



50 Years DVV International

EDITORS Esther Hirsch,
Christoph Jost, Gisela Waschek





50 Years
DVV International

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Christoph Jost, Gisela Waschek



50 Years

Half a century of
adult education

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Editorial

DVV International is turning 50: Reason enough to celebrate this anniversary with a commemorative issue that looks back over five decades of adult education worldwide, that gives an insight into the multifaceted work of DVV International – yesterday and today – and dares to take a look into the future.

As varied as the work of the Institute itself, so is this issue: there are features, reports, interviews, photo-stories, pictures and drawings related to the work. Yet the volume can only capture a selection of the projects that have been implemented in more than 70 partner countries over the past 50 years.

The first part looks back at the emergence and development of the Institute, taking into account national and international processes within adult education, as well as historical influences such as the beginning of the Weimar Republic in 1919, where adult education centres were given a quasi-constitutional status, or the end of the colonial era, which lasted until the 1970s and led to the beginnings of development aid. DVV International was founded in 1969 as the specialist “Department for Adult Education in Developing Countries” of the German Adult Education Association. Today, DVV International works as a professional organisation for adult education and development in more than 30 countries with more than 200 partner organisations from civil society, science and government institutions.

The core of this anniversary issue is a look into the project work in Africa, Asia, Latin America and Europe. Countries in which the Institute has long since completed its work, such as Madagascar, Indonesia, Chile and Russia, stand alongside examples of completely new countries, such as in Malawi, where work only began in 2018. Reports on a wide variety of cross-sectional activities round off the main section: the arc here stretches from years of cooperation with the International Council for Adult Education (ICAE), through the journal “Adult Education and Development”, to examples from work in Germany in the “Global Learning in the Adult Education Centre” project.

The volume closes with a look at the future of adult education. Questions are raised as to what approaches and strategies can be used to generate more attention and better funding for adult education and what role DVV International can play in this.

None of this would have been possible without the constant and close cooperation of the Federal Ministry for Economic Cooperation and Development (BMZ), which has always stressed the importance of lifelong learning as a key area of development cooperation and has supported adult education projects. We would like to take this opportunity to thank BMZ for their many years of trusting and fruitful cooperation.

The creation of this volume involved the participation of many people. We would like to thank all the authors who have contributed articles about the work in their region and who have taken the trouble to compile appropriate graphic and sometimes historical material. Our thanks also go to Prof.(H) Dr. Heribert Hinzen, who contributed to the development of the concept and, as an author, to the making of this publication.

Esther Hirsch, Christoph Jost, Gisela Waschek



Salutatory address



Dear Readers,

the 50th anniversary of DVV International is an opportunity to celebrate and to remember. In this sense, this anniversary publication provides a retrospective on the worldwide commitment of the German Adult Education Association over the past five decades – about our co-operations, key events and the people involved in various partner countries around the globe.

How did the German Adult Education Association become involved so intensively internationally?

In the beginning, in the early 1960s, there were advanced training seminars for African adult educators at German residential adult education centres. The spark ignited from there and soon the first projects followed in Costa Rica, Colombia, Ethiopia and Somalia. The cornerstone for today's Institute for International Cooperation was laid in 1969 with the founding of the specialist office for adult education in developing countries.

A visionary step: Long before globalisation, commitment to adult education was pursued beyond national borders. Initially there was a focus on classical development aid and the transfer of German expertise. This moved forward and developed rapidly through cooperation in international associations. Lobbying and advocacy for adult education were and are still supported worldwide. With the end of the Cold War, new geographical areas opened up in Europe, understanding among nations and the promotion of democracy were now on the agenda. In our work we attach great importance to being partner-

oriented and closely interlinked with the social structure in our partner countries.

Today more than ever it is clear that we are part of a global system and cannot think and act only in national dimensions. The development of sustainable adult education structures is at the heart of our work and global challenges are being addressed: migration, digitisation and, last but not least, the fight against global poverty and the promotion of social cohesion. No matter whether we look at the adult education centres in Germany or the work of DVV International, our aim is always to promote social cohesion, to leave no one behind and to make it possible for all people to participate more and to have better prospects. In this regard, as a globally active adult education association, over the past 50 years the DVV has pursued pioneering approaches.

Big things start small. And big visions result from the contributions of many individuals – colleagues, partner organisations, networks, and participants.

I would like to take this opportunity to extend a special thanks to you all.

Particular mention should also be made of the cooperation with the Federal Ministry for Economic Cooperation and Development (BMZ), which has supported the work of DVV International for many years and has accompanied it as a trusted partner.

I wish you stimulating reading!

Message

Dear Readers,

in our rapidly changing world, education and lifelong learning are the keys to a life of self-determination. Whoever can continue to educate themselves – even as an adult – will have their eyes open, will find that doors will open for them, and will lay the foundations for a better life, more stable health and political participation. This is particularly true for women – who, in many countries, are still denied access to education.

No education, no development! That is why, from the very beginning, DVV International has been an important partner for Germany's Federal Ministry for Economic Cooperation and Development (BMZ). Cooperation between the Federal Ministry and DVV International began with a project in Costa Rica. Today, DVV International, with support from the BMZ, works with 200 civil society and government partners in more than 35 countries worldwide. In Afghanistan, for example, DVV has established a large network of education centres for adults, thereby enabling women, in particular, to realise their human right to education.

Such education centres help to create perspectives beyond the formal education system – through literacy and basic education, vocational, agricultural or health education, conflict prevention and democracy-building.

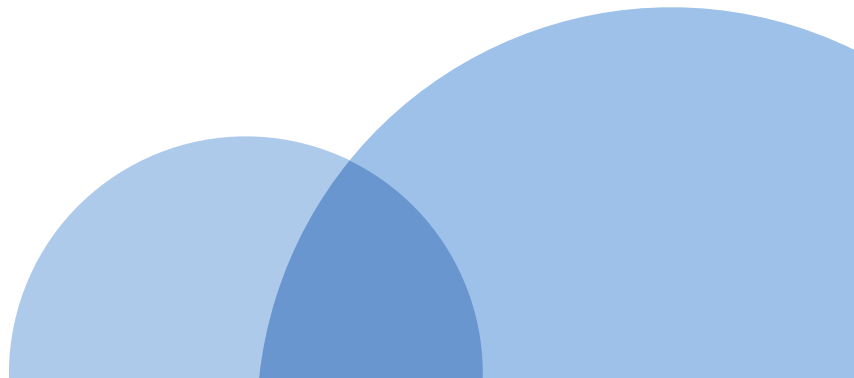


Those who would otherwise be excluded benefit most: minorities, people in remote villages or refugees.

The DVV International projects also have a structural effect. Thus Malawi, for instance, is in the process of adopting a political guideline for literacy and lifelong learning as a result of the advice provided by DVV International. The aim is always to establish a sustainable non-formal education system, adapted to local conditions and needs.

I would like to thank the many staff members of DVV International for their tremendous commitment and to warmly congratulate DVV International on its 50th anniversary. And I look forward to further valuable cooperation in this key area of development policy.

DEVELOPMENT OF ADULT EDUCATION



Beginnings, influences, milestones

Adult education and development through international cooperation

There's always a beginning before the beginning. This was also the case for DVV International, whose institutional predecessors not only bore different names, but whose activities had begun many years previously without institutionalisation and had been further developed through multifaceted commitment.

Enabler and forerunner

One must go back to 1919, in which the adult education centres (Volkshochschulen – vhs) gained a constitutional status at the beginning of the Weimar Republic. Without this political and social recognition of the vhs, and later also of the vhs state associations and the German Adult Education Association (DVV) in the Federal Republic of Germany, its international activities would never have received the support that has since manifested itself in the emergence and development of DVV International.

1919 was a year marked by radical change in all areas of society. 100 years ago, the call for democracy gave birth to the Weimar Republic, giving women the right to vote, workers the eight-hour day, as well as education for ordinary people. During this period there was a particularly successful case of lobby work. In a specific article of the Weimar Constitution a demand was made: "The people's education system, including adult education centres (vhs), shall be promoted by the Reich, the states and the communities". As a result, the vhs were established as part of a civil society movement, or were founded by relevant public authorities: The Senate of the City of Hamburg drafted a joint document for the founding of the university and the vhs.

Looking back, for us in the field of international cooperation it is certainly an irony of history that it was precisely global catastrophes and upheavals such as the First World War and its consequences that brought the German Empire to an end and prompted the Emperor to flee abroad. However, no less significant, at the same time the Tsarist Empire, the Ottoman Empire and Austria-Hungary Monarchy all came to an end. The revolution also brought an end to the horror of German colonialism in Africa and Asia; and the Imperial Colonial Ministry was dissolved in 1919.

Internationalism as a view from outside

An early international orientation of adult education at home and abroad can be illustrated by many examples, for instance by a highly informative report on "Some recent developments in German Adult Education" by tutor Virginia Coit in 1932, who undertook a trip to Germany on behalf of and as a scholarship holder for the World Association for Adult Education and dared to look from outside towards what was inside. She combined her detailed remarks on the Leipzig Evening vhs, or on the Workers' Education Association, with a comparison of the situation in her British homeland. The text was written in English, but terms such as the "Freie Volksbildungsbewegung" or even "Zersplitterung" were left in German. Perhaps this can be seen as an encouragement for us today to use the term "Volkshochschule" internationally as well.

Re-education became a programme for the Allies after the end of World War II. Delegations from the vhs were

invited to England, Denmark and Sweden to get to know adult education practice and how it was embedded in and the effect it had on the politics of democratic structures and, ideally, to test its application. In the exchange with France, the first town twinnings arose: international understanding between the countries and their citizens, where adult education could play an even more important role. In any case, adult education organisations saw their importance for Europe at an early stage and expressed this by joining forces in 1953 in the European Association for the Education of Adults (EAEA).

This exchange of learning experiences had a retroactive impact on the vhs, and when in 1953 they founded the DVV through their vhs state associations, one of its tasks was formulated as follows: "To represent all German adult education centres jointly to the outside world, to establish and maintain foreign relations with UNESCO and the adult education associations in the other countries, and to assume responsibility for representation in the German UNESCO Commission". That was now 65 years ago, but in essence it is still valid, although it has been expanded many times in line with social developments at home and abroad.



TIT Congress, Budapest, July 1977

Institutionalisation and guidelines

The international activities of the vhs grew considerably in the 1960s. They thus corresponded to their own goals: they were being called upon from outside, they were politically desired and were supported accordingly. The decisive factor was that financial resources were available on application from the foreign cultural and education policy sector, which in the 1962 fiscal year already amounted to half a million DM, which was then administered by the DVV and allocated to the vhs and state associations for individual measures. It is easy to understand that this required a considerable amount of administration, including management and accountability. To provide technical support, the DVV set up a Foreign Affairs Committee and appointed a part-time Foreign Affairs Officer. At the same time, in 1963 the DVV execu-



First Meeting of ICAE Executive Meeting, Cologne, 1974

tive board decided: “The issue of educational aid for developing countries should be separated from the normal exchange work of the DVV”.

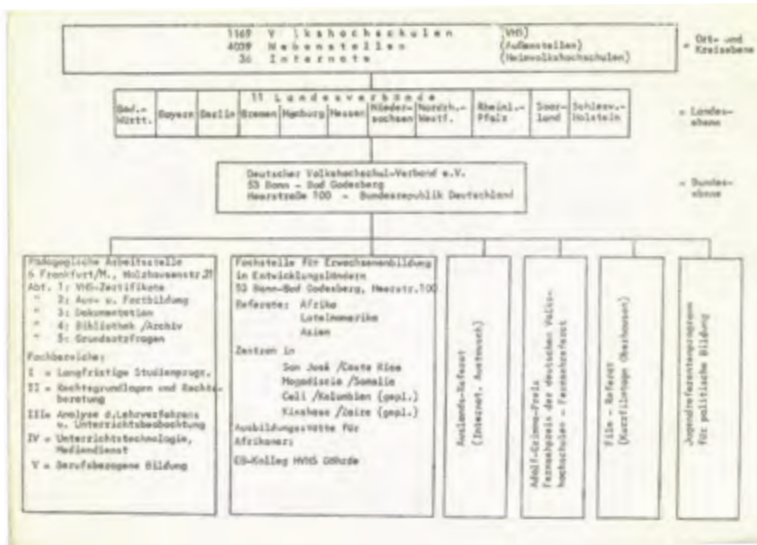
What was important for the history of the institute at that time was that independence movements in Africa put into question the remaining colonial powers, especially Belgium, England and France. In many cases the transition was peaceful, in other cases the negotiations were accompanied by ongoing fighting. Portugal, at any rate, continued to wage colonial wars in Angola, Guinea-Bissau and Mozambique until the 1970s. Decolonisation led to a policy of development aid from the so-called donor countries from the early 1960s, which also gave adult education a place as part of the educational aid.

After more ad-hoc funding, from 1964 onwards the budget for the Federal Ministry for Economic Cooperation and Development (BMZ), newly established in 1961, finally included a separate budget heading for social structure funding, from which social structure organisa-

tions in Germany could be supported in their development policy activities. Thus the DVV was early on in a boat with Caritas, Kolping and Raiffeisen. This made it possible to systematically take up requests from German embassies in Africa for help with literacy, basic education and community development.

Many vhs were ready for delegations and shadowing. Adult education centres with boarding facilities (“Heimvolkshochschulen”, HVHS) were suitable as all-day facilities with a boarding school character, especially for longer stays; they were known to international guests as residential colleges. Thus the HVHS Falkenstein organised an African-German meeting on adult education, and an initial conference on exchange and cooperation was held at Hirschhorn Castle. But the basis for the next major steps was the memorandum on the “Establishment of a Seminar for the Training of Adult Educators from Developing Countries”, which had been prepared by the DVV and submitted to the BMZ for consultation. After intensive negotiations, the HVHS Jagdschloss Göhrde finally set up an “Africa Seminar” which, between 1962 and 1974, gave a total of 310 adult education colleagues from 18 African countries the opportunity to take part in an annual course accompanied by excursions and internships. Almost all the countries from which the participants came could be classified as ex-colonies.

Within the DVV, at the same time, a structure was sought which could combine all of the individual activities and the wide-ranging commitment. The “in passing” approach had long since reached its limits, and the discussion about professionalisation had already begun in other areas. This led to the approval by the BMZ of a DVV application to strengthen the staff, as a kind of sub-structure to promote the projects and as a precursor to the integration of administrative costs as an indispensable part of project funds. From 1969, the management of the DVV set up a specialist Department for Adult



Further development and structure

At this time, the technical section and its partners were already designing a number of country projects in Africa in which, as in Ethiopia, Congo and Somalia, the focus was on literacy, rural development and approaches to non-formal vocational training. A regionally oriented Africa office operated from Ghana from 1975 for several years. In Latin America, it was media work in particular within the framework of a regional project in Costa Rica and then Colombia, which for a long time was to remain a priority country with three individual projects. In Asia, ASPBAE, the

Education in Developing Countries. Initial personnel were recruited and Helmut Dolf, the then Director of the Association, was appointed as the provisional director. In 1971, the DVV gave the technical unit a task assignment and in 1973 the unit gave itself its first guidelines.

Asian-South Pacific Association for Basic and Adult Education under the direction of Prof. Chris Duke, became the most important regional partner from 1977 onwards, with a multi-faceted network and country-specific priorities in Indonesia and Thailand.

Guidelines 1973

“Active commitment to adult education in ‘developing countries’ is justified by the realisation that development without education is ineffective. We recognise the right of ‘developing countries’ to demand more from the rich industrialised nations than aims and matters concerned with foreign policy and trade.

By adult education in ‘developing countries’ we understand all those activities which can, alongside or after the end of the traditional formal education and training system, contribute to social justice ... to meet basic needs: adequate education, sufficient food, shelter, social security, political and social participation, cultural activity. ...”

Gradually, the further expansion and development of the work of DVV International in Africa, Asia, Latin America and Europe continued. In this publication each of the continents has its own chapter about these beginnings, above all because they followed such different approaches, distinctive features and motifs.

In the 1990s, the volume of projects and partners, finances and personnel doubled. Significant political changes made German reunification possible and led to the collapse of the Soviet Union. As a consequence, many new cooperations emerged. Above all with governments and civil societies in the countries of Central, Eastern and Southeastern Europe. DVV International built up a close-knit network of partner and office structures with Poland, Hungary, Romania, Bulgaria, Russia and the three Baltic states Estonia, Latvia and Lithuania.

With the end of apartheid, southern Africa also brought with it new opportunities, which supplemented the work in Zambia, Tanzania and Uganda and later was replaced by Lesotho and South Africa. Cooperation with partners in Chile and Nicaragua, but also the opening of China and Vietnam, created new options for development and education policy dialogue and cooperation.

The effects of the war in the Balkans in 2000 and the consequences of the events of 11 September 2001 were also of great importance for both the global development architecture and its priorities. DVV International took the initiative through various exploratory studies, researching cooperation potentials together with partners, many of whom were new, and rapidly became involved in projects for democratisation and poverty reduction through adult education, made possible through additional funds raised from the federal budget and the EU.

That is how new projects within the framework of the Balkan Stability Pact emerged in all the successor states of Yugoslavia – still active today in Bosnia-Herzegovina, Kosovo and Macedonia. In Central Asia, cooperation started with Afghanistan, Kyrgyzstan, Uzbekistan and Tajikistan, as well as in the southern Caucasus with Armenia, Azerbaijan and Georgia. These projects were each regionally oriented, supported initiatives in the individual countries and created the foundation for cross-border exchange and cooperation. This was the beginning of the structural and working method of DVV International, a decentralisation through regional and national offices with partners in assigned countries, which still prevails today.

This rapid growth required various organisational changes in the management of the institution and also in relation to the financing ministries, since they provided considerable support to both external and internal struc-

tures through project funds and proportional administrative costs. Consultations with the BMZ finally led to a viable restructuring, which resulted in a noticeable simplification and improvement of steering and management for both sides. This involved applications and reporting as well as assessment and evaluation. The many individual projects were combined at continental level for Africa, Asia, Latin America and Europe. Additionally, two reinforcing and overarching project areas were established and expanded. These focused on information and communication as well as training and further education of adult educators.

