean. In addition, REPEM is the only network in the region that connects the struggle for women's rights and human rights to education. 180 women's organisations from various Latin American countries and the Caribbean are active in the network together. REPEM was founded in 1981; since 1997 it has been supported by DWV International and a series of collaborations have been developed together.

REPEM works in four content areas that are managed by the relevant working groups:

- Education, gender and citizen participation
- Education, gender and economy
- Education and democratisation of information
- Institutional Strengthening

Success through further training

The support from DWV International has enabled the development of a variety of training offers by REPEM. The offers are addressed in particular to multipliers and to women who have a potential for leadership positions. The training programs include skills to improve income and self-assessment (autoestima) toward a solidarity economy.

Girls and women who newly join are trained in how they can call local groups to life in order to gain political influence and thus strengthen and constantly renew the network. In 2013 REPEM trained around 500 multipliers who were able to spread their knowledge.

With a new certified course of 120 hours on social and feminist economics which was developed in 2013 and is offered over the internet, REPEM has forged a new path for online training. The effectivity of the network has been increased through two different electronic newsletters: Viene La Red (the net comes) for internal communication and La Red Va (the net goes) which is distributed regionally and has also met with interest from regional networks in Africa, Asia and Europe. The better use of blogs, Skype,



Facebook and video conferencing has in part allowed the network to mitigate the impact of reduced financial support, among other things.

Wanted: Thematic working groups with their expertise

Regional cooperation is carried out successfully in thematic working groups. For example, the working group on the subject of education, gender and economics created a joint work plan in nine countries and developed new methodological formats, especially to make student achievement more visible. A new pedagogical and didactic tool, the "Portafolio de los Activos", which is used for self- and group analysis, is now used in many countries. The Group's success is also evident in that members are now mandated by state institutions to participate in planning and evaluation committees (e.g. at the Economy Roundtable in Bogotá, Colombia or in the Education and Women's Ministry in Montevideo, Uruguay).

Representing women's interests in local, regional and international bodies

An important strategic approach of the network is its political lobbying for the interests of girls and women. Due to its organisational structure, which allows for a relatively high degree of autonomy of the members at local and national level, it has succeeded in various communities, such as in Mexico, Colombia, El Salvador and Uruguay, to influence the local development plans. REPEM groups have participated in campaigns and political action to defend the rights



PAGE 26: The head of the Mayan ADICI organisation speaks on the exchange market for genetically non-manipulated seeds in Guatemala

PAGE 27 TOP LEFT: Indigenous women swap seeds and genetically non-manipulated seeds

PAGE 27 TOP RIGHT: Conference participants at the II. "Encuentro Andino" in Puno, Peru



of women and against human rights violations against women, children and adolescents. In several countries, action plans and strategies were developed to influence the education area in order to improve working conditions for women, reduce violence against women and to strengthen the rights of women in the economy.

In the future as well, REPEM will be active in the fields of education, social economic development and gender equality. In particular in the "post 2015" process, the international debate about a new development agenda after the expiry of the Millennium Development Goals, and in advance of Cairo +20, the successor to the UN World Population Conference in 1994, a strong commitment to the preparation process is emerging. Furthermore, REPEM has an important advisory and supervisory role in the Latin American educational objectives, the so-called Metas Educativas 2021, together with the Latin American Association for Adult Education CEAAL. ●

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More information:
www.repem.org

Interculturalism and bilingualism – a regional issue in the Andean region

In 2013 as well, intercultural bilingual education was a focus of the work of DVV International in the Andean region. Quechua is regarded as the most widely spoken indigenous language in the region next to Spanish, the official national language. Through the development and implementation of bilingual education programs for youth and adults, a more active participation in social and political life, especially of the indigenous population, is to be made possible.

From the 18th to the 22nd of September 2013, Adult Education professionals and experts, as well as representatives of national Ministries of Education in Ecuador, Peru and Bolivia, met in Puno (Peru) for the second so-called Encuentro Andino, a cross-regional conference in the Andean region. It focused on the "development and implementation of curricula for intercultural bilingual education for non-formal Youth and Adult Education." The participants exchanged their various experiences with intercultural, bilingual education from their respective countries and developed key elements for the design and realisation of corresponding curricula.

The individual delegations also formulated specific goals and actions to be pursued at regional, national and/or local level. In order to firmly anchor the issue in the region, all civil society representatives and the governments involved in all the countries are to be included, informed and have their awareness raised.

IALLA, let's go! Networking for Education in the Arab World

At first glance, the Arab region, which extends from the Middle East through the Gulf States to Mauritania in North Africa, seems to have the ideal conditions for regional collaboration and unified representation: around 420 million people speak the same language and point to a common culture and identity. Especially in education, one would expect a lively exchange and concerted actions. After all, over half of the Arab population is under 25 years old; most of the education systems are outdated and education reforms are being spoken about by everyone.