Professional specialist organisation

DVV International is closely linked to the educational policy goals, the manifold activities and association structures of the vhs at municipal, state and federal level. It is represented in all committees of DVV and is active at all levels. This is decisive for its self-image as a professional specialist organisation, which stems from the social structure in Germany and remains anchored in it, but at the same time within the framework of its many years in global cooperation, and its experience, has become the leading specialist organisation for international adult education.

The vhs are and have always been an important field of activity for the cooperations of DVV International. They provide specialists for consulting assignments with partners and in local offices. Through its staff and structures, DVV International supports information and exchange as required for joint projects or long-term partnerships of the vhs. Even study trips go in both directions – to the partner countries and back to the vhs – and are supported by DVV International.

Global Learning has proven to be a particularly important project supported by the BMZ. It was launched in 1977 as “Development Policy Education in Adult Edu-

cation Centres” and has since supported a large number of training courses and events jointly with the state associations and individual vhs. It has been successfully evaluated on a number of occasions, revised its content accordingly, and has been introduced into the age of globalisation and digitalisation as adult education and learning with intercultural and global dimensions.

A series of conferences was launched at the beginning of the new millennium along with a number of various partners, which every two years took up and dealt with central topics from the fields of adult education, development and cooperation.

DVV International conference series

- 2002** Gabarone: Capacity Building and the Training of Adult Educators
- 2004** Gabarone: Adult Education and the Reduction of Poverty
- 2007** Bonn BoCAED 1: The Right to Education in the Context of Migration and Integration
- 2009** Bonn BoCAED 2: Financing Adult Education in Development
- 2011** Bonn BoCAED 3: History and Identity
- 2013** Bonn BoCAED 4: Technical and Vocational Skills Development in the Informal Urban Sector
- 2015** Sarajevo: 1914-2014: Remembering the Past to live the present and shape the future
- 2017** Tbilisi AEDC 1: Adult Education as a Key to Development: Responsibilities, Structures and Benefits
- 2019** Weimar AEDC 2: The Power of Adult Learning and Education – Achieving the SDGs

Information and communication were spurred on and strengthened, especially through the journal “Adult Education and Development”, which has been published

in three languages since 1973, the series “International Perspectives in Adult Education”, published since 2000, as well as through the regular annual reports, specialist papers and its website. Technological changes are omnipresent in this field as well. Print media are being supplemented and replaced by digital offers.

UNESCO and international networking

The international adult education movement hosted the first UNESCO World Conference on Adult Education (CONFINTEA) in 1949. It took place in Denmark at the International People’s College Elsinore. Since then, the governments of the international community and increasingly also their civil society organisations have met at twelve-year intervals to discuss the further development of adult education against the backdrop of the global situation and to agree goals and recommendations in the final declarations.

CONFINTEA II went down as the conference on decolonisation in the history of adult education. The newly independent states demanded their rights. Their development problems and the related development-oriented adult education were the focus of attention.

In 1972, CONFINTEA III became a milestone because, for the first time and comprehensively, adult education was treated from a global perspective as a profession with regard to its tasks, structures, organisation, programmes, materials and media. The results were the bedrock of the “Recommendations on Adult Education” adopted by the UNESCO General Conference in 1976. They were to last a long time, until their comprehensive revision in 2015. Even though the degree of commitment to these agreements does not correspond to the level of UN conventions, they still have a binding character for the member states that can be used for lobbying work at the national level.



CONFINTEA V in 1997, with 1,500 participants, was the largest world conference on adult education so far, and at the same time the one with the strongest civil society influence. The final declaration had the motto: “Adult Learning: The Key for the Twenty-First Century”. Prof. Rita Süßmuth, then President of the DVV, was elected President of the Assembly.

International Conferences on Adult Education – CONFINTEA

1949	CONFINTEA I, Helsingör:	Peace
1960	CONFINTEA II, Montreal:	Decolonisation
1972	CONFINTEA III, Tokyo:	Professionalisation
1985	CONFINTEA IV, Paris:	East-West conflict
1997	CONFINTEA V, Hamburg:	Civil society
2009	CONFINTEA VI, Belém:	Framework for Action

In these international processes, the significance and contribution of the DVV and its international institute grew noticeably. As early as 1973, the DVV became a founding member of the International Council for Adult Education (ICAE), which brought together national members in a network and bundled the forces of regional associations; Prof. Roby Kidd, author of the bestseller “How Adults Learn”, became its first general secretary, and Paolo Freire its honorary president. Time and again, representatives of the DVV and DVV International assumed responsibility as Vice-Presidents of the EAEA and the ICAE, participated in committees of UNESCO and the German UNESCO Commission, and helped to organise international conferences and their final declarations.

As it became increasingly clear in the late 1980s that the worldwide educational catastrophe would not be alleviated by reforms in the school and higher education systems, the first World Education Forum in 1990 in Jomtien initiated a fresh process that above all also focused

on extracurricular and non-formal basic education and literacy. A catalogue of actions was adopted, the time-frame of which culminated in the World Education Forum in Dakar in 2000, where the objective of “Education for All” (EFA) was to focus on all phases and stages of learning in the course of one’s life. However, the Millennium Development Goals (MDG) adopted in the same year did not incorporate this paradigm shift towards lifelong learning: the only educational goal declared in them was “universal primary education”.

In 2009, CONFINTEA VI complained about the gross neglect of adult education and lifelong learning in the financing of development and education cooperation in the Belém Framework for Action (BFA). DVV International, together with the UNESCO Institute for Lifelong Learning (UIL), addressed this issue at an international conference on “Financing Adult Education for Development” in 2009.

The EFA process challenged and strengthened international education monitoring, evaluation and control through the annual “EFA Global Monitoring Report”, whose considerable scope allowed for a presentation of the relevant data and statistics as well as a topical focus (literacy, quality, gender, youth and skills) with corresponding conclusions. The UIL reinforced this orientation through GRALE, the “Global Report on Adult Learning and Education”, which presents thematically focused analyses every three years. Despite the amazing progress that was documented for the primary school sector, a discussion on the post-2015 process began at an early stage, in which also DVV International participated intensively for adult education, both at global and regional conferences and through its own publications.

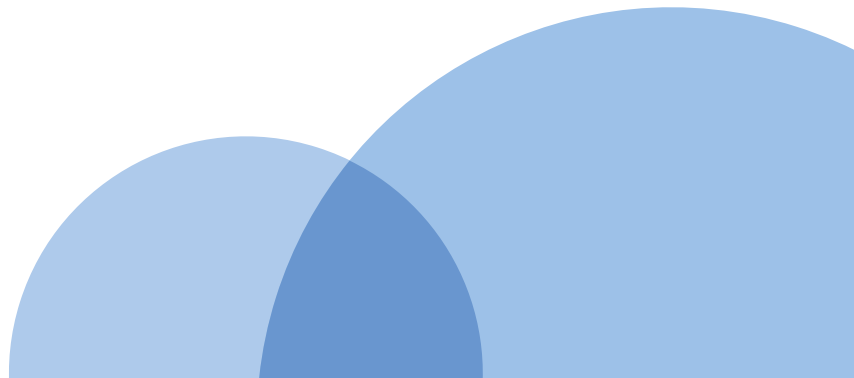
In 2015 the World Education Forum took place in Incheon. DVV International was again represented via its membership in the German delegation and the ICAE.

The education agenda adopted there calls for “inclusive education for all people by 2030, ensuring equal opportunities and high-quality education, as well as promoting opportunities for lifelong learning”. This was fully integrated into the 17 Sustainable Development Goals (SDG) by the United Nations in the same year. Once again, DVV International carried out a follow-up with a large number of publications in its journal and publication series, as specialist papers and as material for Global Learning.

But that is not enough: Plans to devote the 2019 AEDC to the topic: “The Power of Adult Learning and Education – Achieving the SDGs” and to combine that with the festivities to mark the 50th anniversary of DVV International speak for themselves.

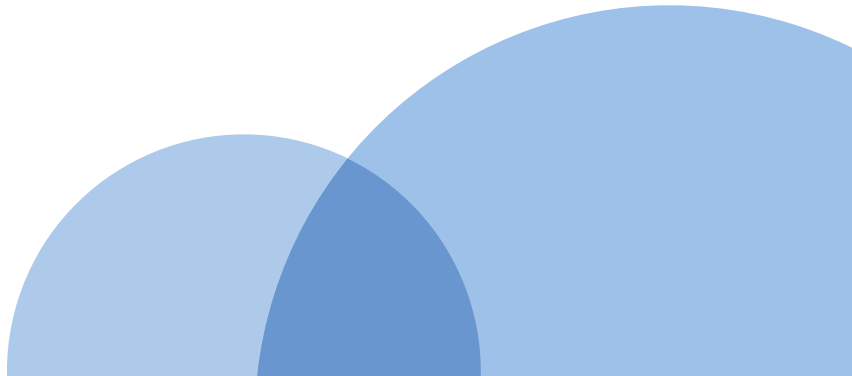
Author: Heribert Hinzen was the director of DVV International for many years.

50 YEARS OF
INTERNATIONAL
COOPERATION





AFRICA



Beginnings in Africa

The end of the colonial period in Africa in the 1960s was also the beginning of gathering information and exchanging it between African and German adult educators. The initiatives became an integral part of decolonisation and educational aid. Through diplomatic channels, inquiries came from embassies to DVV as to whether it could help with the training and further education of educational staff. Specially selected Volkshochschulen (vhs, adult education centres) made work shadowing and internships possible. A special role was played by the Heimvolkshochschule (residential adult education centre, HVHS) Jagdschloss Göhrde in the North of Germany, whose director, Dr. Siegfried Gerth, had already performed advisory functions in Cameroon.

The Africa Seminar in Germany in Göhrde

Basically, the Africa seminar (Göhrde course) was a kind of “sabbatical year” for colleagues from Africa.

Between 1962 and 1974, a total of 310 participants completed the Africa Seminar. They came from Anglophone and Francophone countries. In cooperation with the Goethe-Institut, they learned the German language in order to facilitate communication both among the course participants and their German-speaking environment. The lessons were conducted partially in language groups. The aim was – at a geographical and cultural distance from the home country – to develop concepts of adult education that made sense for that particular country. For this purpose, a topic distribution plan was implemented in order to reflect on the basics of adult education, community development and rural activities, supplemented by topics from sociology, economics and politics.

After 1975, this approach was later formulated programmatically as “Lifelong learning for adult educators as well – didactic and methodological aspects of continuing education programmes for full-time adult educators”.

Several study trips gave insights into the workings of modern societies, the development of cooperatives and the importance of adult education, both in practice-oriented and theory-based learning. During work shadowing in the vhs, participants became familiar with the organisation and administration of adult education on site.

In Göhrde itself, in a self-help action, true to the Swahili word Harambee (“all pull together”), sleeves were rolled up and an Africa Bar was built. The African Film Festival showed feature films from Africa.

Former scholarship holders were asked to participate as lecturers in the Africa Seminar. One of them, Hashim El Safi, from Sudan, later became a staff member of UNESCO in Paris and was part of the preparatory group for the CONFINTEA V World Conference, which took place in Hamburg in 1997. People met in Göhrde to discuss the importance of development cooperation in the field of adult education. “Without my experience in Göhrde and in Germany I would not have become who I am now,” said Hashim El Safi, “and I am very grateful for that. Now it is our task to ensure that there is good development in our countries.”

What happened after Göhrde?

Many initiatives and measures ran concurrently. Leading partners from Ethiopia, Ghana, Kenya, Mauritius, Nigeria, Somalia, Sudan and Tanzania took part in planning conferences on DVV’s future educational aid to Africa. A study “Adult Education in Africa: Models – Concepts – Opportunities” provided data and recommendations and formed the background for partner analysis in future project countries. Subsequently, programmes were initiated in Ethiopia, Somalia, Sudan and Zaire.

A major landmark was the Africa Office period in Ghana from 1975 to 1980. From there, a large number of initiatives were organised as substantial components of a comprehensive advisory approach in the areas of education and training, cooperation with African universities, production of teaching and learning materials, exchange of personnel and experience, scholarships and infra structural support.

From 1981 onwards, new national approaches followed in Zambia, Tanzania, Kenya and Sierra Leone, and later also in Congo and Uganda. The scholarship programme with African universities was greatly expanded, so that from 1985 on more than 100 scholarship holders in more than 10 countries were able to study adult education. Currently, DVV International has regional offices in Ethiopia, Malawi, Mali and Morocco, with country offices in Uganda, South Africa, Mozambique and Guinea.

Authors: Heribert Hinzen was the director of DVV International for many years.

Folker Thamm was a former staff member of the Heimvolkshochschule (residential adult education centre) Göhrde.

Ethiopia

Delivery of adult education services at community learning centres

Low literacy rates and an increasing number of unemployed youth and adults are some of the major challenges facing Ethiopia. DVV International has been supporting its bilateral partner, the Ministry of Education and its education offices at regional and district levels since 1995 to address these challenges through different methodologies and modalities. In recent years, adult education has gained increased consideration in the government's strategic endeavours and development programmes. However, the effort to deliver integrated adult education services to the communities remains a challenge.



To pilot this approach in the Ethiopian context, a visit to Morocco was undertaken in 2016 to observe the implementation of community learning centres (CLCs).

A decision was made to start implementing CLCs and within a period of two years, CLCs have become one of the most appropriate institutions for delivering a variety of adult education services and community development initiatives.

Designing the CLC programme in Ethiopia

The main objective of the programme is to develop the ability and skills of youth and adult learners to improve their livelihoods, solve problems and also contribute to the development of their community at large. The needs of children are also considered. Underlying principles in the design of CLCs are capacity building of the partners, cooperation and networking to build synergy among different sector offices, participatory processes to involve stakeholders, and especially the adult learners in situation and needs assessment, motivating lifelong learning, as well as scaling up best practices and lessons learned from model and pilot CLCs.

DVV International in Ethiopia designed the establishment of CLCs in two phases: the foundation phase that gives partners the necessary information to get started, and the operational phase which focuses on the day-to-day running of CLCs and expanding their services to the communities.



Foundation phase

There are basic pre-conditions to be fulfilled when starting a new CLC. Once established, these activities might only require periodical updating and/or institutional strengthening, like engaging stakeholders to form a CLC coordination and management structure at district and lower levels; engage in the selection of the community where the CLC will be set up; establish a CLC management committee comprised of local leaders; renovate and equip facilities as well as clean the CLC compound; assign a CLC programme coordinator; conduct introductory training for all implementing role-players; conduct community needs assessment; develop an operational guideline with partners and design services to be rendered, and, develop joint plans and budgets.



Operational phase

Once established, with necessary facilities and management structures at all levels, CLCs can start operation and the provision of training and services to the communities. These services include, among others: functional adult literacy; livelihoods skills training (agriculture, technical and vocational education and training and others); kindergarten service; sports and games for youth; games and socialisation opportunities for older people; forming cooperatives; community meetings for community devel-

opment actions; library service and reading rooms; and different services and information provided by government sector offices, e.g., health, women affairs, etc.

Current status of CLCs in Ethiopia

Currently, DVV International has initiated 10 CLCs with its government partners in 5 of Ethiopia's 11 regions. The demand has grown, and in some regions government has taken the initiative to contribute its own resources towards the CLCs, e.g., salaries of coordinators and most training services to the community are funded by the government. Communities have contributed labour and local resources to construct reading spaces as well as toward keeping the area clean and maintained. The demand for services is expanding and DVV International is working with its partners to replicate and up-scale the model CLCs.

DVV International has been working in Ethiopia since 1995.

Author: Eshetu Abate is the country director for DVV International in Ethiopia.



Madagascar

Acting together to improve life conditions

DVV International was active in Madagascar from 1987 to 2010. This period was marked by political and socio-economic crises, especially in the first decade of the 21st century. A visitor to Madagascar would not have failed to notice the continued destruction of habitats through slash-and-burn logging and the felling of precious woods (three-fifths of the tropical rainforests have already been transformed into savannahs or secondary forests). Despite these difficult political conditions, DVV International was able to maintain relations with the appropriate ministry.

The focus was on the development and piloting of new methods of adult education, primarily aimed at helping



the rural population to improve their income, meet basic needs and become qualified to participate in local development. Decentralisation of municipal administration favoured this process: the more than 1,000 municipalities in the provinces were able to devise their own local development plans.

In the provinces, DVV International acquired six non-governmental organisations (NGOs) as partners. To strengthen their

competence, DVV International was joined by local experts. However, much was also achieved through participation in international training programmes.

Acting together

In order to be able to exert influence at the political level as well, it makes sense for all civil society actors to act together. This coordinating role was borne by the Malagasy Adult Education Association (AMEA), founded by our partners, from which a broad network of adult education organisations emerged. A coordinated lobbying strategy was pursued to engage policy makers to support participatory adult education.

Improvement of individual life situations

One effective measure was the introduction of the REFLECT method, which combines educational measures with the daily situation of learners and demonstrably brings about positive changes in their lives. About 1,450 young people and adults participated in REFLECT circles from 2008 to 2010, where literacy was combined with practical, needs-based skills and knowledge.

The Malagasy Mahomby Association trained young professionals who are needed in local socio-economic and cultural development; the Fanoitra Association specialised in developing teaching and learning materials for innovative approaches; AMEA has been successfully running an annual "Training the Trainer" course for adult educators since 1998, registered as a trademark with the Malagasy Industrial Property Office (OMAPI).



Environmental protection

It is impossible to imagine the future without a conscientious approach to natural resources and the environment. Through the production and dissemination of teaching and learning materials on topics such as resource conservation, adapted agriculture and renewable energies, DVV International also became heavily involved in this area.

After almost a quarter of a century of support from DVV International, Madagascar now has a network of qualified adult educators and adult education institutions. DVV International leaves behind competent partners with the highest quality standards, who are today independent and implement programmes for the training of young people and adults in partnership with state institutions and international donors.