No common regional voice

However, there is hardly any regional cooperation, no common voice for educators in the Arab world. The International Council for Adult Education (ICAE), the umbrella organisation of civil society organisations who are committed to Lifelong Learning, has been complaining for years that there are barely any Arab actors active in the association, so that there are almost no contact persons in the region.

This may on the one hand be due to the political fragmentation of the Arab world in which there are only weak regional institutions; the focus – especially in education policy – lies at the state level and Adult Education and Lifelong Learning are still not an integral part the education system. Nevertheless, decision-makers are gradually coming to realise that Adult Education as an element of Lifelong Learning is a key to political, economic and social development, which was so convincingly called for by so many in the Arab Spring.

IALLA training academy for the first time in the Arab world

To emphasise the role of education for social change, and above all to integrate young education stakeholders from civil society in international debates and committees, the International Council for Adult Education IC AE has used a special instrument: a training course, which, under the title IALLA, might be familiar to some, and since 2004 has been held annually in various regions of the world. IALLA stands for the IC AE Academy for Lifelong Learning Advocacy – and, by happy chance, means “Let’s go!” or “Go!” in Arabic.



Participants in the further training academy
IALLA 2013

With the assistance of the Middle East bureau of DW International in Jordan, IALLA was brought to the Arab world in 2013 for the first time, and Arab participants were invited.

So, about 30 young educators sat down in September for two weeks and concerned themselves with education and Lifelong Learning as a human right, with international institutions, strategies and campaigns, as well as with lobbying instruments. The group grew closer together through the in-depth discussions, role playing, a joint public event with UNESCO, IC AE and the Arab Campaign for Education for All to mark World Literacy Day, through trips and celebrating together and developed a strong identity as a part of the global “IALLA family”. In the final days there was a real spirit of optimism among the Arab participants. Committed, the group made plans for joint actions in the future.

Strengthening networks and building new collaborations

One outcome of the discussions was the realisation that there are some Arab educational networks, for instance the Arab Network for Literacy and Adult Education (ANLAE), the Arab Campaign for Education for All (ACEA), the Arab Network for Human Rights Education (ANHRE), as well as the Arab Network for Popular Education (ANPE). Plans were made to work more closely with these networks and

bring them together to explore opportunities for cooperation. In addition, suggestions were made for a more substantial involvement of Arab actors in international events and processes. Viewed as possible points of concentrated focus for this were Global Action Week – a yearly global week of activities on a variety of educational issues – as well as a regional follow-up conference of the International Conference on Adult Education CONFINTEA, or the debate about the redefinition of global development objectives.

So IALLA 2013 was the launchpad for greater cooperation from and with education providers in the Arab world.

In a follow-up meeting it became clear that some networks already cooperate here and there and want to expand their cooperation. However, one thing wants to be made certain, the acceptance of a concept of education similar to that of Paulo Freire in order to counter the authoritarian and instrumentalist concepts of many governments. They are already working on a joint declaration and an event for Global Action Week. And they want to hone their tools for networking and lobbying – including through a specific version of IALLA in the Arab world. DVV International and ICAE support this process for the gathering of strength. Let's go! ●

Volume 67 of the DVV-International publication *International Perspectives in Adult Education* deals with the topic of “Adult Education and Social Change. Jordan – Palestine – Lebanon – Syria – Egypt”.

The publication was published in 2013 in English and Arabic and can be ordered free of charge from **info@dvv-international.de**.

It is available on the Internet – also for download – at **www.dvv-international.de**.



A European Journalist Network for Adult Education

Since 2006, DVV International has been a partner of InfoNet, the network for national and international Adult Education in Europe. For the online platform **www.infonet-ae.eu**, correspondents from over 30 European countries report on Adult Education in their countries and analyse European developments. Since 2013, InfoNet has cooperated with the online journal Lifelong Learning in Europe (LLinE).

DVV International complements the European perspective of InfoNet and LLinE by supplementing it with international experience. The Institute reports regularly about its worldwide projects and on the developments and challenges of Adult Education in developing and transition countries.



The correspondents from InfoNet at the 2013 annual meeting in Tallinn

InfoNet: **www.infonet-ae.eu**
LLinE: **www.lline.fi/en**

WEB

VI.

DW International and the VHS (Adult Education centres)



Learning from each other – German-Turkish cooperation project for Adult Education

The German Adult Education centres (Volkshochschulen, VHS), with their vast experience in the field of Adult Education/further training, are highly sought-after partners of various educational institutions in many countries. In 2013, cooperation began between the German Adult Education centres and the Turkish Adult Education centres (Halk Eğitim Merkezi, HEM). Similar to Germany, the Turkish HEM are organised throughout the country. With over 1,000 centres, they offer, depending on the needs of the region, a wide range of education and training. In this way they reach a wide variety of levels in the population.

“Learning from each other” is the project that was initiated in April 2013 by DWV International and the Turkish YUVA association in cooperation with the Turkish Ministry of Education. Through the exchange of experience and knowledge, the capacities of the Adult Education centres in both countries are strengthened. The project was funded by the German Foreign Office, the Turkish Ministry of

Education and the European language test provider Telc, a subsidiary of the German Adult Education Association.

Guiding German language learners successfully to the test

As an inauguration, from 19 to 24 August 2013, a Summer Academy on “communication-oriented language teaching in German as a Foreign Language (GFL)” took place in Berlin. 15 teachers from different Turkish cities participated. The training showed them how they can better prepare their course participants for the methodological requirements of the respective language tests in the future. One focus was on the furtherance of oral communication in the classroom, for example, through role-playing.

In addition, there was a discussion about how the “Common European Reference Framework” can be used effectively in teaching and how German language learners in Turkey can be successfully guided toward a Telc certificate.

The guests visited German lessons being given in the context of integration and classes for parents at the Adult Education centres Berlin-Mitte and Berlin-Neukölln and were able to analyse the teaching methods together with the Telc administrators.

Knowing and using differences and similarities

From 23 to 28 September, ten HEM Directors visited Adult Education centres in Germany. Each HEM Director interned in an Adult Education centre and was able to have the opportunity to experience the work of the Adult Education centre in various fields. They were given an insight into the specifics of the federal German Adult Education system, in financing, program areas, target groups and marketing for an Adult Education centre. In October and November 2013, the return visits took place; ten specialist division heads (German as a foreign language) traveled to their respective partner HEM to get to know their work in more detail, especially in the field of German as a foreign language.

The final conference on “Innovative approaches to foreign language education in Turkish HEM and German VHS” took place from 18 to 20 November 2013 in the HEM Kadikoy in Istanbul. 65 participants from Adult Education centres, ministries and other governmental and non-state institutions from Turkey and Germany discussed topics which included the role of HEM and VHS in urban and rural areas in Turkey and Germany, as well as innovative approaches in the field of German as a foreign language in Germany and in Turkey. They also exchanged ideas about the qualification of GFL teachers, learner autonomy and learning orientation in the bringing of literacy to migrants and the development of standardised tests.

In an evaluation workshop, both the Turkish and the German colleagues assessed the project as very useful and inspiring for their own work. Ideas were developed for a continuation of the project, such as the training of Turkish teachers at German VHS, mutual teaching internships, further experience exchanges on the educational opportunities for migrants or the further development of teaching materials. ●



Yasar Abasiyanik, Director of the HEM in Kastamonu

Yasar Abasiyanik visited Hersheid in September 2013 as part of a project week.

“My visit to Germany was an inspiring experience for me, I learned a lot. I didn’t know, for instance, that the Adult Education centres are very active in the field of literacy and basic education. I was surprised to hear that there are a large number of functional illiterates in Germany.

I also found the fee system of Adult Education centres interesting. All participants must pay a fixed fee, whereas there are discounts, for example for students and the unemployed. This money can then in turn be invested in teachers and learning offers. The Adult Education centres in Turkey do not charge any fees and are solely dependent on financing from the state.

But not only on the technical, also on a personal level, I felt very comfortable in Hersheid and its beautiful green surroundings. If I didn’t live at the Black Sea, then only Hersheid would come to mind. Only the Çayci (Tea-maker) was missing.”

“Global learning in the Adult Education centre” – offers which broaden the horizon

“Global Learning” is understood as an interdisciplinary learning principle which is embedded in the context of “Education for Sustainable Development” and focuses on the global relationships between industrialised countries and developing or transition countries. The DVV International project “Global learning in the Adult Education centre” is directed nationwide at all the departments of the German Adult Education centres (Volkshochschulen – VHS). The methods and content of global education can be found in events on health as well as in language courses or in offers for political education. Adult Education centres can apply for project funding from DVV International in three funding areas: Events for multipliers, for young people from 6-29 years old and for people over 50.

In 2013, a total of 211 events were able to be supported, all federal states were represented, rural as well as metropolitan areas. One focus was on events that dealt with the topic of hunger, securing food and food control, such as: “How people eat – securing food in a globalised world” or “Using human rights against hunger – workshops with business games, case studies and recipes for applied human rights work”. The energy revolution was an important topic as well, with events such as “City current – what does my city have to do with the energy revolution?” Or “Climate Change – Climate Justice”. Our opportunities and responsibilities as consumers were also discussed in various events, including about Fair Trade, as for example under the caption “Think Global – Act Local: How can I be a responsible consumer?” Or “Day of Action: Behind Enemy Lines – Background of the garment industry and alternative courses of action”.