DVV International was active in Madagascar from 1987 to 2010.

Author: Henner Hildebrand was a former senior desk officer for DVV International for Africa.

He also worked for many years as regional director for DVV International in Eastern and Western Africa.



Malawi

A new departure

DVV International embarked on its project in Malawi in late 2017. Working closely with the National Centre for Literacy and Adult Education (NACLAE), which is responsible for overseeing the ALE sector, DVV International sought to contribute to building a robust and sustainable national adult education. Functional adult literacy was on the map, but the primary focus was on the acquisition of literacy and numeracy skills.

An ambitious plan was drafted, focusing on three levels – macro, meso, and micro. On the macro level, DVV International began supporting the revival of an adult literacy and lifelong learning policy, which had lain dormant for some years. A task team of governmental and civil society partners was set up to advise and guide this and other developments in the sector. In response to a lack of current data to inform planning and implementation, DVV International supported the government to develop a national framework for the monitoring and evaluation of the sector.

On the meso level, DVV International began working closely with the national Civil Society Education Coalition, bringing them on board the national adult education task team. A holistic approach to achieving Sustainable Development Goal (SDG) 4 “Quality Education” was promoted, as DVV International supported initiatives lobbying non-governmental organisations (NGOs) and civil society organisations (CSOs) to recognise the crucial role of youth and adult education. The aim was to advocate with education stakeholders to work in closer cooperation, acknowledging that to achieve the education goals, all sub-sectors of education need to be addressed.

On the micro level, DVV International set about establishing and piloting community learning centres (CLCs) in order to provide a more holistic alternative to serving the adult education needs of communities. Cooperation was established with the National Commission for UNESCO, which already supported three CLCs in the country. In keeping with this holistic approach, the introduction of an Integrated Adult Education Programme, developed by DVV International in Mozambique, also began.

In the very early days of the project, some key partners were approached and asked (i) what impact (if any) they felt DVV International had had so far in Malawi, and (ii) what their hopes were for its work in the future. Below are some of their replies.

DVV International started its work in Malawi in 2017.

Author: David Harrington is the regional director for DVV International in Malawi for Southern Africa.





David Mulera, Acting Deputy Executive Secretary, Malawi National Commission for UNESCO

In the short time that DVV has been in Malawi I have seen concentrated and more focused work on adult literacy. DVV is credited for the formation of the task team on Youth and Adult Learning, which is a group of key stakeholders who meet on a monthly basis to plan joint activities and to check on progress. It has proven to be very effective and has added value to the existing systems. It has accelerated progress in the development and the refinement of the ALE policy, which has remained on the shelf for many years. DVV has also played a vital role in the capacity development of NACLAE, in the areas of policy leadership, and monitoring and evaluation. I am seeing very positive developments in the sector, especially in integrating youth and adult education with functional skills to help young people and adults in Malawi to live meaningful and productive lives. I hope Malawi, especially unemployed youths who comprise a large proportion of the population, will benefit a lot from DVV's intervention. Overall, I see the whole sector and all stakeholders in youth and adult education benefiting from the experience that DVV has in this area.



Aubet Mkwawira, Chief Community Development Officer, NACLAE

Malawi launched its National Adult Literacy Programme in 1986 to consolidate efforts in the fight against illiteracy, using various tools which have never been reviewed, rendering them ineffective and inefficient. Besides data collection tools, the curriculum developed in 1991 has never been revised.

With the arrival of DVV International in Malawi, the partnership that has been developed has given renewed hope and vigour. This is thanks to the vast experience and expertise DVV has in the area of adult education. Within the working partnership, a number of crucial areas are being tackled such as curriculum review, monitoring and evaluation, and a National Policy on Adult Literacy, which will guide implementers and stakeholders in the provision of adult literacy services. In addition to this, the concept of CLCs is quite new in Malawi, and the introduction of such an initiative on a pilot basis will provide a fertile learning ground to inspire other stakeholders to adopt the concept.

Mali

New paths – access to the digital world

How can we make functional literacy skills sustainable? The DVV International programme in West Africa has had good results with the application of the REFLECT method, an innovative approach to literacy and community development to develop critical and analytical skills required for sustainable and equitable development. REFLECT allows, among other things in the context of this programme, to address aspects from several disciplines, especially agriculture, civic education, community management in the framework of decentralisation and the pursuit of peace and reconciliation.

But how can information such as data sheets that describe, for example, applications of new methods in agriculture, marketing channels, prices, etc., be passed along?

Previously, we relied on village libraries, which were difficult to maintain and lacked access to the Internet, and were far from the latest news. In rural communities there are no newspapers; technical brochures rarely find their way to remote areas, but increasingly, information and communication technologies (ICTs) are gaining ground.

For the past two years, DVV International West Africa has been integrating the “post-alpha with ICT” module transversely into functional literacy circles, through interactive platforms developed for this purpose: “Balikukulansoba” in Mali and “Nafaxarande” in Guinea, which operate in several local languages.

The integration of this tool into daily practice passes through pools of people who have been trained and provided with tablets. In this way, in addition to the literacy sessions, learners are introduced to the use of ICTs. This allows them to access the digital world, to use sources of information, communication and exchange. For technical information, the platforms



have categories that meet the specific needs of learners and address issues related to socio-economic development, especially for women in rural areas, such as,

- Education (with texts to study, publish; a forum for “village writers”);
- Agriculture (with sub-topics such as cash-flow management, handling of credits, and marketing);
- Health – access to drinking water, sanitation (use of latrines, waste and wastewater management);
- Civic education (with sub-topics such as decentralisation, voting, rights and obligations);
- Management of income generating activities (with the sub-topics management, liquidity);
- Handicrafts (imparting technical skills and innovative technologies);
- Environmental issues (with sub-topics such as reducing slash-and-burn, planting trees).

Even if DVV International in Mali is still in a pilot phase, the popularisation of the post-literacy approach with ICTs has already enabled the training and equipment of almost 500 people on digital tablets – the majority of them women – as a source of inspiration at the grassroots level. Between 2016 and 2018, these pools of people were able to publish more than 600 articles on Balikukalansoba and Nafaxarande. This innovative approach is booming and coveted by governmental and non-governmental structures working in the fields of education, health, agriculture, etc. Exchange with other programmes allows it to improve further, such as in Morocco, where there is a collaboration with the National Agency to Combat Illiteracy (Agence Nationale de Lutte Contre l’Illettrisme

ANLCA). DVV International, with the support of German TELECOM, is developing a study to explore experiences and challenges for the future, like defending users from bad practices that abuse the Internet.

In this way, ICTs allow DVV International and its partners to achieve a goal with very practical content – almost realised in passing: The creation of a literate environment that is the basis for many other aspects of lifelong learning.

DVV International has been working in Mali since 2005.

Authors: Gerhard Quincke is senior desk officer for DVV International for West Africa.

Christina Wagner is the regional director for DVV International for West Africa.



Morocco

From a REFLECT circle to a couscous cooperative

Khalida, a facilitator of a REFLECT circle in northern Morocco, never imagined that a group of illiterate women could one day acquire, in just two years, the skills necessary to profoundly transform their lives.

DVV International has been promoting the REFLECT method in Morocco since 2009, an innovative approach to develop skills for literacy and community development. Since then, the literacy field has undergone a real metamorphosis. This approach to literacy and awareness-raising has unleashed the potential of thousands of illiterate women and girls, especially in rural areas. This is a little report about the life of Khalida.



Khalida has been working in the field of literacy since 2006. In 2015, she attended a REFLECT training course organised by the Moroccan Network for Development and Lifelong Learning in the city of Fez. After her training, in 2016, Khalida created the REFLECT circle “light” in Majlaou village, which belongs to the district of the city of Asilah in northern Morocco. The literacy and awareness-raising courses contributed very quickly to unlocking women’s potential.

Start-up of a couscous cooperative

The discussion on village poverty and alternatives to improve the economic situation of women led to the creation of a cooperative for the production of couscous.

The first contribution was 50 Dirhams (4 euros) by each woman. After some ups and downs, the cooperative was recognised as a wonderful societal initiative by a group of women villagers.

The women pleaded with the president of their rural commune to provide them with a suitable room; and with a non-governmental organisation to provide them with the necessary equipment for the production of couscous. The cooperative has experienced a new boom, and the contribution of members, whose number has increased considerably, has risen in three months from 50 dirhams to 1000 dirhams. Literacy has become synonymous with autonomy and hope for a better life.

Discussions in the literacy classes have contributed to the diversification of production in response to soaring demand. As a result, the cooperative has begun to innovate and produce different types of couscous, especially herb couscous, which is in high demand, and different types of bread and galettes (round or freeform crusty cake).





The cooperative: a successful and well-known enterprise

After its success, the cooperative began to get visits from the mass media (Moroccan and Spanish Television) and international organisations. The first visit was from a Spanish NGO that helped the cooperative to produce soap from used oils. The cooperative is currently well known at the national level. It is in this capacity that it has been invited to several trade shows in Tangier, Oujda and Larache to present its products. However, the most important stage was the official invitation to the Meknes International Agricultural Exhibition in 2017.



Protection of the environment through renewable energies

With the increase in production, electricity costs sometimes exceeded profits. The women advocated with the National Human Development Initiative (NHDII) programme for the installation of solar panels, and won!



DVV International has been working in Morocco since 2008.

Author: Aziz Chaker is an international moroccan expert and consultant in the field of adult education and development.

Mozambique

“Being disabled is not the end of the world”

Many People with Disabilities (PWDs) in Mozambique still suffer from discrimination and are denied their basic human rights, such as access to education and healthcare. They are denied the right to a life of equality and dignity, even by their own families and communities, especially in rural areas, where much of the population still believe that disability is a punishment from god or the result of witchcraft.

To combat this stigma, which often results from a lack of basic education, and to promote the rights of PWDs, DVV International conceived and implemented, in partnership with the Association of Blind and Visually Impaired People in Mozambique (ACAMO), the Inclusive Literacy and Adult Education Project (AEAIM) from 2013-2015. The Project, which was implemented in Maputo Province in the South and Sofala Province in the Centre of the country, reached 2,000 youths and adults, 25 % of whom were PWDs. The project was the first of its kind in Mozambique since the introduction of adult education programmes after Independence in 1975. It employed two principal strategies: awareness-raising and training.

One innovative feature of the project was the use of community radio stations, which have been set up by the Mozambican government in order to promote local development, to raise awareness of adult education, promote the rights of PWDs, and to mobilise participation in the project. This step was key, as many PWDs in the participating areas were previously kept from education by their own families, instead spending their days idle at home.

An independent evaluation carried out in 2016 found that the project had contributed significantly to combatting discrimination against PWDs in the two provinces, as well as helping to reduce the high levels of youth and adult illiteracy, which still stand at 43.9 % nationwide.

“Being disabled is not the end of the world”

“If I could start my life over again, I would do everything to study and to reach university so that I could help women to fight against the discrimination that they are still subjected to, to provide a good education for my children, and most of all to show the world that being disabled doesn’t mean the end of the world.” (Mariana Bazima – participant in the AEAIM Project).

Mariana is 78 years old. She was born in Manhiça District in Maputo Province and was one of the participants of AEAIM. She tells of how when she was growing up, being disabled was considered a punishment from god, and that PWDs couldn’t work to be productive members of society. Mariana completed three years of adult education through the AEAIM Project. She says that being a woman and a mother adds to the discrimination she faces as a PWD, as culturally women are expected to carry out all the domestic duties, prepare food, take care of children and husbands, as well as work in the fields.



“I was born again because I saw the world differently”

Jalita Julião Timane is 49 and lives in Manhiça in Maputo Province. She successfully completed three years of adult education in the AEAIM Project. She proudly speaks of how she feels like she was born again as many things began to change in her life since she learned literacy and numeracy skills. “For example, I can easily use a mobile phone now, including to access e-savings schemes, which allows me to save the money I make from producing vegetables on my farm. This has helped to improve life for me and my family.” She adds that in Manhiça malaria is endemic and there are high rates of HIV/AIDS. “I have learned to protect myself from these and other diseases, unlike before, thanks to becoming educated. I hope that the project will be expanded to other parts of the country, where many people still face discrimination and live in obscurity.”



DVV International has been working in Mozambique since 2008.

David Harrington is the regional director for DVV International in Southern Africa.

Sierra Leone

Oral literature and sayings

In 1962, the Malian ethnologist and writer Amadou Hampate Ba told UNESCO: “With every elder in Africa who dies, a library is burned.” Today we find this on a wall of the UNESCO building in Paris.

Sierra Leone has a rich tradition of oral literature that can also be found in the fairy tales, fables, proverbs, riddles and songs of all the ethnic groups in the country and across borders in neighbouring countries.

Embedded in project work

It all began in 1981 and extended far into the 1990s. The partners were the Ministry of Education, the University of Sierra Leone, the Adult Education Association (SLADEA) and People’s Educational Association (PEA). A wide range of objectives and activities were implemented jointly: At the macro level, a national strategy for adult education was developed. Education and training reached practitioners and the academic sector, complemented by information, exchanges and networking. Village development, non-formal skills training and literacy were important approaches at the micro level.

“Learning starts in the womb and ends in the tomb.” This Mende proverb, from one of the largest ethnic groups in the east of the country, is ultimately even more far-reaching than our “From the cradle to the grave.” Lifelong learning begins in the womb and only ends with death.

The PEA was particularly active in this area. It was founded in the 1960s as a national association and then established branches in all provinces, from where it worked in a large number of villages. There, the interest in literacy was high, but the necessary reading materials were scarce or non-existent. This gave rise to the idea of collecting oral literature, writing it down, translating it and bringing it to the planned village libraries in printed form.

A sustainable cooperation developed: PEA was responsible for the project “Stories and Songs”. University scientists contributed their knowledge of the different languages. Adult education diploma and certificate students helped with collection, evaluation and translation. DVV International supported the project financially and accompanied the implementation by documenting it with audio and video cassettes as well as by using the image material in a variety of ways for literacy pamphlets, publications and calendars.

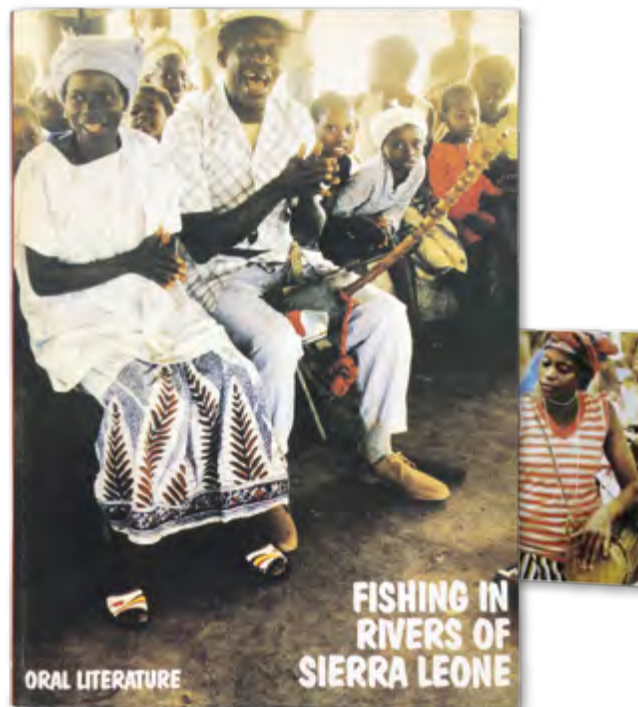
In addition, the project had a very positive side-effect. It was agreed with the students that they could choose topics in their homework and theses that were close to traditional forms of teaching and learning in the individual ethnic groups. These were later the basis for studies on education and training in the informal sector.

The collection

Ten languages from all parts of the country were selected for this purpose. More than 50 issues were published in the series “PEA Stories and Songs from Sierra Leone”. DVV International and its partners used the project results intensively for lobbying. The 25th edition was published as an anniversary volume with the title “Fishing in Rivers of Sierra Leone. Oral Literature”. It was more comprehensive and of higher quality and contained more than 100 stories and songs. Photos document the respective event and the narrators and singers and show that it is a tradition that continues to be lived, across ethnic groups, genders and generations.

This anniversary volume was presented to the President of Sierra Leone in the presence of the German Ambassador. In return, the Sierra Leonean Ambassador was present when PEA and DVV International informed the then Federal Minister Hans Klein at the BMZ and expressed their gratitude.

The project was continued by the PEA, even though DVV International had to close its office due to the flaring civil war. When – after the peace agreement at the end of the 1990s – DVV International from the PEA received an application to reprint the anniversary volume in large print runs, since all previous editions had been destroyed in the turmoil of war, this was able to be realised.



DVV International was active in Sierra Leone from 1981 to 2007.

Author: Heribert Hinzen was the director of DVV International for many years. From 1984 to 1987 he was country director for DVV International in Sierra Leone.

South Africa

The Women's Circle – working with women's agency

The Women's Circle (TWC) has been a leading partner of DVV International in South Africa since 2006. Working across several townships of the Western Cape province, TWC supports women's agency as they confront the harsh socio-economic conditions that plague the lives of young and old alike.

As a collective of community-based women, TWC organises through community learning circles and works in partnership with community-based organisations, non-governmental organisations, local government and academic institutions.

REFLECT and Popular Education

Soon after TWC was launched, women participated in training workshops that exposed them to the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) approach, which was introduced into South Africa by DVV International. REFLECT is an innovative approach to literacy and community development – working with community participants to develop critical and analytical skills required for sustainable and equitable development.

Over the years, TWC's learning circle coordinators and members have participated in a range of popular education workshops and programmes. Linking strongly with another of DVV's leading partners, the Popular Education Programme, TWC women have developed a broad range of skills in coordination, community facilitation and organising for active citizenship.

Against the odds, facilitating a pedagogy of hope

The Women's Circle works with communities through a "pedagogy of hope" against a backdrop of negative social conditions such as gangsterism, substance abuse, gender-based violence and teenage pregnancies fuelled by high rates of unemployment and poverty. These circumstances seriously affect communities – women, men and an ever-growing number of youth who are described as "NEETS" – Not in Education Employment or Training – more than 50% of South African youth fall into this category.

The work of TWC responds to these challenges by activating community members to change their living conditions by building healthy communities, where the notion of health goes beyond the narrow definition of being devoid of disease. Similarly, TWC does not see the challenges faced by communities simply as a local condition of township life that is disconnected from the global world. It is understood that growing wealth inequality and unequal power relations have a huge impact on the difficulties faced by local working-class communities. Globally, South Africa is rated as the most unequal country. Drawing on Freirean education praxis, TWC exposes the root causes of social challenges in order to better understand and engage strategies for change.





Linking with broader social movements has helped to develop the knowledge and organisational capacity of TWC women as they support the campaign to lobby the state for a just future. TWC also works with various training institutions in developing skills and livelihood capacities through the production of the energy-saving wonder bag cooking tool as one of its products. Production activities are not merely geared towards commercial enterprise development. TWC holds to cooperative principles that promote a solidarity economy approach that resonates with popular education, building agency and self-reliance.

Engaging (and developing) the system

The successful submission of a proposal by TWC and community-based partners to the City of Cape Town resulted in the development of a park with sports equipment and facilities to promote healthy and safe spaces for one local community.

TWC is a central partner in DVV International's support to the Department of Higher Education and Training (DHET), which will see non-formal community adult education integrated as part of the new national community college system.

DVV International has been working in South Africa since 1998.

Authors: Farrell Hunter is the country director for DVV International in South Africa.

Vanessa Reynolds is a coordinator of The Women's Circle.

“TWC is a platform that helped me discover that there is a world waiting for me”.

“We can make a change only by working together”.

“Engaging with the circle... [I moved] from scrounging for food to community building”.



Uganda

Adult education system building

Background and rationale

Many efforts by government and civil society did not sufficiently reduce adult illiteracy in the East Africa and Horn of Africa regions. This also impacts on potential livelihoods and further education as well as skills training opportunities. DVV International explored the reasons behind this with key stakeholders. The objective was to identify the required elements of a well-functioning adult education system. Various tools from the Service Delivery Opti-

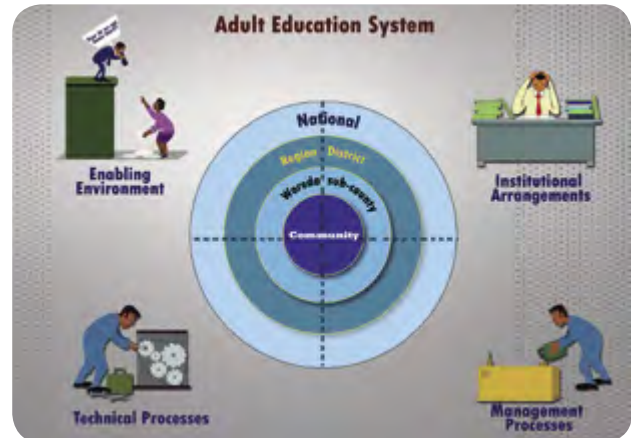
misation toolkit have been combined with other analytical and participatory approaches to map adult education service delivery in Uganda and the region.

Conceptual framework

Using an action-learning process, the conceptual framework for an adult education system was developed. It considers the governance structure of a country, which influences the way adult education services are delivered. The many aspects of an adult education system are categorised into 4 main elements, namely:

- enabling environment
- institutional arrangements
- technical processes
- management processes.

Adult Education Implementation Levels



Assessment of adult education system

Based on the conceptual framework, a rapid assessment methodology with a scoring mechanism was developed. It provided Uganda with a score out of 100 (25 per element) indicating which building blocks of the system are in place and functioning. This is accompanied by descriptive qualitative data. The qualitative and quantitative information provides baseline data and the opportunity to analyse potential entry points to strengthen the system. The assessment can be repeated after some time to assess progress or new challenges. It was conducted through a peer review.





Diagnosis of adult education system

The rapid assessment gave an overview of the adult education system, but further analysis was needed to diagnose the blockages in the system that prevent service delivery to the target group. Tools such as process maps, cause and effect diagrams, etc., are used to explore building blocks such as:

- an enabling environment of policies, strategies, guidelines, standards, etc.;
- institutional arrangements: human resources, organograms, reporting, partnerships, etc.;
- management processes: planning, budgeting, monitoring and evaluation, coordination, etc.;
- technical processes as indicated in the illustration.

Phases of adult education system building

Building or strengthening an adult education system takes time and should be a conscious strategy planned over phases. It started in Uganda with building a consensus

between DVV and the government that the system needed improvement. A rapid assessment and diagnostic study was followed by an analysis of alternatives, which culminated in a new system design. The new design will be implemented and tested with regular reflection sessions and

on-the-spot corrective actions. Another assessment will be conducted later to decide on changes and/or improvements in order to replicate and upscale the tested system.



Adult education system building

The Ministry of Gender, Labour and Social Development in Uganda embarked on a journey with DVV International towards an improved, integrated adult education system. The implementation of 2 policies (Adult Literacy and Community Development) in 4 districts is piloted through a new approach, ICOLEW (Integrated Community Learning for Wealth Creation – in line with the national Vision 2040). ICOLEW has gained national recognition for its design and because the government is making funds available for its implementation. Attention is given to institutional arrangements, aligning management processes for optimised service delivery and ensuring an enabling environment through clear guidelines, manuals, and attention to the national strategy.



DVV International has been working in Uganda since 1985.

Authors: Sonja Belete is regional director for DVV International for East/Horn of Africa.

Caesar Kyebakola is the country director for DVV International in Uganda.

Networking

West African Reflect Network PAMOJA A caravan for literacy

Travelling through Guinea, Senegal and Mali

In West Africa, since time immemorial, pastoral peoples have been living in areas where sustainable agriculture is not possible due to severe drought. Some of them are now sedentary and, over time, have specialised in trade. With the help of caravans, they have been engaged in long-distance cross-border trade over distances of more than 1000 km.

What could be more natural in this environment than to adopt the form of the caravan for a three-country campaign to advocate literacy?

The regional caravan was organised by PAMOJA (“together” in Swahili), the West African Reflect network, from 27 August to 11 September 2007 in Guinea, Senegal and Mali. The Pamoja West Africa network is one of the most important partners of DVV International and maintains the exchange and training of REFLECT practitioners in the region.

The route of the caravan led 3,467 km through the three countries: 1063 km through Guinea, 1519 km through Sénégal and 700 km through Mali, stopping at twelve stations. At each station the demands of the network to each respective government were presented and discussed before representatives of the community, NGO staff and the rural population:

“Reflect” is an innovative approach to literacy and community development with numerous participatory methods. “Reflect” works without the use of pre-packaged teaching materials, and instead encourages discussion of everyday problems and their solutions as suggested by learners. This is done through visualisation using local symbolic elements. In principle, learning takes place in a circle, the “Reflect Circle”, rather than in a classical teacher-centred instruction situation.

Demands

“Enhance the status of literacy in order to provide improved support for rural adults.”

“We demand that the Ministries of Health, the Advancement of Women, Agriculture and Rural Development provide 1 % of their budgets to strengthen literacy.”

“Support advocacy to correct the injustice against adult literacy.”

“We demand 3 % of the Education budget for literacy and adult education.”





The caravan was capped off by a march for literacy and HIV/AIDS prevention on 10 September 2007 at an African Regional Conference in Bamako which was organised by UNESCO as part of the United Nations Literacy Decade and UNESCO's Literacy Initiative for Empowerment (LIFE).

The demonstrators were invited to participate in the official ceremony of the conference, which was chaired by President Amadou Toumani Touré of Mali and the Director General of UNESCO. The caravan culminated in the adoption of a resolution that was read out at the conference.

The PAMOJA network was founded in 2000, but was first officially registered in 2008 and is a longstanding partner of DVV International.

Author: Henner Hildebrand is a former desk officer for DVV International for West Africa. He also worked for many years as regional director for DVV International in Eastern and Western Africa.

Voices from the road

"We warmly acknowledge the importance of such a very high-quality action, which we will never cease to appreciate, while congratulating the partners and actors who are developing this field by supporting the efforts of our countries." Mayor of Kedougou, Senegal

"We need to be provided with more resources to create literacy centres and not simply to be limited to following those created by NGOs. Even the communities for whom these services have been provided are not able to pay for them. But if the population is not literate, it participates very little in the development of its community. It is both an obligation for our countries to invest in adult education as well as to comply with the agreements they have ratified. Literacy is a cross-cutting issue and each Ministry must have its own literacy component." Director of the local Education Administration (Académie d'Enseignement) in Kayes, Mali

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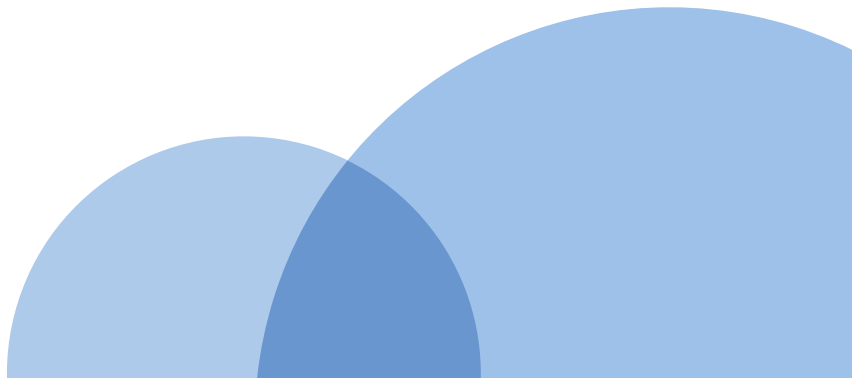
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ASIA



Beginnings in Asia

There is a precursor to the concrete project work with partners in selected countries in Asia, which can be traced back to the cooperation of international and regional organisations. Very early on, DVV cultivated its relations with UNESCO in Paris and its Institute for Pedagogy in Hamburg (today the UNESCO Institute for Lifelong Learning) as well as with the German UNESCO Commission. It was already represented at CONFINTEA II in Montreal in 1960, at which the governments of the so-called developing countries powerfully raised their voices at the end of the colonial era and their newly won independence.

It was there that DVV established important and forward-looking contacts beyond Europe to Asia. Helmuth Dolff, then the director of the association, participated in two functions at the founding conference of ASPBAE, the Asia South Pacific Association for Basic and Adult Education, in Sydney in 1964: As treasurer of the European Association for the Education of Adults (EAEA) and for DVV.

ASPBAE as project partner and think-tank

However, it was not until the mid-1970s that ASPBAE and DVV International were able to enter into project negotiations. In ASPBAE, with Prof. Chris Duke as the new Secretary General and his team at the University of Canberra, the opportunity had arisen to plan concrete projects, and at DVV International there were additional financial means available which allowed the development and expansion of project work into the Asia-Pacific region.

The opening event took place in Chiangmai in 1977. More than 50 people from 10 countries, plus representatives of UNESCO, the Southeast Asia Ministers of Education Organization (SEAMEO) and World Education began an intensive exchange and planned for future cooperation. A rich programme with seminars and workshops, a series of publications, study and research visits was developed for the countries and partners involved in the implementation. Soon, special non-formal approaches with “mobile literacy teachers” in Thailand and “micro-credit learning funds” in the informal sector of Indonesia were developed. These innovative approach-

es were then deepened on the one hand in an ASPBAE two-country programme and advocated for exchange in the region; on the other hand, the governments of Indonesia and Thailand had developed such a dynamic that these non-formal initiatives were given an expanded framework in large World Bank projects with the education ministries of the two countries.

Undoubtedly, the volume and continuity of the cooperation between ASPBAE and DVV International was a signal for many partners in the region to get actively involved in the numerous initiatives. It was repeatedly emphasised that this was more a matter of “seed-money”, the yield of which would generate new opportunities.

Important project countries in this early phase were Hong Kong, Japan, Republic of Korea, Sri Lanka and Singapore. And it was from these countries that the leaders who shaped the face of ASPBAE and opened the door to other organisations in the education and development sectors came: Makoto Yamaguchi, Prof. Jong-Gon Hwang, Lim Hoy Pick, Dr. Ariyaratna and Dr. Wijetunga. They shaped the regional conferences on “Strategy and Innovation in Adult Education for Women” or “Training & Retraining of Adults”.

In this context, the UNESCO Regional Office for Education in Asia and the Pacific must most definitely be mentioned. It published a bulletin whose special issue of January 1982 focused on “Adult Education and the Pacific”. It contained 25 country analyses and some regional studies which recorded the state of development and at the same time pointed the way forward.

The basis for further country initiatives

Consequently, a variety of project approaches were developed at local, regional and national level as well as with non-governmental organisations (NGOs), university and government partners. Indonesia and the Philippines became important Asian project countries for DVV International. Indonesia and the Philippines as well as the Central Asian partner countries Afghanistan, Kyrgyzstan, Uzbekistan and Tajikistan, are the subject of their own special chapters.

Heribert Hinzen was the director of DVV International for many years.

Hanno Schindele was former senior desk officer for DVV International for the Asia Pacific Region.

Afghanistan

From lost generations to new pathways

“I didn’t give up! I dreamed about becoming a teacher.” Zohra joined the education courses of DVV International and its partner, the Afghan National Association for Adult Education (ANAF AE), after her family was forced to return from Pakistan. Her family could not go back to their old home province and settle there because of the ongoing conflict and ended up in Mazar City.

Zohra is very interested in Information Technologies (IT). Luckily her parents allowed her to learn about hardware, networking and software packages in the secure neighbourhood at the community learning centre (CLC) of ANAF AE and DVV International. Later she spent some time assisting the IT teachers at the CLC, got more enthusiastic and successfully passed some of the international IT tests. Now she teaches several IT classes at her CLC and in other institutions. “I am very proud to teach IT to young women and give my best to provide them with new opportunities, also for their future employment.”

“Thanks to this unique chance at the community learning centre of ANAF AE, I have now managed, together with my brother, to open my own small shop.” Mustafa participated in two business start-up courses for young entrepreneurs, conducted by experienced ANAF AE trainers in cooperation with the Chamber of Commerce. “We learned a lot about marketing and are very optimistic, while successfully applying our new knowledge. The new marketing of our yogurt product brings good results.”

These two recent examples show the difference between opportunities available now compared with the early years after the Taliban regime – even though the history of 40 years of war, mass outmigration, internal displacement and integration of huge numbers of returning refugees continues.



During the many years of conflict, education, a human right, was given no priority. In 2002, when DVV International started its work, the fragile education system had nearly collapsed. The education of several “lost generations” of Afghans had been interrupted or never begun. Terror, violence, and displacement due to conflict exposed young people to trauma and mental suffering. Together with other hard-to-reach groups, including young war widows, orphans and disabled persons, their number was rising to several million. At that time, nearly no education programmes were available to support their needs. And in addition to that, due to tradition, the education of women had been neglected. Afghan women have experienced tremendous hardship, especially over the past few decades of conflict and insecurity.

Basic education and skills to survive

Right from the beginning, DVV International focused on the re-integration of returned refugees. Integrated education and income-generating activities were conducted jointly with the Afghan Women’s Network (AWN). Refugee women and war widows attended literacy education classes and received basic education. They acquired simple technical skills, made cookies, noodles, sweets and soap for the local markets and earned a basic living to support their children, being the only breadwinner in these hard times. The young men who returned acquired basic vocational training in carpentry, welding, metal and electrical skills. They were able to settle in new homes and do simple jobs to ensure a basic income.

Future visions – investing in youth

Investing in the education of young people, even in the worst crises, is investing in peace and in the future. Today, a well-known and successful network of 25 adult education and community learning centres established by ANAF AE with the support of DVV International provides a wide range of education programmes with more than 200,000 young participants annually, mainly 16 to 26 years old, bridging from school to higher education and to working life and invites young people to not just be victims or beneficiaries but to obtain a new perspective on life and improve their abilities so they can become actors in their own visions of the future.

DVV International has been working in Afghanistan since 2002.

Author: Wolfgang Schur is the project coordinator for DVV International for Afghanistan.



Cambodia

The voluntary teachers from Ratanakiri

Creating access to basic non-formal education for indigenous communities in Cambodia

In cooperation with DVV International, the local NGO Non-Timber Forest Products (NTFP) has been working to provide improved non-formal education and training for members of the Kavet ethnic minority in Ratanakiri, Cambodia, since 2009. These offers are designed to help the participants to cope with the radical change to which their region has been subjected due to the rapidly advancing plantation economy. The project furthermore works towards creating a dialogue and advocacy work at sub-national level to recognise the value of non-formal and adult education in Cambodia.

Ratanakiri is one of the least developed provinces in the country. It is home to nine indigenous highland communities whose livelihoods mainly depend on agriculture and its slash-and-burn based shifting cultivation. During the seven months of rain (on average) the farmers move from their villages to the fields. These fields are commonly called chamkars and are in a remote location, not connected via roads, deeply inside the jungle. During this time of the year children and young people have no possibility to attend school, nor to reach any Community Learning Centre (CLC).

Reducing dropout rates through bilingual literacy classes

In the formal education system, children from indigenous ethnic communities are more likely to drop out of school than other Cambodian children. The children are

required to help in the fields and look after siblings or animals, parents cannot afford to pay school fees, or for materials and uniforms, and most schools are too far away from where they live. The biggest challenge, however, is with language. Only a few members of the indigenous ethnic communities speak Khmer, the language that is being used in all public schools. Therefore, NTFP conducts non-formal education classes based on their officially recognised seven-module bilingual curriculum for basic literacy (equivalent to grade 3) and several other non-formal education modules to complete grade 4 equivalency. In addition, they have produced Kavet-Khmer traditional stories, health lessons and a Kavet-Khmer dictionary.