In 2013, two papers were published as part of the project: “No cause for comfort – Worldwide nutrition and food security” (in German) and “Ghana – an English speaking country”, didactic materials for instructors teaching English. They can be ordered free of charge from: **info@dvv-international.de**.

“Global learning in the Adult Education centre” is contextually and methodologically diverse and offers space for issues that affect our life together here and in the world, as two other examples of events show: “Migration and Human Rights” and “What unites us, what makes us different – understanding cultural diversity as an opportunity ... or what exactly does intercultural competence mean?”

The project is funded by Engagement Global on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). ●

WEB

www.dvv-international.de > Global Learning

“Know your lifestyle” – Scrutinise consumption critically

“Know your lifestyle – Sustainable consumption for young adults in second-chance education” is the name of the European project which DVV International, in collaboration with Adult Education institutions and non-governmental organisations in Estonia, Slovenia and Austria, has been implementing since the beginning of 2013.

“Know your lifestyle” is aimed at young adults who are at training institutions such as the German Adult Education centres (VHS) and are engaged in remedial education for a school-leaving certificate. Specially designed teaching modules and project days on “Sustainable Consumption” encourage course participants to critically question their

own consumer behaviour and provide them with the skills to use alternative and sustainable methods. During the year 2013, the initial teaching modules for second-chance education were developed and German Adult Education centres and institutions engaged in work in other project countries carried out their first project days with young adults in second-chance education. On the basis of topics close to daily life, such as the “value chain of a textile product” or “mobile phone/smartphone” they made course participants aware of the relationship between local, very personal consumption and its global implications.

“Know your lifestyle” is funded by the European Union, the Ministry for Economic Cooperation and Development (BMZ) and government bodies in the project countries.

Visible worldwide – the new image of DVV international expands the brand strategy of the VHS (Adult Education centres)



DVV International

Education for Everyone. Worldwide.
Lifelong.

As a leading professional organisation in the field of Adult Education and development cooperation, DVV International promotes the development of sustainable education systems in more than 35 international locations. As part of the German Adult Education Association (Deutscher Volkshochschul-Verband DVV) the Institute derives its identity from the Adult Education centres (Volkshochschulen VHS) in Germany. Along with the approximately 930 Adult Education centres, their 16 state associations and the DVV, DVV International initiated the first joint brand strategy of the largest German further education brand.

First nationwide corporate design for the German Adult Education centres (VHS)

In Germany, the Adult Education centre brand “VHS” is deeply rooted in people’s minds. Nationwide, more than 80 percent of people know what Adult Education is and what Adult Education centres offer: further education for all. Up to now, local and regional Adult Education centres in Germany sometimes had very different brand images. For this reason, DVV began to cross federal borders and set up the first nation-wide corporate design. The first step was the development of a common logo for the Adult Education centres. In June 2013, the General Assembly gave this first brand logo their unanimous consent. The new logo shows the common German abbreviation “vhs”, which



Layout template in the new corporate design

literally translated stands for “folk high school”, with emotional colours related to a meeting place for education, vibrancy and diversity. The logo symbolically reflects the basic beliefs of Adult Education centres, that thought is given to the encounter between people of every background, education, gender and age, and to the many offers and venues for further education. The first nationwide corporate design developed from the logo was launched by the Adult Education centres in September. By 2015 the new design is to be used exclusively in all the other education institutions in order to anchor Adult Education centres to a uniform appearance as a distinctive brand. >>

DVV International strengthens its visibility as a leading international brand

This nationwide brand strategy was extended internationally by the Institute. Within their own brand strategy process the Bonn staff of the Institute discussed their own understanding, exchanged views on the mission and culture of DVV International and sharpened its profile and vision statement (see page 35). The new logo of the Adult Education centres was adopted by DVV International in 2013 and was supplemented by the successful worldwide launch of the name “DVV International”. The new logo of DVV International has, for the first time, a claim next to it: Education for Everyone. Worldwide. Lifelong.

In 2014, DVV International is launching its new overall image – based on the new corporate design of the Adult Education centres and the umbrella organisation – in order to strengthen the link to the common brand. Only the colour spectrum of the brand is different, specifically: While in the corporate design of the Adult Education centres and the DVV the primary colours red, yellow and blue dominate, the new image of DVV International is in the colours yellow, light blue and grey. The corporate design will be implemented in all the places the Institute is located to communicate, in particular, the partnership network idea of DVV International. The contact points of the logo will be represented in the corporate design of the Institute by circular shapes that complement each other and overlap. ●



Layout templates in the new corporate design



VII.