The role of volunteer teachers

Because adults are too busy with their work, and it is almost impossible to find teachers for the local schools, NTFP selects and regularly trains volunteer teachers – in consultation with the target communities – from the young people in the villages. One of these teachers is 12-year old Vish:

“I have been a volunteer teacher for 3 years. For a long time, I have seen students dropping out of school because they did not speak Khmer and were not able to follow the lessons. That is why I joined the NTFP trainings. During the day, I go to the nearest state school. At night, I teach the literacy classes in my village. My favourite part about teaching is to see the improvement in the knowledge and skills of the students (...) particularly when they are eventually able to read and write in Kavet and Khmer.



Sometimes it can be difficult at first to gain the respect of older students, but in the end I always manage to convince them with my knowledge and teaching skills. I am very thankful for NTFP and DVV International for being able to provide me with the opportunity to not only develop my own, but to develop the skills of others as well. My wish is to continue to support my community by making sure that everyone knows how to read and write, and in a few years to become a teacher at a state school.”

DVV International has been working in Cambodia since 2009.

Author: Vanna Peou is the country director for DVV International in Cambodia.

Indonesia

Improving living conditions through self-help groups

Initially, DVV International began cooperating with Indonesian development organisations, mainly NGOs, through its regional partner ASPBAE in 1977. Direct project cooperation with the PPSW women's centre in Jakarta began in 1998. In the following years the range of partners was extended to include three more NGOs, in North Sumatra, on Flores and the Maluku Islands. These were joined by SEAPCP, the Southeast Asia Popular Communication Programme, a regional network headquartered in Jakarta.

The aim of all Indonesian partners was to improve the living conditions of disadvantaged population groups through education. Above all, the focus was on the empowerment of women, but farmers, fishermen and slum dwellers were also supported. They set up self-help structures together; small credit associations were set up to help people establish small businesses through

loans and thus secure an independent livelihood. Other topics included health and the environment, political participation and conflict prevention.

Together, things work better ...

... with partners

PPSW (Centre for Women's Resource Development), supports women in seven regions of the country in setting up small businesses, self-help organisations and savings and credit associations. This has significantly improved their economic, political and social position.

PESADA (Sada Ahmo Foundation) has also been committed to improving the situation of women and their families – albeit limited to the North Sumatra region – and has conducted training measures for women.

DMM (Dana Mitra Maluku Foundation) worked in the East Indonesian Moluccan region and established training centres and model farms for practical training in organic agriculture. Christian and Muslim participants were deliberately brought together in the courses in order to support the reconciliation process between the two groups after the conflicts of the past.

... and networks

The FIRD (Flores Institute for Resources Development) partner is a network of eight NGOs on Flores and Lembata (Small Sunda Islands) that are committed to assisting farmers and fishermen in areas such as sustainable agriculture and animal husbandry.





SEAPCP (South East Asia Popular Communication Programme), headquartered in Jakarta, is a network of professionals from several Southeast Asian countries involved in community organising, i.e. the self-organisation and development of local communities. Their events are addressed towards the leaders of grassroots organisations.

DVV International was active in Indonesia from 2004 to 2011.

Hanno Schindele was former senior desk officer for DVV International for the Asia Pacific Region.



After the Tsunami: From emergency aid to sustainable development

The flood disaster triggered by a seaquake around the Indian Ocean at the end of 2004 was one of the worst natural disasters in recent human history. The epicentre of the seaquake was near the Indonesian island of Sumatra. The number of deaths is estimated at an unbelievable total of 300,000. Many fishing and farming families lost their livelihoods through the destruction of their boats and the salinisation of arable land.

Immediately after the natural disaster, numerous Asian partners of DVV International went into action; they were involved in rapid emergency aid, but also thereafter in long-term socio-economic reconstruction measures. In Indonesia, PPSW and PESADA in particular assisted the affected population. In the meantime – especially in Northern Sumatra and the offshore island of Nias – a material and personnel infrastructure has been set up that enables long-term reconstruction and development of the affected population groups through training, counselling and awareness-raising.

Jordan

Answers to local challenges – training for refugees

In 2014 DVV International and the NGO “Family and Childhood Protection Society” (FCPS) started their cooperation to support Syrian refugees in Jordan. Our interview partner is Khadim Abid El-Kani, one of the founders of FCPS and its president since 2006. He was interviewed by Jawad al-Gousous, country director in Jordan.

As we approach the 50th anniversary of DVV International: What does this mean for you as a partner?

DVV International’s 50th anniversary could be viewed as a favourable opportunity for introducing a real example of human communication and bridging the gaps between people. DVV International is an organisation that promotes social and economic integration, particularly among groups living in difficult conditions. For me, DVV International stands for the belief in human capacity and development through lifelong learning.



How do you see the partnership from this perspective?

A true partnership has been built between FCPS and DVV International. This led our association to what we could call an “intellectual turning point”, by promoting strategic thinking and developing the capacity to identify opportunities and the challenges faced by the association.

Could you elaborate more on what you have just described as a “true partnership”?

With over one million Syrian refugees in Jordan, DVV International responded by strengthening our association’s capacity to implement adult education projects based on a participatory approach. DVV International helped us to turn challenges into opportunities, where training programmes and the development of education concepts were tools for change focusing on three elements:

The association itself – building up managing capacities, setting priorities, monitoring needs and institutionalising training programmes. This led to establishing a community empowerment training centre in 2016.

The trainee – by understanding social and psychological motives, and offering career/vocational counselling, DVV International helps develop adequate training programmes.

And the society – by creating a link between the individual and society through social initiatives.





You have spoken quite extensively about the partnership. An important question comes to my mind now: How about the achievements?

In our cooperation with DVV International we learned to design training programmes which improved living conditions as well as expanded knowledge for individuals.

Through our common training programmes for refugees we contributed to their social integration as well as to local economic development. Together with DVV International we have adopted a remarkable model, by monitoring needs through social learning and rapid participatory research. We have an excellent team of trainers, and a great reservoir of knowledge, tools and skills for working effectively with marginalised people, contributing to the improvement of their living conditions.

How do you see the future of your partnership with DVV International?

We will design clear adult education training principles, concepts and programmes and are in the process of establishing two adult education centres in the governorate of Irbid. We wish to move this partnership forward to reach a level where we can coordinate with other adult education providers in Jordan to establish a national network for adult education.

You are working with other associations. In your opinion, what makes working with DVV International special?

What best characterises DVV International is how it provides a space for us to work and to learn. I can say that the approach adopted by DVV International helps to achieve the highest levels of partnership, deepening the role of the association in achieving its goals and committing to its responsibilities towards social and economic issues.

I am proud of the partnership with DVV International.

DVV International has been working in Jordan since 2011.

Author: Jawad al Gousous is the country director for DVV International in Jordan.

Kyrgyzstan

Join us in order to change the world!



Ay dai Erkebaeva (21, Bishkek) was one of the participants of the Central Asian Regional Youth Project, which was based on the youth promotion curriculum developed by DVV International for the region. The project covered two locations in Kyrgyzstan (Bishkek and Osh) and one in Tajikistan (Dushanbe). At the time of submitting the application for participation in the Regional Youth Project in 2016, she had only recently graduated from school, she was not engaged in any social activity – fully dedicated to learning. After her graduation, she enrolled in university.

DVV International has been working in Kyrgyzstan since 2002.

Authors: Ravshan Baratov is the regional programme manager for DVV International in Kyrgyzstan.

Thekla Kelbert is the regional director for DVV International in Central Asia.



Ay dai was persuaded – or rather forced by a good friend of hers – to “participate in the project in order to change the world!” (the slogan of the project). However, she still had to fill out five pages for the application. When doing that, she more likely wanted to complain to her friend rather than be thankful...

Nevertheless, she passed the selection procedures and took part in the first training.



A few months later, Ay dai finally decided to obey her inner will, so she left university in order to work at the news website “Kloop”, whose authors are mainly students and graduates of the journalism school of the public foundation Kloop Media. To this day she has never regretted this decision.



Now, looking back, it is hard for Aydai to find the words that would accurately describe what impression the training has made on her. Shock, surprise, joy, full reboot and a total shift in understanding her own life: “Close, but those words still don’t completely define the range of feelings I experienced,” she said at the feedback session. With every new training, she got more and more motivated by the session topics, by the people in the group, who encouraged her and the others to develop, by various trainers who revealed the world from a new angle, and by new acquaintances from other project locations.

One of the hardest modules in the programme was the development of social projects:

“I knew what kind of idea was in my head, but it was hard to transfer it to paper, that’s why we edited and rewrote the project application several times. However, the next day I felt the full euphoria from the realized idea. My beloved city would see this gift: street musical instruments.”

Summarising the main impact of the programme, Aydai says, “I finally saw myself, my potential, could evaluate my own development and believe that absolutely new discoveries are waiting for me in the future! And now, again, I would like to walk along the “Youth Alley” and look at our creative gift to the city of Bishkek.”



Laos

Training of master trainers in non-formal education

If you have ever taught a class consisting of youth and adults you will agree that it is somehow different! And it is not easy. You work with people who have their own way of thinking, who are aware of their own interests, who have obligations to their families, their workplace or to the rice paddy – people you can't force to learn.

In other words: facilitators in non-formal education need some additional skills and competencies to fulfil their role effectively. A good school teacher is not automatically a good trainer for lifelong learning! Bad quality non-formal education results in high dropout rates and a lack of recognition and funding.

These were the fundamental thoughts which motivated DVV International and the Department for Non-Formal Education (DNFE) to initiate a training cycle course for



One significant trainer of master trainers (ToMT) experience is related to how we developed the training framework. At the centre are the participants, who are identified both as the master trainers and as co-learners in this unique journey. Four elements made up the four corners, namely: the “why” or the vision of NFE; the “how” or the practice of adult learning methods; the “what” of the relevant theoretical frameworks, and the “policy framework” that provided the mandate for NFE.

Dr. J. Roberto Guevara, RMIT Melbourne

Trainers' voices



As a co-facilitator from the Lao side, I think the curriculum GlobALE has been formulated in a very systematic way. It draws on the fundamental principles of adult learning, not just from the western point of view but from the concept of the evolutionary development of the human being globally. As a trainer, I feel like I'm going on an academic journey of exploration, where I have to learn with the participants and the other trainers together.

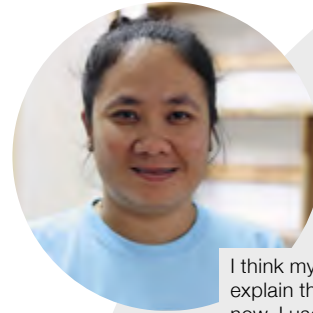
*Mr. Souphap Khounvixay,
NFE Development Centre*

35 experts to become master trainers in NFE. The training cycle of six modules used the Curriculum globALE, an output-based curriculum developed by DVV International and the German Institute for Adult Education (DIE) and was implemented in the period 2015-2017 by an international team representing the Lao government, DVV International, RMIT University Melbourne, ASPBAE, Australian Volunteer and UNESCO Bangkok.

On an individual level, it went far beyond a simple training, changing the mindset of the participants in what they think about the learning and teaching process. Departing from there, it became possible to embed participatory learning approaches into the curricula and practice not only of NFE, but of the National University, the vocational education system and some influential mass organisations as well.

In 2018, the project was honoured for its outstanding partnership approach with EAEA's GRUNDTVIG award.

DVV International has been working in Laos since 2009.
Author: Uwe Gartenschlaeger is the regional director for DVV International in Southeast Asia.



“”

I think my skill to motivate my class and explain the content has become better now. I used to lecture a lot and now I apply more activating methods such as brainstorming and group discussions. This way, I try to encourage my students to participate more and everyone benefits from this.

Ms. Khit Anong Naphayvong, Vocational Education Development Institute

Trainers' voices



“”

I strongly feel that my own learning cycle is continuing with every workshop. Most importantly, I feel more self-confident – both as a woman and as a teacher in general. The most important skill the ToMT workshops have taught me is probably how to structure my lessons more effectively, as well as enhancing my ability to react more flexibly when teaching.

Ms. Vanh Phommany, Provincial NFE Centre Xiangkhoang

Palestine

A national strategy for adult education – partnership is key!

DVV International has supported the establishment of a national strategy for adult education in Palestine for many years. The team of DVV International conducted an interview with Ghadeer Fannoun, Director of the Non-formal Education Programme at the Palestinian Ministry of Education and Higher Education and National Coordinator of the National Strategy for Adult Education and Lifelong Learning (NSAE). With 26 years of experience in the educational sector, Fannoun leads national efforts to transform the national understanding of adult education into the global holistic concept.

A national strategy for adult education in Palestine: Why? What difference does it make?

The Palestinian adult education sector is huge. A study, on the status of Adult Education in Palestine in 2010, made it very clear that the size and impact of this sector is not seen as a whole and thus not influential, because efforts are scattered everywhere. Different actors use different adult education-related discourse; for the majority the term would mean literacy education. Being part of the international dialogue on adult education, Ministry of Education and Higher Education saw the importance of adopting a holistic view of the concept. Not having a shared understanding of adult education caused meaningful aspects of the non-formal provisions for lifelong learning to be neglected. It was very crucial to develop a National Strategy that sets the principles and foundations of adult education, starting with reaching a national shared understanding of it, and developing a nationally agreed vision.

Given this invaluable aspect of the National Strategy, how did the Ministry of Education and Higher Education approach its development?

It is necessary to point out that this strategy doesn't belong only to the ministry. It was very obvious that we would need a real partnership with all stakeholders if this strategy was to achieve our goals. We started the process with signing an agreement with DVV International for professional technical and advisory support. All relevant government institutions, civil society, educational institutions, and representatives of the private sector were addressed to join membership of a national team for development of the National Strategy for Adult Education and Lifelong Learning. The national team worked for two years, within which time multiple consultations with a large number of actors were conducted to ensure broad national participation. The National Strategy was officially approved by three ministers: Education, Labour and Social Development.

What changed after this official endorsement of the national strategy?

We can see there are larger numbers of stakeholders who “speak the same language” in terms of their understanding of Adult education. The National Strategy provides a reference for what adult education in Palestine is, and who the partners are. The approach that we adopted promoted deeper partnership among members of the national team. Adult education was separated as

an independent programme in the Strategic Plan of the ministry, which meant allocation of bigger budgets. This made it possible to increase the size and quality of programmes under adult and non-formal education. After the approval of the national strategy, the need for standards for adult education facilitators showed; and it was possible because of the existence of this strategy to form a team and develop the standards with the support of DVV International.



DVV International has been working in Palestine since 2009.

Author: Ola Issa is the country director for DVV International in Palestine.

What are the priorities to further develop adult education in Palestine?

The strategy is still subject to dialogue and revision with the national partners. We need to map the adult education sector in Palestine in order to apply a better informed revision. We aim at greater involvement of all partners, that is why we are in a participatory process of developing a national action plan that mirrors commitment and the roles of all partners to help further develop adult education in Palestine.



Philippines

Partners become a political force

In the years following the Marcos dictatorship, the movement of civil society groups in the Philippines experienced a renewed upswing. DVV International began initial exploratory work in 1991. Various contacts with local development and educational organisations were established mainly through the activities of ASPBAE and the training and further education programme of DVV International. From 1994 onwards, a specific country project was established with four non-governmental organisations (NGOs) as partners.

These organisations carried out adult education activities in various sectors and regions. They worked in a need-oriented and participatory way, involving various grassroots groups at local level but also through the support from national networks. As an accompanying measure, they produced numerous publications, magazines, posters, video films and training modules for educational work.

Women empowering and environment

The Centre for Environmental Concerns (CEC) works from Manila in different geographical areas whose environment is threatened by mining, monocultures, industrialisation, etc. The affected population groups receive information about ecological interrelationships and technical knowledge about environmental protection. At the same time, protest actions and campaigns are organised to exert pressure at the political level as well. The CEC enjoys a good reputation throughout the country and has achieved remarkable successes.

Since 1995, DVV International has been cooperating with the Centre for Women's Resources (CWR) in the area of empowerment for disadvantaged women. Women reach this goal through the provision of basic education and income-generating skills, which ultimately lead to an improvement in their social, economic and legal situation.

CWR is also based in Manila, but is active nationwide and networks with numerous other women's organisations at home and abroad.

Community development

Community Awareness and Services for Ecological Concerns (CASEC) became another partner – an NGO that has been working with DVV since 1994 in the areas of



community development, organic agriculture, permaculture, health and environmental protection. The main point is the promotion of self-help through “family organising”, i.e. the integration of farming and fishing families into local self-help groups. CASEC operates from its base in Bohol on the surrounding Visaya Islands and is constantly expanding its sphere of activity. The association is supported by more than 3,000 members, has 15 training centres and works mainly with volunteers.

The People’s Initiative for Learning and Community Development (PILCD) emerged from a former partner, Trainers Collective (TCI) in Benguet Province, and has been supported since 2003, covering the northern part of the island of Luzon with its training and consultancy activities. One focal point of the educational work is organic farming and opportunities for income generation. A second focus is on literacy and basic education for early school leavers, who in this way are able to obtain recognised certificates. In all these measures, great importance is attached to the participation of the learners.

Two intensive decades

Along with other grassroots organisations, the four Philippine partners of DVV International became a political force that should not be underestimated, who know how to mobilise their various groups of participants, to some extent including churches and politicians, on a local – but also on a national – level, and who can thus repeatedly prevent or mitigate negative developments for the poorer sections of the population. Their campaigning and lobbying work thus contributes to raising awareness of unjust,



misogynistic or environmentally harmful conditions and thus potentially to overcoming them, while the advisory and educational measures lead to an improvement in the socio-economic and political living environment of marginalised and underprivileged groups.

DVV International would like to thank its partners in the Philippines for the diverse learning experiences it has gained, which have contributed to its own further development. In this respect, the termination of the cooperation in 2011 was a difficult step.

DVV International was active in the Philippines from 1991 to 2011.

Author: Hanno Schindele was former senior desk officer for DVV International for the Asia Pacific Region.

Tajikistan

Economic sustainability – a key to social changes

In March 2015, DVV International in Tajikistan started the implementation of the three-year project “Youth Empowerment toward Sustainability and Change” (YES to Change) in partnership with two local Non-governmental Organisations (NGOs), the Civil Society Support Centre “Kalam” and the NGO “Madina” in the remote mountainous region of Gorno-Badakhshan Autonomous Oblast (GBAO). The aim was to create a sustainable environment for youth engagement in economic, civic and social life at the local level. Madina was responsible for the economic development component.

In 2018, three months after completion of the project, DVV International conducted an interview about the project with the director of Madina, Mrs. Nabot Dodkhudoeva.

Please tell us about your achievements as a partner of the project



Our organisation was responsible for the implementation of courses to establish and expand business start-ups, small business development for young people between 15 and 29 years of age. Many activities took place. We qualified business trainers and consultants to conduct business start-ups and we carried out business trainings. More than 400 young people from 7 districts improved their knowledge about establishing and further developing small businesses. Additionally we established a consultation service and a business grant programme, which provided financial support to selected young local entrepreneurs.

How did your project activities affect the community?

This project definitely contributed to the reduction of tensions among youth, as it created new jobs and improved their economic status and standard of living. Another positive effect concerns their families: because they have jobs, young men no longer leave their families and their country for labour migration. Grantees proved their growing potential to assess the market and, as of today, over 96% of the small businesses supported are sustainable and continue their work.

The project revealed a high demand for small-scale support to “kick off” new businesses. One problem is the financial support. Most of the new entrepreneurs do not have any experience in this field. In addition, credit banks usually do not provide loans to unemployed citizens. Therefore, grant support is necessary. Our grant campaign showed this: we received more than 400 small business project proposals. The project’s grant fund was sufficient to support 41 business initiatives.

What other important events took place within the project?

We organised a number of public activities to raise public awareness about the project. We arranged forums on the “Role of youth in business development” with the participation of 50 regional stakeholders and grantees, roundtable meetings, partner meetings and a Regional Conference on “Networking Cooperation of the Central

DVV International has been working in Tajikistan since 2003.

Authors: Ravshan Baratov is the regional programme manager for DVV International in Kyrgyzstan.

Nabot Dodkhudoeva is director of the NGO Madina in the region Gormo-Badakhshan.

Asian Youth NGOs". Additionally we offered a study tour to Germany in 2016.

Due to these events, the National Public Council (facilitated by the President of Tajikistan), the GBAO Government and the district administration offices highly appreciated the project activities and its great importance for the reduction of social tensions, the creation of new jobs, and for the improvement of the economic situation of young people.

The phase of project implementation lay in a very favourable period, because 2017 was proclaimed the Year of Youth by the President of Tajikistan. Accordingly, the GBAO administration paid special attention to the project activities and even the President of Tajikistan was informed about the project actions and its effective results.

Our organisation, Madina, intends to continue working with young people even after the completion of the project. In the meantime we have received many requests from local communities and local governments to search for similar new projects and funding for such initiatives.



Uzbekistan

Out of prison, back into society

Due to limited access to social services for vulnerable groups of people and the fragmentation of existing services, one of the planned results of the PATH project was to improve this situation. Drawing on the experience of European countries with developed public and community systems of social support, including the involvement of civil society, the project aimed to enhance existing limited public social services for the target group (e.g. ex-prisoners, former drug addicts, persons living with HIV, TB-patients). Thus, the action improved the implementation of their social and economic rights.

DVV International has been working in Uzbekistan since 2002.

Author: Ravshan Baratov is the regional programme manager for DVV International in Kyrgyzstan.

Olesya Koschenko was imprisoned for 8 years, and since July 2017 she has been attending the Social Support Centre in Tashkent, established by the INTILISH NGO in cooperation with DVV International in Uzbekistan, within the framework of the initiative "Returning PATH: Promoting access to basic human rights for vulnerable women and men". The EU and the Federal Ministry for Economic Cooperation and Development of Germany (BMZ) support the project financially.



The aim of the project is to provide support and assistance to ex-prisoners in order to help them reintegrate into society. Thanks to the project, Olesya attended a course in practical psychology. By attending the course, she was able to realise her strengths, overcome fears, communicate more easily with people and increase her willingness to work.





Having received a number of consultations from the project, Olesya learnt more about the opportunities for women in Uzbekistan and received professional orientation. Based on the centre for training, retraining and raising the level of skills of the unemployed, Olesya passed a two-month course which gave her skills in book-keeping. After completing the course, she was awarded a state diploma.



Group classes to improve knowledge in legal matters and individual consultations with the project lawyer helped Olesya to overcome difficulties with her personal documents. During the project, the classes on first aid, hygiene and reproductive health have significantly broadened her horizons and increased the level of responsibility for her own health and that of her loved ones.

““
“I am grateful to the project for the opportunity to start in a new profession that will help me find myself and realise my abilities!” remarked Olesya.

Networking

DVV International and the Asia South Pacific Association for Basic and Adult Education (ASPBAE)

It would be fair to say that only very few organisations can boast of a shared partnership spanning over four decades. But this is what ASPBAE shares with its closest and strongest ally, DVV International, which will be commemorating its 50th anniversary in 2019.

While the partnership between ASPBAE and DVV International formally began in 1978, their association goes back more than a decade before that. Helmuth Dolff, then Director of the German Adult Education Association (DVV) was present at the founding meeting of ASPBAE on January 30, 1964 in Sydney. However, it would only be more than a decade later that the partnership would be cemented.



The untimely passing of ASPBAE's first Secretary General, Arnold Healy in 1967 caused its initial years to be fraught with difficulty and the fledgling organisation was on the verge of collapse until, in 1974, Chris Duke assumed leadership as Secretary General and attempted to "arouse ASPBAE out of a relatively deep sleep". A successful journal (ASPBAE Courier) animated its network, and as Chris Duke recalls: "Having played a significant part in the founding of the ICAE in 1973 and its first World Assembly at Dar es Salaam in 1976, by 1977, ASPBAE had acquired enough of a reputation and enough visibility to be taken seriously as a partner by DVV, which was keen to expand its international work in Asia."

Discussions with DVV International through Bernard Pflug, and later Heribert Hinzen, culminated in a partnership formalised in 1978, and which persists until today. The partnership has grown over the decades, adapting to the changing needs and demands of global, regional, and national contexts.

During the commemorative seminar marking the 25th year of the ASPBAE-DVV International partnership in 2003, ASPBAE incumbent Secretary General Maria Khan underscored the vital contribution of DVV International in fostering regional networks as important vehicles for enhancing adult education practice and for co-ordinated advocacy actions to ensure good policies. She further emphasised that "the ... partnership should be harnessed for a more critical, visible and proactive role internationally, in advancing the right of all to learn",

recognising how adult education and learning remain a fragile and vulnerable sector in education.

The intervening years have seen ASPBAE and DVV International take up this challenge boldly and creatively. They collaborated closely in informing the global policy discourses on education with evidence and analysis championing youth and adult education as a right, and as essential in the efforts to beat poverty and inequity, empower people and build sustainable, just and peaceful societies. They worked closely in successive CONFINTEA processes as well as in promoting the Education for All goals and targets, including those related to adults. And in 2015 they successfully influenced the new education and development agenda 2030, which embraces lifelong-learning for all, “leaving no one behind”.

Certainly, much more needs to be done to guarantee the policy promises made for quality, publicly-funded youth and adult education, but the partnership has fostered a formidable network of CSOs equipped to advance the right to education and lifelong learning in the Asia Pacific region. Today, ASPBAE and DVV are peers on the international stage, their voices in global policy spaces complementary and mutually reinforcing, having both grown their abilities to work from grassroots through to national, regional, and global levels.

ASPBAE congratulates DVV International on its 50th anniversary and looks forward to many more fruitful years of cooperation, collaboration, and partnership.



The cooperation between DVV International and ASPBAE started officially in 1978.

Author: Maria Lourdes Almazan Khan has been the Secretary General of ASPBAE since 1995.



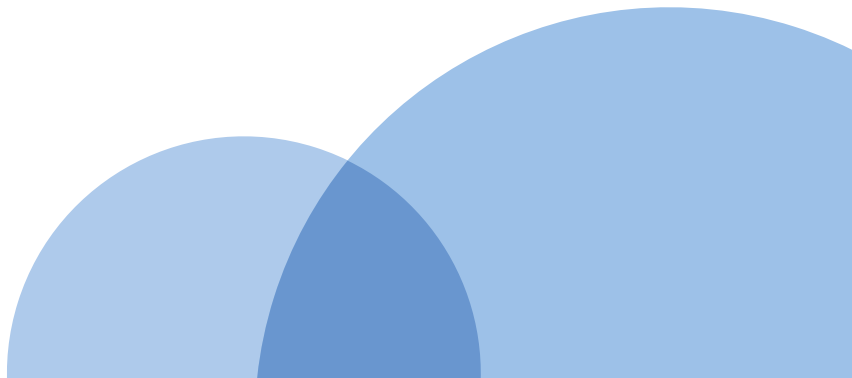
Andrea Martin
Performing Arts Center

vhs
DVI International

MUSEUM
EDUCATION
CENTRE



EUROPE



Beginnings in Europe

Put simply, the roots of adult education in Europe lie in the enlightenment and in the Industrial Revolution. At an early stage, reading societies, residential folk high schools, as well as tradesmen's and workers' training associations made possible what the Volkshochschulen (adult education centres, vhs) and similar structures in other countries today provide as general and political education as well as vocational training. In the terms of European educational programmes, these are approaches directed toward citizenship and employability.

Understanding among peoples and professional exchange

In the years following the end of the Second World War, England, France and Sweden were the countries of greatest importance for the revival of the vhs. Re-education was the programme of the Allies, and the first delegations travelled to England; Adolf Grimme was among them, after whom the DVV media institute was later named. Adult education and democracy featured on the agenda during the often months-long visits to the Swedish institutions. Understanding among citizens from one community with the citizens of another was the aim of town twinning; the first ones were established between France and Germany in the early 1950s.

In 1953, during a conference in Holland, the precursor of today's European Association for the Education of Adults (EAEA) was founded to promote information, exchange, networking and training. In 1957 the DVV joined and became an active member. Later, the then DVV Director Helmuth Dolff became President of the EAEA for a decade.

In order to plan and carry out the various activities which were used by a large number of people from adult education centres and their associations as study trips, work-shadowing, summer schools or conferences in neighbouring European countries, a DVV foreign section was set up in 1962. At the same time, the DVV succeeded in expanding what had been achieved so far by receiving substantial funding from the federal budget for this work abroad.

Growth of international contacts

The German Adult Education Conferences, which take place every five years, were used programmatically. The number of partner organisations participating from other European countries grew. In 1966, the then president of the DVV, Prof. Hellmut Becker, took stock of the “World-wide Adult Education – Education and Training in New Dimensions” at the Adult Education Conference: “The participation by the Council of Europe and UNESCO in the seminars and congresses on adult education is only natural. With 34 member countries we have today an intensive exchange in the form of journeys by study groups, instructors and academic staff. We are pleased that in recent years the cooperation could also be extended to a number of Eastern European states despite the lack of diplomatic relations.”

Poland, Yugoslavia, Hungary and the Soviet Union were the most important Eastern European partner countries. It was at this time that the foundations were laid for the new phase of European cooperation that began following the fall of the Berlin Wall. Now, supported by the various instruments of the BMZ, state, university and civil society specialist partners were ready when in 1991 the DVV International offices in Warsaw and Budapest could be opened and, one year later, in St. Petersburg and Bucharest. This project work received a further boost when, after the end of the wars in the former Yugoslavia, representations and partnerships were established in almost all the countries of South Eastern Europe. In the meantime there are now also offices in the states of the Caucasus as well as Belarus, Moldova and Ukraine.

Increased Europeanisation

In 1990, DVV International commissioned a report entitled “Adult Education and Europe – Opportunities for Cooperation within the European Community Programmes”, which was subsequently widely discussed in the committees of DVV. Since then, the political debate on Europe has increasingly occupied the Association and the Institute. This is certainly connected on the one hand with the enhanced importance of the European Union in shaping a common framework for lifelong learning. On the other hand, the close cooperation with European partners on many levels, including within the framework of the EAEA, is gaining in significance, especially in view of the upsurge in tensions and Euroscepticism. Adult education and the vhs have the major task here of strengthening the dialogue in Europe between its citizens.

Authors: Uwe Gartenschlaeger is the regional director for DVV International in Southeast Asia.

Heribert Hinzen was the director of DVV International for many years.

Armenia

Learning in museums

In 2014, DVV International in Armenia established the Museum Education Centre (MEC) in partnership with the “Association of Museum Workers and Friends”. MEC focuses on diversifying the museum culture in the country with a focus on educational programmes for youth and adults. Hayk Mkrtchyan, MEC director speaks to the team of DVV International about the last four years.

Why, after almost 15 years of building museum staff capacity in Armenia, did DVV International and its partners see a need for such a centre?

There are 140 museums in Armenia featuring its rich history and culture, its people and its resources. As repositories of knowledge they possess enormous educational potential. However, turning local museums into public centres for learning and engagement requires specific knowledge and attitude. DVV International provided literature and resources, organised study tours and invited experts. It was very important to institutionalise support to museum education by creating the centre.



What does the Museum Education Centre mean for the beneficiaries and for you personally?

MEC fulfils several functions: networking, capacity building and resource support are among the top priorities. We provide online resources and a library, organise trainings, digitalise exhibitions, help in marketing issues, support museum nights, take museum workers on study trips, and provide grants to museums to implement educational programmes; so we have become a reliable partner. Since establishing the centre more than 300 museum professionals have participated in initiatives that were facilitated by around 30 international experts from 20 countries as well as local professionals and reputable associations such as the International Council of Museums (ICOM) Armenia, the Network of European Museum Education (NEMO), the British Museum and others.

Can you give one example of an educational programme that was implemented by a museum through MEC support?

I would like to highlight the “Obsidian Route”, developed and implemented by the Armenian Museum of Geology. This was a multi-faceted programme for a group of 15 participants that included a tour to an obsidian-rich site in Armenia, a series of lectures on mining and uses of obsidian, a handicraft master class for women to create jewellery from obsidian and other materials.



What are the MEC's plans moving forward?

We think it's time for more museums to transfer their knowledge and share their experiences with their partner museums in regions that have fewer resources. Thus, next year we are planning to implement a Museum-to-Community initiative that will allow established museums to show their best programmes and collection highlights to distant communities as well, ensuring community based cultural education and learning.

DVV International has been working in Armenia since 2002.

Author: Ester Hakobyan is the country director for DVV International in Armenia.

Belarus

Vitebsk – a place for living, working and studying

Due to increasing economic burden and shrinking resources, cities and states are being forced to look for alternative ways to ensure the well-being of their citizens. UNESCO's concept of a "learning city" could become one of the solutions. From 2012-2014 DVV International implemented the project "Learning region: education for all generations" with its partners in Belarus. It was followed in 2017 by the programme "Learning city for creative economy" in two pilot cities, Vitebsk and Gomel. DVV International in Belarus talked about the "learning cities" concept with Tatsiana Starynskaya (member of the Belarusian Parliament), and Evgeniya Pochepko, (Regional Resource Centre on Adult Education Development, Board of YMCA Belarus) in Vitebsk.

Looking back on the launch of the project in 2012: What positive changes have you observed?

Tatsiana: I think the main thing is the creation of the so called "Folk Social University". Our university provided courses for young people and adults on a wide variety of topics: psychology, healthy lifestyle, dancing, sewing, history and other subjects. The courses were extremely popular both with students and seniors, the oldest of which was 84.

I think people have begun to see the benefits of education at every stage of life.



Evgeniya: The main difference is that there is a constantly growing understanding of the concept's value. To compare: the first project was launched with the "authorisation" of local authorities, whereas the follow-up project is being implemented with the active involvement of lots of different actors. The second effect is the creation of a regional resource centre on adult education development in Vitebsk which has become a hub for the people interested in developing Vitebsk as a learning city.



Why is this concept so appealing to so many population groups?

Tatsiana: I have consulted many representatives of local authorities and businesses: they all want to ensure the well-being of their citizens. Personally, I see the value of this concept, first of all for seniors, so they can break out of their "shell of loneliness".





Evgeniya: Creating a learning city is challenging because there's no ready-made recipe. This gives great space for creativity: people can decide for themselves what they mean by a "learning city".

You represent two different sectors (state and non-state): Do you see the benefits of the concept "learning city" differently?

Tatsiana: It is no coincidence that we have decided to combine learning cities and a creative economy "under the same umbrella". We want to show that education may be a powerful tool to develop innovative knowledge-based industries and to adjust economic processes to the real needs of the market.

Evgeniya: I believe we can benefit a lot from creating more synergies between local initiatives.

Which key priorities are you planning?

Tatsiana: Vitebsk enjoys an advantageous geographical position and is a melting pot of various cultures (Belarusian, Russian, Latvian and Lithuanian). It could become an attraction for tourists. Therefore we need to invest in tourism, in the professionalisation of staff – primarily, in languages and digital skills.

Evgeniya: We're also planning to promote the culture of lifelong learning by providing local residents with up-to-date information about existing learning opportunities.

Every month we issue posters with a list of educational events, but we plan to broaden this service.

If we dare to dream: How would you envisage Vitebsk in 5 years?

Tatsiana: In five years I see Vitebsk as the first, but not the only, learning city in Belarus.

Evgeniya: I hope that in 5 years Vitebsk will be a place where people of any age, gender or background will see the value of lifelong learning, where education and economy will come hand in hand, and citizens will be actively involved in defining the development of Vitebsk, the learning city.

DVV International has been working in Belarus since 2006.

Authors: Galina Veramejchyk is the country director for DVV International in Belarus.

Natalia Pristrom is the project coordinator for DVV International in Belarus.

Bosnia and Herzegovina

Adult education legislation – individual needs and the labour market

For a long time the legal regulation of adult education in Bosnia and Herzegovina (B&H) was a point in the future which was almost unreachable. However, since 2000 DVV International has helped to create conditions for recognition of the importance of adult education (AE) and for the adoption of an appropriate legal framework, which has now enabled AE to even go beyond that unreachable point. Because B&H is divided into twelve administrative units, the only possible way of achieving this was through an individualised approach, including an encouragement toward cooperation and an exchange of knowledge and experience.