DVW International Overview

Our Profile

DVW International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVW), the German Adult Education Association. DVW represents the interests of the approximately 930 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, DVW International has committed itself to supporting Lifelong Learning for more than 45 years. DVW International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

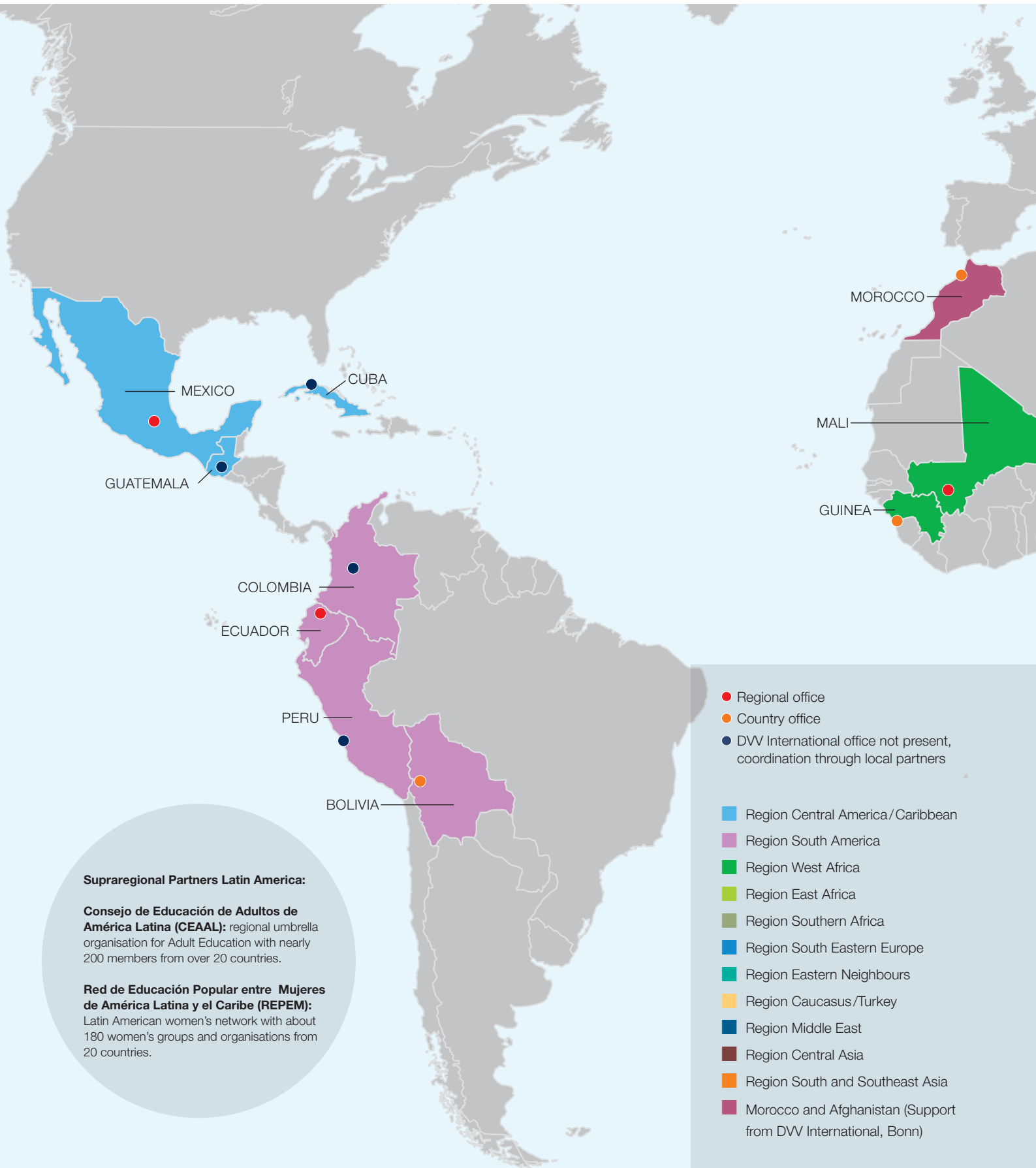
We are a professional partner in dialogue with the local people. At the same time, we cooperate with more than 200 civil society, government and academic partners in more than 35 African, Asian, Latin American and European countries. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action. 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.