Synergy of governmental and non-governmental sector

A positive example of an administrative unit which attained recognition throughout B&H and the region for its method of organisation and implementation of adult education is Bosnian-Podrinje Canton Goražde. As a result of the synergy between diverse actors in the field of AE in this canton, the so-called “Goražde Model” was developed. Cooperation among the public, private and civil sectors enabled strong partnerships between vocational schools, the employment agency and private companies, and within only a few years there was an improvement in the skills and competencies of a fifth of the unemployed, who found work in the growing industrial sector. According to a legal expert at the Ministry of Education of this canton, Mr. Amir Duhović, the results were achieved through common interests, on the one hand considering the economic need for a skilled labour force, and on the other hand the interest of cantonal authorities in attracting investments and creating conditions for employment. This model is actually a mix of fiscal and financial incentives, accessible infrastructure and a skilled labour force.

In this regard, the key aspect of the Goražde Model is the synergy between the governmental and non-governmental sector within the local partnership, whereby the leading and coordinating role was taken by the Association for Local Development Initiatives, a civil society organisation. The director of the association, Ms. Meliha Gačanin, emphasised that this model primarily requires the cooperation of all stakeholders, and



is applicable in every environment where it is possible to build partnerships in order to overcome the problem of unemployment through adult education mechanisms. “In the last six years we conducted several training programmes for approx. 1,000 unemployed persons, whereby 800 persons completed one of the trainings and later found jobs in the production sector. For example, one of our current projects includes three training courses, after which our canton is going to be richer with 86 new, skilled and trained computerised numerical control (CNC) operators, plastic operators and controllers”, explained Ms. Gačanin.

DVV International’s support

The Goražde Model has recognised the crucial importance of adult education for the development of human potentials. Therefore, DVV International has recently provided support for the development of the “Law on Adult Education”, the “Strategy for Development of Adult Education 2018-2022” and the establishment of the system for adult education training.

“DVV International in B&H always provides expertise and consultative support to us in accomplishing our strategic objectives and we will be very happy to continue this cooperation” said the Minister of Education, Mr. Damir Žuga.



Positive experiences from Goražde travelled fast to other areas in B&H. Other cantons adopted the Law on Adult Education and continue their efforts to establish local partnerships aimed at additional improvement of the system. The Goražde canton has a long-term perspective for development and its successes could be used as an example of good practice in both B&H and the region.

DVV International has been working in Bosnia and Herzegovina since 2000.

Author: Emir Avdagić is the country director for DVV International in Bosnia and Herzegovina.

Georgia

Adult education centres – territory of happiness

When Madona Okroporidze arrived in Koda – a small settlement in eastern Georgia not far away from Tbilisi – she had nothing except her three children and her memories. It was the late summer of 2008 and behind the tall, middle-aged woman with the careful smile were years of violence, struggles and tragic events that ended up with the death of her husband and the displacement of her and her children from her home town in South Ossetia to Koda, a place she knew nothing about. In this situation, after having lived in a “war zone” for 18 years, which nevertheless was her home, it was the Koda Adult Education Centre (AEC) established with the support of DVV International in Georgia that gave her work and a new perspective on life. Within a short time she made her way from a simple beneficiary to the centre’s director. Asked about the AEC’s role in her life she says: “I have feelings of coming home when going to the centre. For me as for many other internally displaced people (IDPs) the Koda centre is a territory of happiness which

functions as a kind of ‘pain killer’, and this can’t be overestimated. My biggest reward is the smiling faces.”



Madona Okroporidze is just one of the many examples which describe the great positive influence that all ten adult education centres enabled by DVV International in Georgia have on the lives of their – now – already more than 120,000 beneficiaries.

DVV International in Georgia has been engaged in the establishment of adult education centres and the formation of a non-formal adult education system in the country since 2005. AECs have been used as an instrument in tackling a series of challenges, such as mass unemployment, poverty, inequality, instability and conflicts, and social exclusion, for 13 years. These institutions represent the Georgian model of the German *Volkshochschulen* that provide education and lifelong learning opportunities for all regardless of social status, gender, education, age, religion, ideology or nationality.

Based on a holistic understanding of adult education, the centres offer a multicomponent adult learning package (ALP) which includes:

- personal development programmes, (skills and competencies to succeed in life),
- vocational education,
- cultural education (exhibitions, art-workshops, visits to theatres, etc.),
- civic and political education (e.g. trainings in advocacy and lobbying, ecological awareness, gender and civic activism),
- financial trainings for families using games and popular education methodology and regular counselling,
- legal and psychological counselling,
- sport and health education.



One of the main achievements of the AECs is the high number of beneficiaries who found employment, are self-employed, have been promoted or kept jobs thanks to the courses in the centres.

AECs have helped many people and families in their pursuit of a better life and livelihood, but probably the most important outcome is that they have brought back hope and confidence to communities. The work done by the centres has helped to improve the well-being of the citizens and increase their quality of life. They also play an important role in facilitating integration of different social groups into local communities, such as ethnic and religious minorities, IDPs, the elderly and others. Psychological assistance helps the internally displaced cope with traumatic experiences.



In the regions where the centres are located, social life is often not very active and diverse, and so the centres become the venue where people can come together, exchange information and get involved in various public activities. As a result, they have turned into social catalysts which have a big influence on civic participation and community development.

DVV International has been working in Georgia since 2002.

Author: Lali Santeladze is the country director for DVV International in Georgia.

Germany

15 years of successful cooperation between the Volkshochschule im Landkreis Cham e.V. and DVV International

Since 2009, the Volkshochschule im Landkreis Cham e.V. in the Bavarian Forest has been cooperating with DVV International.



More than **80** projects, with more than **150** people coming from Eastern countries like Belarus, Jordan and Bosnia-Herzegovina.

More than **460** delegates from many different countries visited vhs i. Ldkr. Cham.

The cooperation with DVV International began more or less by coincidence when colleagues from Cham visited their office in Bonn and talked with Deputy Director Uwe Gartenschlaeger. He told us about a book of post-war history which included a story about “displaced persons” from Belarus who allegedly lived in a camp in Cham. When we contacted DVV International in Minsk because of this story, our first joint project emerged.

Besides regular education trainings and classes for adult learners, vhs i. Ldkr. Cham has something additional to offer: for more than 15 years it has been working with international projects. Today there is an extra department with 7 employees who plan, conduct and implement these activities.

The intensive and fruitful cooperation still continues up to today. Since 2009 many study visits were organised, presentations about distinct subtopics of adult education and the reciprocal transfer of knowledge took place regularly. Meanwhile the cooperation has been expanded to Moldavia, Ukraine, Bosnia-Herzegovina, Georgia, Macedonia, Jordan and Palestine.





We try to include decision makers, politicians and mayors in all activities to enable **networking processes**.

Our institution highly benefits from the personal, cultural and professional exchange with colleagues from different countries. With the volunteering activities of the European Solidarity Corps and other EU supported projects, people from all over the world have the chance to get practical insights into our organisation.

Study groups usually visit us for one week, while foreign volunteers have the chance to work at our organisation for up to one year. The focus is always upon the informative exchange among colleagues, getting to know the institution and raising cultural awareness.

Visits to other non-formal and formal education providers are obligatory.

We enjoy and maintain close relations with more than **150** partner institutions including universities, education centres, associations, local and regional authorities etc. from all over Europe and beyond.



DVV International has been cooperating with the vhs Cham since 2004.

Author: Winfried Ellwanger is the director of the vhs im Landkreis Cham. He is also deputy chair of the DVV, as well as chairman of the board of trustees for DVV International.

Hungary

Fruitful cooperation

DVV had already begun to involve individual Central and Eastern European countries in the international process of information and exchange in the early 1970s. For this purpose, financial resources of the Federal Foreign Office could be used.

First steps

In 1975, a Department of International Relations was established at the Budapest headquarters of the Society for the Dissemination of Scientific Knowledge (TIT). At the suggestion of the Ministry of Education, TIT had begun to establish professional contacts with partner organisations in other socialist states and some western countries such as Finland, Sweden, Austria and the Federal Republic of Germany.

Initially, the principal partner in Germany was the DVV via its consultant for foreign affairs Walter Ebbighausen. Contact person in Hungary was Mária Horváth, TIT's foreign affairs officer. They agreed on visits and delegation exchanges. Later, joint seminars followed, and groups of visitors from the vhs were guided during their travels through Hungary. Good contacts were developed with the federal state of Bavaria and the vhs there, as well as with the Bavarian Adult Education Association; and in Munich additionally with the Goethe Institute. Stable relationships also developed with the vhs regional associations in Baden-Wuerttemberg, Hesse and Lower Saxony.

Hungarian delegations also became acquainted with the examination centre of the DVV Pedagogical Department and its language certificates in Frankfurt. Even today, TIT and telc GmbH are important partners.

Opening of a project office in Budapest

Jakob Horn, the then director of DVV International, recognised early on that new opportunities for cooperation would open up in Hungary, if this could be achieved using the instruments of the Federal Ministry for Economic Cooperation and Development (BMZ). Based on the experience with exchange measures from foreign cultural and educational policy, an application was submitted to BMZ. In addition to the TIT, the Ministry of Education and the newly founded Hungarian Folkhighschool Society (MNT) was also part of the group.

The treaty signed in 1992 between the Federal Republic of Germany and the Republic of Hungary regarding friendly cooperation and partnership in Europe states: "The Parties to the Treaty attach particular importance to cooperation in the field of adult education. In particular, they support the work of the German Adult Education Association in cooperation with its Hungarian partner organisations."

A decade of fruitful project work followed, characterised by continuity and innovation. Jakob Horn became the first country director, followed by Heribert Hinzen

and Mária Horváth. Civil society partners MNT and TIT stood in the foreground, especially because they had a network of local centres and regional branches and had important contacts in the spheres of parliament. Among the state structures, the ministries of education, culture and labour were particularly important, as were the cultural houses at local level.

Budapest, Debrecen and Pécs universities were added to the list, and cooperation was expanded to include research and teaching. The continuing education atlas from Hungarian cities provided a wealth of data on topics, participants, legal forms and financing from a total of 730 adult education institutions, which was compiled by 30 students as part of their master's theses. Three major conferences on the past, present and future of adult education in Hungary, each with international participation, produced groundbreaking results.

Present-day contacts

With the accession of Hungary to the EU, funding from BMZ resources ended. However, contacts are still active, especially with the University of Pécs, but also with MNT and TIT and through our mutual work in the EAEA. The recent visit of a Korean delegation to learn about lifelong learning and adult education centres in Germany was taken advantage of to also include visits to partners in Hungary and Austria.

DVV International was active in Hungary from 1990 until 2003.

Authors: Heribert Hinzen was the director of DVV International for many years. From 1996 to 1999 he was country director for DVV International in Hungary.

Mária Horváth was country director for DVV International in Hungary from 1999 to 2003.



Kosovo

“Observe, participate and learn” – Lifelong Learning Week in 2016

Since the start of activities in Kosovo in 2005, DVV International has significantly influenced the development of adult education and lifelong learning structures.

By organising its lobbying activities in cooperation with various partners, DVV International has had an impact in building the awareness of the main actors of education and public opinion in Kosovo on the importance of further development of adult education and lifelong learning (LLL). One of those activities is the Lifelong Learning Week which was organised in 2016 with the motto: “Observe, participate and learn”. During this week of learning, in cooperation with the main state actors of education, NGOs, civil society and private training providers, the current state of education was presented and recommendations for further development of the education system in Kosovo were issued, while the general Kosovar public received plenty of information on current offers from various training providers through the fairs organised in the squares of the three main cities of Kosovo (Prishtina, Prizren, Peja).



“Lifelong learning, a necessity for general socio-economic development in Kosovo”

This conference was held on 28 September 2016 at the Hotel Sirius in Prishtina. The event was attended by 102 participants, representatives from governmental education institutions, private training providers, and local and foreign NGOs in Kosovo.

The opening speech of this conference was held by Mr. Arsim Bajrami, Minister of Education, Science and Technology (MEST), who during his presentation said that the development of an education system for lifelong learning is in line with European standards for integration of the individual in the education process, and is a good opportunity for the mitigation of unemployment and the overall integration of marginalised groups in Kosovar society. The conference continued with other interesting presentations from state actors, local NGOs, and private training providers. Worth mentioning is: “Vocational training and employment in Kosovo” by Mr. Besmir Salihu from the Ministry of Labour and Social Welfare (MLSW); “Adult Education in Kosovo and the needs for further development” by Mr. Ramadan Alija from the DVV International Office in Kosovo; “Entrepreneurship and business development in the context of lifelong learning” by Mr. Besim Mustafa from the Chamber of Commerce of Kosovo; “National Qualifications Framework and recognition of prior learning in Kosovo” by Mr. Avni Gashi from the National Qualifications Authority in Kosovo, among others.



Promotional fairs in Prishtina, Prizren and Peja

On 29 and 30 September 2016, within the LLL Week, three promotional education fairs were organised in the three main squares of Prishtina, Prizren and Peja. 92 different education providers from Kosovo (state organisations, NGOs, civil society and private training providers) participated in these fairs. The participating organisations presented their offers to the people of Kosovo by providing diverse information about the opportunities for lifelong learning and adult education in Kosovo. About 5,000 people from the three cities visited the 2016 LLW Fairs.

In a nutshell: Adult education in Kosovo is on a good path.

DVV International has been working in Kosovo since 2005.

Author: Ramadan Alija is the country director for DVV International in Kosovo.



Macedonia

On the path toward a functional adult education system

Lindita Qazimi has been working in the education sector in Macedonia for 12 years. She started her career as a teacher, later she became a parliamentary representative and Deputy Minister of Education. Since 2012, she has been Director of the Public Institution Adult Education Centre. We talked with her about her views on the challenges on the path toward setting up the adult education system in Macedonia.

Ms. Qazimi, you have dedicated more than 10 years of your career working in the education sector. How would you describe the development of the adult education system in the past decade?

In the early 90s, during the time when Macedonia gained its independence, the adult education system was on the margins in every sense – neglected by the institutions in charge and almost “invisible” to society and the individual. The actual improvements in adult education began 10 years ago.

If asked to describe in one sentence the steps that we as a state have undertaken so far, I would say that the crucial point was the decision to take the path toward reconstruction of the basis of the system, to reorganise and improve what already existed, but at the same time to initiate an upgrade in line with needs, and with the principal aim of creating preconditions for sustainable and functional development. We haven’t reached the end of the path yet. There is still so much to accomplish.

We created a broad legal framework for adult education. We have been continuously working on professional development of human capital, of state institutions (ministries, agencies, local self-government, etc.) in charge of adult education. We managed to develop a strategic approach toward the long-term envisaging of national priorities in adult education in line with European and global trends. We are making efforts to improve the role of public adult education providers and to revive state investments in public adult education, and so much more.

What were and what are, in your opinion, the biggest challenges in the process of setting up the adult education system?

Honestly, the greatest challenge of all is to create a system that is functional in a way that it is flexible and tailored to serve the needs of every citizen of this country.

In that context, we are putting emphasis on raising awareness of the institutions but moreover of the citizens, on the crucial role adult education and lifelong learning play for each of us and for our society. Awareness-raising is a process and it is not an easy task at all.

I would like to underline that Macedonia – a country in transition, with sensitive and fragile politics and economy – has found a partner and friend in DVV International. Without DVV International’s comprehensive approach in offering all kinds of support to sustainability and progress, our adult education system wouldn’t be on the level it is today.

Could you please share with us your vision about the future of adult education in Macedonia?

I wish for the accomplishment of our joint visions as stated in our national Adult Education Strategy: Access to quality adult education for all and increasing participation rates; publicly financed adult education; non-formal and formal adult education programmes responding to the labour market needs and demands; employers understanding and investing in adult education of the employees; citizens willing to learn... With lots of further efforts and synergy, I hope that my wishes will become reality in the near future.

DVV International was active in Macedonia from 1998 to 2018.

Author: Biljana Mojsovska Manojlova is the President of the Citizens' Association Lifelong Learning Center.



Moldova

Refreshing life force vocation – adult educator

The small Republic of Moldova in Southeast Europe is proud of its tasty agricultural products, picturesque landscapes and warm-hearted people. However, if you switch to a bird's-eye view, you will see development challenges across all aspects of daily life. Present day educational trends need to be scrutinised.

Perceptions on adult education

Although public discourse refers to the concept of life-long learning (LLL), most people, if asked, would reveal a personal, mostly empiric understanding of the idea. Most Moldovans almost instinctively delineate education as something for children and young people. If one persists in asking, adult education becomes identifiable, but in a very limited area of professional upgrade. Some adults are even affronted by the words “adult education”, immediately associating education with being well-bred, thus having the impression that the term alludes to a supposed lack of culture and etiquette.

The roots of adult education

The transition from the socialist system to the free market system produced a revision of habits and practices. But once negation of the past becomes absolute, some realities and traditions are questioned. Similar to volunteering, peer-assistance and other useful community agreements that had been in place, adult education did exist in the former era on the territory of the current Moldova. In 1918 in city of Chisinau the first Folk High School was inaugurated, and for the next 22 years it offered accessible learning in culture, law, science and

medicine in order to motivate adults to understand realities and young people to enrol in formal schools. After World War II the “Znanie” (from Russian “knowledge”) association also played an enlightening role, even if it was ideologically biased.

Emergence of trainers' community

The declaration of independence in 1991 opened doors to projects and programmes which had been tested in western democracies. The new experiences meant that a lot of training had to take place. And each new project had a capacity building component for local staff. Secondary school teachers were the first to embrace curricular reform and new teaching approaches. They became the most intensely targeted group of trainees. It was from among these educators that a cohort of core trainers for adult education purposes emerged. The sense of belonging to a truly learning and teaching community was very





motivating for trainers in the early 2000s. Afterwards, in the 2010s, many specialists joined or created their own consultancy and training units; others ascended into public servant positions or undertook management roles; a number of former trainers retired or emigrated.