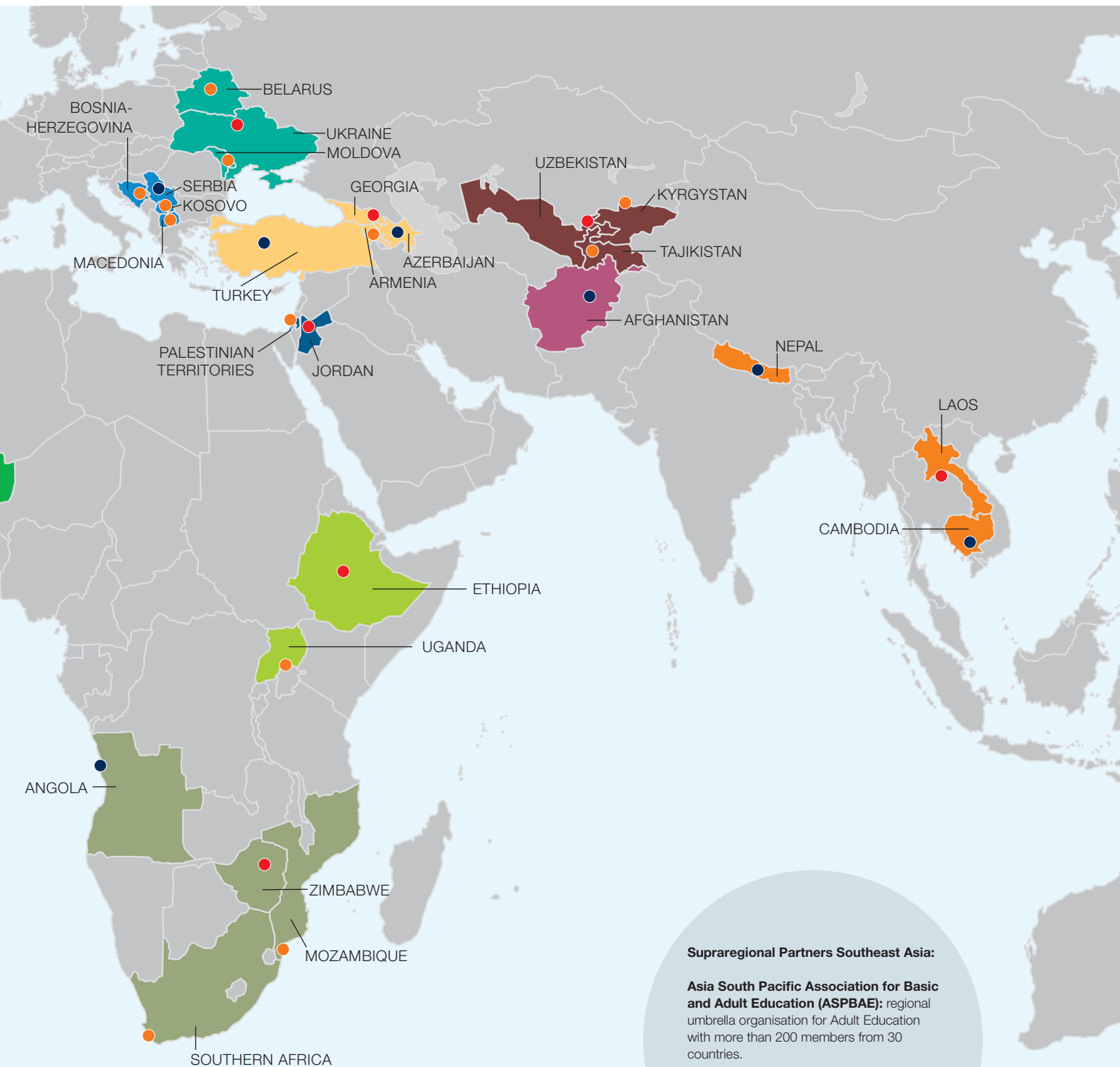
DVW International finances its work with funds from institutional and private donors. Along with national, regional and global Adult Education associations, DVW International promotes lobby work and advocacy for the human right to education and for Lifelong Learning. To do this, we orient ourselves on the UN Millennium Development Goals (MDG), the global Education for All (EFA) program and the UNESCO World Conference on Adult Education (CONFINTEA). DVW International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our Vision

We fight poverty through education and support development. As a globally acting professional organisation for Adult Education, 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 in 2013





Supraregional Partners Southeast Asia:

Asia South Pacific Association for Basic and Adult Education (ASPBAE): regional umbrella organisation for Adult Education with more than 200 members from 30 countries.

Society for Participatory Research in Asia (PRIA): Practice-oriented institute for the promotion of education and participation in the region.

Acquisition of Funds in 2013

In cooperation with its partner organisations, DVV International participates regularly in national, European and international project tenders. In 2013, nine of these applications were successful.

<p>Project Adult Education and mediation as a contribution to building trust between Syrian refugees and locals in the Turkish Hatay region</p>	<p>Country Turkey</p> <p>Partner YUVA Association (<i>Yetişkin Eğitimi Uygulama ve Arastirma – Adult Education in Practice and Research</i>)</p>	<p>Donor Federal Foreign Office</p> <p>Period 11/2013 to 2/2014</p> <p>Total budget € 144,722</p>	<p>Objectives The project aims to improve the situation of Syrian refugees living in the Hatay region and contribute to the peaceful resolution of tensions between Syrian refugees and the local population in the region of Hatay.</p>
<p>Project German-Turkish Cooperation Project: Promotion of German as a Foreign Language at Turkish Adult Education institutions</p>	<p>Country Germany/Turkey</p> <p>Partner Turkish Adult Education centres – Halk Eğitim Merkezi (HEM), YUVA Association</p>	<p>Donor Federal Foreign Office</p> <p>Period 5/2013 to 12/2013</p> <p>Total budget € 140,000</p>	<p>Objectives The project is intended to strengthen the German-Turkish working relationship in the most broad-based field of Adult Education.</p>
<p>Project Once upon a conflict: fairy tales for confidence building</p>	<p>Country Georgia</p> <p>Partner Initiative group of Teachers of Abkhazia</p>	<p>Donor United Nations Development Programme, European Union</p> <p>Period 11/2013 to 9/2014</p> <p>Total budget US\$ 133,125</p>	<p>Objectives The project seeks to contribute to the confidence building process between youth in Abkhazia and Georgia proper by involving creative techniques and art methods.</p>
<p>Project Evaluation of state compliance with the right to education of adults in Puebla, Chiapas and Quintana Roo</p>	<p>Country Mexico</p> <p>Partner NGO Iniciativas para la Identidad y la Inclusión (<i>Initiatives for Identity and Inclusion</i>), NGO Comunidades de Aprendizaje Campesinas e Indígenas (<i>Learning Communities of Farmers and Indigenous People</i>), NGO Educación, Cultura y Ecología (<i>Education, Culture and Ecology</i>)</p>	<p>Donor European Union: Program of Non-State Actors and Local Authorities in Development</p> <p>Period 2/2014 to 1/2017</p> <p>Total budget € 454,341</p>	<p>Objectives The project aims to improve cooperation and dialogue between the government, local authorities, citizens and non-state actors in the field of Adult Education. It would thus ensure that non-state actors are involved in defining, monitoring and implementation of public policies and programs.</p>

<p>Project Education Opens Doors</p>	<p>Country Belarus</p> <p>Partner NGO Community Development Projects</p>	<p>Donor European Union: European Instrument for Democracy and Human Rights</p> <p>Period <i>Not yet certain at time of editorial deadline</i></p> <p>Total budget € 314,237</p>	<p>Objectives The project seeks to contribute to the humanisation of the penal system in the Republic of Belarus and to promote education as a fundamental human right. It seeks to ensure the return of the prisoner to the society through education.</p>
<p>Project PEACE: Promotion of Ethnic Equality And Civic Engagement</p>	<p>Country Kyrgystan</p> <p>Partner Youth of Osh Association, Dostoyanie Respubliki Association (<i>Heirs of the Republic</i>)</p>	<p>Donor European Union: Instrument for Stability</p> <p>Period 1/2014 to 12/2015</p> <p>Total budget € 500,000</p>	<p>Objectives The project seeks to contribute to the decrease of inter-ethnic and inter-religious tensions in Kyrgystan and strengthen peace potential in the country.</p>
<p>Project SECRET: Social-Economic and Cultural Rights of prisoners and Ex-prisoners in Tajikistan</p>	<p>Country Tajikistan</p> <p>Partner NGO Bureau on Human Rights and Rule of Law, NGO Jahon</p>	<p>Donor European Union: European Instrument for Democracy and Human Rights</p> <p>Period 2/2014 to 1/2016</p> <p>Total budget € 399,961</p>	<p>Objectives The project seeks to contribute to the realisation of social, economic and cultural rights for female prisoners and ex-prisoners. It provides vocational skills development trainings, civic education and personal development programs.</p>
<p>Project Technical Assistance — support for the vocational education and training sector</p>	<p>Country Moldova</p> <p>Principal applicant: GOPA Partner: DWV International, MAZARS, ARCHIDATA, Ernst & Young Business School</p>	<p>Donor European Neighbourhood Policy Instrument</p> <p>Period 1/2014 to 12/2017</p> <p>Total budget € 5 Mil.</p>	<p>Objectives The project seeks to improve the governance of the vocational education and training (VET) sector in Moldova by reforming the VET institutions network and enhancing the quality of the learning processes and learning outcomes.</p>
<p>Project Promotion of Literacy and non-formal Adult Education</p>	<p>Country Afghanistan</p> <p>Partner Afghan National Association for Adult Education (ANAF AE)</p>	<p>Donor Federal Foreign Office</p> <p>Period 3/2013 to 12/2013</p> <p>Total budget € 395,053</p>	<p>Objectives The project aims to strengthen the cooperation of literacy support in Afghanistan, to improve the framework and to increase the quality of literacy programs.</p>

Evaluations in 2013

Regular evaluations are a basic part and an instrument which accompanies the work of DVV International. In 2013, eleven evaluations were carried out.

COUNTRY	TITLE OF THE EVALUATION
Armenia/Turkey	Evaluation of the Turkish – Armenian reconciliation project Speaking to One Another
Belarus	Evaluation of the TOLLAS project – Towards a lifelong active society
Ethiopia	Final evaluation of the Integrated Women Empowerment Program (IWEP) Literacy and Economic Advancement of Women
Guinea	Evaluation of the pilot project Decentralisation and Good Governance
Kyrgystan	Evaluation of the project CHANCE – Adult Education in Penitentiary System: a chance for better future
Kyrgystan	Evaluation of the project MILK PLUS – Milk processing plus social partnerships in the Issyk Kul region – chances for a better life
Kyrgystan	Study of institutional capacity of the Adult Education centres – Members of the Kyrgyz Adult Education Association
Mali	Evaluation of the pilot project on vocational skills training and literacy of disadvantaged young people
Mali/Guinea	Evaluation of the VITAL project – Village d'apprentissage Tout Au Long de la vie ("Village of Lifelong Learning")
Morocco	Evaluation on the impact and spread of the Reflect method
South Africa	Evaluation of the impact of the Popular Education programs on the participants

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Employee Statistics 2013

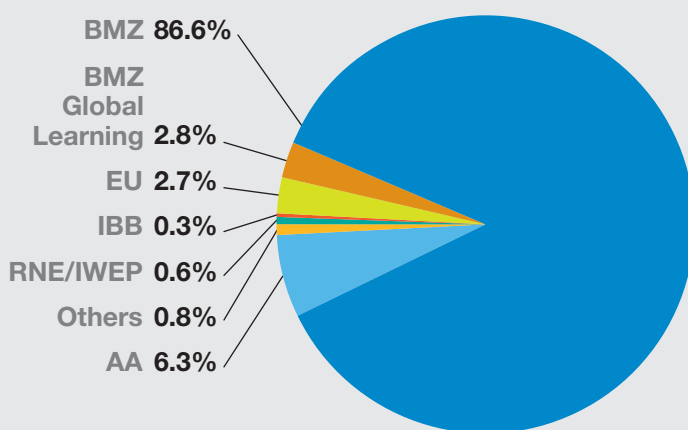
Employees DVV International (as of December 2013)										
	Number of employees	Educ./Sci.	Admin.	Techn.	Male	Female	Full-time	Part-time	Limited	Unlimited
Headquarters Bonn	32	14	16	2	5	27	20	12	6	26
Regional and Country Offices	167	75*	61	31	65	102	128	39	159	8
Total	199	89	77	33	70	129	148	51	165	34

*of which 10 are employees sent overseas

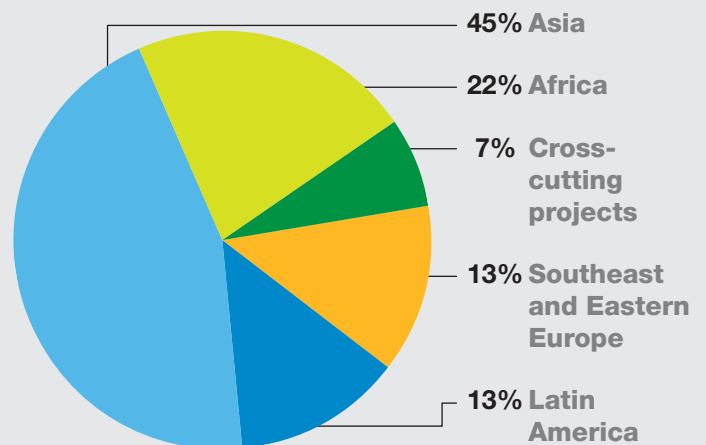
Budget 2013

Funds 2013:	€ 15,543,203
Cost of office 2013:	€ 1,983,858
Project funding 2013:	€ 13,559,345

SOURCES OF PROJECT FUNDING



REGIONAL DISTRIBUTION OF PROJECT FUNDING



List of abbreviations

AA Foreign Office
 BMZ Federal Ministry for Economic Cooperation and Development

EU European Union
 IBB Association for International Education and Exchange
 IWEP Integrated Women Empowerment Program
 RNE Royal Netherlands Embassy, Ethiopia

telc English Certificates: The Proof of Excellence!



Language testing at its best:

- Groundbreaking dual-level examinations: telc English A2·B1 ▪ telc English A2·B1 School ▪ telc English A2·B1 Business
telc English B1·B2 ▪ telc English B1·B2 Business ▪ telc English B2·C1 Business ▪ telc English B2·C1 University
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