Current perspective

Adult education within the lifelong learning framework has had an invigorating effect on the trainers' community in Moldova. With the dissipation of the former caste-like system, there was a delay in the recognition of the occupation, no national authority to re-validate trainers' qualifications, so the energy that had been there before seemed to vanish. Most people work to survive, so for a while there appeared to be no catalyst for intense development. To motivate others to learn, adult educators have to belong to an enthusiastic learning community themselves. They need to feel the sense and joy of being learning teachers. There is space for anyone to "re-learn", "refresh" and "reshuffle" skills and competencies

for better use. There is also a need to build bridges between generations of trainers: experienced ones to nurture younger adult educators.

The need for local trainers is real and acute. Relevant experience is nearby and accessible. In order to share it, the holders of this experience need to be reshaped into practicing adult educators. They have to move from the classical teacher-centric method toward the learning-teacher method of imparting knowledge. Adult educators have to discover engaged learning, guiding learners through discovery and understanding. DVV International in Moldova is tackling approaches to become this integrative element in the country for a reinvigorated community of trainers who are permanently learning.

DVV International has been working in Moldova since 2010.

Author: Adela Scutaru-Gutu is the country director for DVV International in Moldova.

Montenegro

Literacy, vocational training and modern life

In February 2007, DVV International and the Roma Scholarship Foundation (FSR) in Montenegro launched an 18-month joint project aimed at the Roma. The idea was to offer 75 young adults in three cities a comprehensive training programme that would go beyond traditional school and workshop content. Participants were people who had not completed primary school, could hardly or not at all read and write and were unemployed. The programme was intended to enable them to enter the normal labour market. The cooperation partners were the vocational training authority of the country ("Centar za stručno obrazovanje", CSO), the employment agency ("Zavod za zapošljavanje", ZZ) and several vocational schools and other institutions.

Learning for life

For the vocational training, the project partners worked in cooperation with several vocational schools in Podgorica and Nikšić.

Despite a number of difficulties, the project ended successfully in August 2008: 60 young Roma had attained an educational level equivalent to four years of primary school, six others to two years of primary school. In total, more than 60 participants had undergone initial training in one of eight occupations.

Many participants also took advantage of the opportunity to acquire initial IT skills and get a driver's license. And, as a step towards a contemporary lifestyle, each one had meanwhile opened a bank account.

Social work assistants as people to trust

As one of the first steps, the project team assigned a group of ten assistant teachers. They had the task of supporting the project team, especially through day-to-day contact with the course participants and their families in order to provide the necessary trust and encouragement, but also to support them in the practical aspects of everyday life. The assistants came mostly from Roma families themselves. A prerequisite was that they had completed at least secondary school. Each basic education class had a male and female pair of assistants. The social work assistants were always present during the lessons, assisting the teachers and participants, ensuring that the participants attended the lessons and mediating in disputes.



Classes began in August 2007 with six classes in the cities of Podgorica and Nikšić and were conducted with the help of four local education providers. The courses lasted four months.

Comprehending one's own refugee story

One problem was the personal history of the participants who had spent some years in Germany after fleeing from the wars in the Balkans. As a matter of fact, refugee children who had lived in Germany for all those years and had attended school were expected to have acquired some necessary knowledge. It turned out, however, that many of those children could hardly write, even if they had a good command of spoken and colloquial German. In Montenegro they now had additional problems in coping with the local Slavic language. In addition there were the differences in life experience between the “deportees from Germany” (as they referred to themselves) and the “locals”.

And the sustainability?

The project received great attention from the Montenegrin public. State institutions began to apply the methods used in the projects in their own courses. Ideally, the programme should have been repeated with new participants, but for this, and thus for the continuity of this “lighthouse” project, funding was unfortunately lacking, as is so often the case.

DVV International was active in Montenegro from 2007 to 2012.

Author: Johann Theessen was regional director for DVV International for Southeast Europe at that time.



Poland

More than just a professional exchange

During the era of Socialism, DVV maintained its links with adult education in Eastern European countries through UNESCO, the Council of Europe, the predecessor of the European Association for the Education of Adult (EAEA), the DVV German Adult Education Conferences, bilateral cultural agreements and other cross-border initiatives. The Institute built on these contacts with funds from the Federal Ministry for Economic Cooperation and Development (BMZ) and – to a lesser extent – the Federal Ministry of Education and Research (BMBF) to also develop cooperation projects in Poland that went far beyond the occasional exchange of professional expertise.

This was urgently needed for the area of continuing education because, with the dissolution of the socialist structures, all the lavishly equipped former reading/lecture societies for the dissemination of knowledge – TIT, TWP, Socialist Academy, “Snanie” – lost their party and state support. It was obvious that the German adult education centres, with their educational mandate, their legal anchoring and their organisational experience, would provide a model for the new development of adult education centres.

For the project in Poland (1991-2009) we were able to win over Norbert Greger, an experienced adult education director with a profound knowledge of the country, its language and its difficult history. He combined his experience in the field of adult education with the possibilities offered there and to develop new, sustainable mod-

els of further education. It was also possible to forge a series of direct cooperation partnerships between German adult education centres and Polish institutions. Three examples are given here to illustrate the situation:

- Alfred Schickentanz, director of the Overath-Rösrath adult education centre, had organised some relief transports for the city of his birth, Tczew, the former Dirschau near Gdansk, when there was a bitter shortage of everything in Poland during the state of emergency. Following the example of his adult education centre in Germany, he then wanted to set up a further education centre there, which was able to be opened in 1991. The city provided the premises, which were renovated with the help of the Foundation for German-Polish Cooperation. We helped with the organisation of language and computer courses. The centre still exists today.
- Ulrich Graf von Krockow had succeeded in obtaining considerable funds from the Foundation for German-Polish Cooperation for the restoration of the old family residence, Krokowa Castle in Kashubia near Gdansk, in order to develop it into a community and educational centre. For this purpose the European Encounter Foundation – Kashubian Cultural Centre Krockow was established. The Institute facilitated contact with TWP, the Polish knowledge society, and helped with computer equipment and the organisation of language and business courses. Today the castle functions as a hotel and congress venue and the headquarters of the still active foundation.



- Through the mediation of Mrs. Süßmuth, who was at that time President of the Bundestag, the then Member of Parliament of the Polish Sejm – but in Germany much better known as a novelist – Andrzej Szczypiorski came to us and asked for support for a foundation of “universities of the people” in the city of Kalisz. At a meeting in his Warsaw apartment, which he shared with about a dozen very friendly cats, we were able to work out the details of a support package that helped establish the foundation with its centre. This institution is still active today.

In the course of its many years of existence, the project developed numerous other facets. Among other things, it provided impulses for an educational policy safeguarding further education modelled on the corresponding laws of the federal states; it helped Polish partners to be tied into the EAEA and to be integrated into EU projects; and it ensured cooperation between departments for adult education of several German universities with Polish counterparts, establishing their discipline at Polish uni-

versities and developing corresponding Bachelors and Masters courses. But it was the numerous partnerships between institutions that gave the work substance and that has been effective to this day.

DVV International was active in Poland from 1991 to 2009.

Author: Michael Samlowski was the deputy director of DVV International for many years. He was in charge of DVV International's cooperation activities with Polish partner organisations from 1991 to 2008.



Romania

Lasting memories

Romania – such a beautiful country, with its fortified churches in Transylvania, the painted monasteries in Moldavia (Eastern Romania), the dense forests of Maramureş, the ecological wonders of the Danube Delta; the land of Constantin Brâncuşi, George Enescu, Herta Müller, Paul Celan, Eugen Cicero, Sergio Celibidache, Mihai Eminescu and many others ... and the country where DVV International was engaged in project work from 1993-2009.

Participants' voices

Years later a colleague, now director of a large municipal library, said: "Without you, without the many good seminars, I would never have dared to apply for this position."

And another: "For a long time I didn't understand what we were actually doing in the training courses, but I trusted you. And today I know that it was a very, very important time for me."

Overcome difficulties...

Our team had to spend the authorised money by the end of the year and buy, after consultation with our Romanian colleagues, electric typewriters in Germany and sewing machines in Romania. But how to distribute them? At that time, almost 40 adult education centres and cultural centres were members of the Romanian Adult Education association ANUP, but there were not enough machines to equip all the member organisations with courses.



The proposal from the partners: "Well," they say, "two typewriters or sewing machines in large facilities, one each in smaller ones." Unimaginable by German standards. But the courses were perfectly organised despite the inadequate equipment: the machines were used alternately by two to three people, while the remaining participants were occupied with other tasks. Computer courses were organised in a similar way later on. A colleague said he was happy that at least one PC was now available; he had previously conducted PC courses with the help of drawings.

DVV International wanted to conclude an official agreement about the project with the government or a ministry. In the Ministry of Education they understand it as

“university” instead of “adult education centre” (vhs):
“We are very pleased that you want to open a university! Where should it be?” – However, after only 3 months, Mariana Matache, project manager since 2001, succeeds in registering the project – the German Adult Education Association Romania.

...but celebrate as well

One highlight is the “Lifelong Learning Week”. In Romanian, the term is much too long and not meaningful enough. The organisers agree on “Festivalul Șanselor Tale” (Festival of your Opportunities). At first we are a bit sceptical, success in the year 2000 is not certain. But it was a great success, so successful that also the Ministry of Education, co-organiser from the very beginning, was very enthusiastic. And so the Lifelong Learning Week has been organised every year to this day, with a growing number of participants from all over the country, coordinated by Euro-Adult Education, which carries out regional and local activities through the regional centres for adult education. These centres are a mixture from the German Adult Education Association and a specialised adult education centre.

And today

It is so good to see that not only during the the involvement of DVV International has the work borne fruit: the Euro-Adult association, founded and managed by Mariana Matache, country director of DVV International at that time, continues the tasks with great success and without financial support. Euro-Adult is a partner in social fund

projects, and has trained more than 4,000 unemployed people in four strategic European Social Fund (ESF) projects. For a number of years now Romania has had an exemplary adult education law; Mariana Matache was a member of the Commission.

The first regional centre for adult education was opened in 1998 with funds from the DVV project; today there exist 20 centres nationwide. But most important of all are the people who, through the work of DVV International, have found new hope, new perspectives for their lives and have become more self-confident, some of whom devote their professional lives to education, especially adult education.

DVV International was active in Romania from 1993 to 2009.

Author: Ellinor Haase was the country director for DVV International at that time.



Russia

Support in challenging times

The 90s were a difficult time for Russian adult education. The Soviet system – with its rigid structures, firm control and guaranteed funding – collapsed. In this period, the Znanie Society, the backbone of Russian adult education, elected Leonid V. Pikovskij from Jaroslavl, a large city in the European part of Russia, and Viktor P. Rybalko as Director and Deputy Director. Both aimed to lead Znanie to new horizons and were reliable partners for DVV International. Initiatives like the education of the elderly, IT-trainings and the first ever journal on adult education were developed. Leonid Pikovskij passed away too soon, in 1997. DVV International will remember him and Viktor Rybalko for their unique contribution to Russian adult education.



“We will not support military festivals!” said our colleagues from Germany when visiting an event for elderly adults in Russia for the first time. For us in Russia, working then for DVV International, it was a clear signal that the main point to be focused on was to develop approaches and interactive learning methods for elderly people according to the concept of lifelong learning. Based on an initiative started by DVV International more than 20 years ago, educational activities and cooperation in this field are still popular today and constantly being developed. NGOs, social and cultural centres and libraries organise projects, events and courses for the elderly. New target groups appeared, like the “silver volunteers”, “children of the war” and the elderly who are disabled. Biographical educational work started with support from DVV International still continues: unique memories are saved, publications and digital archives are created, and even small museums appear on the basis of memories. In the city of Orel even the first “Stolpersteine” (“stumbling stone”, with the name and life dates of victims of Nazi extermination or persecution) have been installed.

Supporting different events and forms of learning for seniors is one of the foremost successes of the activities of DVV International in Russia.

DVV International was active in Russia from 1993 to 2010.

Author: Olga Agapova was country director for DVV International in Russia from 1996 to 2008.

“ ”

Tatiana Kononygina, Znanie, Orel

With the support of DVV International the retraining of people in new professions was organised in many regions. In Orel the first computer class in the region was opened. IT-teachers were qualified, textbooks and learning materials published. Several thousand people were trained. Participation in the EU-funded projects was of great value for us because we then had the possibility to learn best practices, publish learning materials and organise the learning process at a higher level of quality. Thanks to our cooperation with DVV International, we participated in study visits to learn about the German experience. More than 20 years ago DVV International helped us to establish a sustainable partnership with "Arbeit und Leben" Merseburg. Together with Peter Wetzell and his colleagues we organised seminars, conferences, and exhibitions and implemented projects on history, such as "No Enemies are Born as such", "In the Footsteps of our Memory", "Dialogue of Generations: Past, Present and Future", as well as the festival "Kaleidoscope of Memories".

For two decades there have been warm and friendly relations between various partners established inside the country and in the neighbourhood (Belarus, Ukraine), which continue till today.

Voices from partner organisations



Victor Rybalko, Znanie, former Editor-in-Chief of "New Knowledge"

An example of effective Russian-German cooperation is the publication of the journal "New Knowledge" (since 1996). It was the first and only periodical publication on adult education in Russia, where articles were published by scientists and practitioners about andragogy, innovations, best practices and the learning processes. The journal was also the first to publish materials on CONFITEA V (Hamburg, 1997). We remember with gratitude our work on the journal and our fruitful cooperation with our colleagues from DVV International.

“ ”



Serbia

Catch the light!

It was dark in 2000 in Serbia. It had been dark already for a decade: the collapse of the state, civil war in the former Yugoslavia, an authoritarian regime, complete isolation of the country, vast destruction through bombings. When DVV International – at this time known as IIZ/DVV – opened its office in Serbia, it was still the “dark age”. But soon political changes enabled a new start, not only in adult education, but in the whole country.

The country was devastated, the needs were huge in all areas of education, and everything seemed to be a priority. So, where to start? Several meetings, visits, consultations... and the decision was made: We from the DVV International office will organise Adult Education Festivals! We saw that it worked wonderfully in developed countries like England, in countries similar to Serbia but more advanced, like Slovenia, so we decided to try it. It wasn't met by over-all understanding. Shouldn't we buy computers, publish books, renovate education centres instead of promoting adult education? But for us there was no doubt we wanted to send a clear and strong message: We are here, we are “in the world” again, we are joining the world movement of adult education festivals, but thereby we are also joining the “normal” countries in cooperation and development.

Engagement and creativity were the key words and there was no one in the country who was in any way dealing with adult education who wasn't involved. It was more than a project, it was more than a campaign – no wonder we weren't happy with the proposals designers gave us for the logo, posters and other promotional material. Either they were too traditional, with books and pens, or too professional, like business and marketing logos in the style of the brand of a big enterprise. We found the solution even-

tually, the one that was born from our long-held wish for peace and freedom – a hand that catches the light! Not for the first time in history and probably not the last, adult education had the task of bringing light into people's lives – to help us learn about the new-born and still fragile democracy, to support us in coping with the challenges of the new, open free market, to build up a new society.

The adult education festival was a practice in democracy: it was based on a grassroots initiative, self-organised, connecting with others, taking responsibility. Hundreds of organisations and thousands of people took an active part and the heart of the whole country was beating to the rhythm of the adult education festival. There was one indicator of success we were proud of: every taxi driver knew about the festival, even more, everyone was able to explain why we should learn all through life, and even the grandmothers one encountered at the vegetable market were able to tell you about some of the activities.

After that, the country changed, and the festival did as well. It became more professional, focused, influenced by global development. Community learning became the basic idea, and UNESCO's learning cities incorporated this idea. “Learning city” became the new face of the learning festival, under the motto depicted on the new poster: “Learning city – challenges of community learning, challenge the community to learn. And on Facebook: I came, I saw, I learned”.

But the adult education festival is still about the light that adult education brings to the people, to the community, city and the country.



DVV International was active in Serbia from 2000 to 2014.

Author: Katarina Popović was a former manager for DVV International projects in Serbia and in South East Europe. Actually she is the Secretary General of the International Council for Adult Education (ICAE).

Turkey

Remember? Yes remember!

Why do we want to remember? Of what use is memory? Can't we just forget, bury the past deep inside of ourselves?

With these questions, DVV International and its partner in Turkey, the NGO "Beraberce" (Together), started the Xchange Programme in April 2017. Twenty participants from Turkey had the opportunity to visit places of remembrance worldwide during a two-month study visit and to share their experiences and knowledge afterwards in Turkey.

How to remember? Places of remembrance

In the predominantly Kurdish province of Diyarbakır, the documentary character of places of remembrance was discussed. A young lawyer from Diyarbakır reported on her stay at ESMA, a former military academy in Buenos Aires, which had been converted into a torture prison during the military dictatorship and is now a much-visited museum. Not only is there now an initiative in Diyarbakır to transform the infamous prison No. 5, which was used as a torture cellar after the 1980 military coup, into a museum, but also to talk about the recent



destruction in the Sur district, the historic, winding quarter, whose numerous streets were destroyed during the armed confrontations for autonomy.

A very broad spectrum was covered by a Turkish LGBTI activist. Her destination was the "Tunnel of Hope" in Sarajevo, Bosnia-Herzegovina, that served both as an escape route and to supply the besieged city. There, she got in touch with the Bosnian Serb LGBTI reconciliation movement and returned with the idea of supporting the mother of a deceased activist in creating a memorial and discussion site in the family's Istanbul home. Their workshop then took place in this house.

The blog entries published during the study visits were published as a bilingual book in Turkish and English. In it, a participant describes the process by which the "Topography of Terror", a project for the documentation of National Socialism in Germany, was created on fallow land in Berlin as an example of civic engagement. There he learned a lot about the Holocaust and how a perpetrator nation deals with its guilt, also an important question for a workshop held later in Istanbul.

Why remember?

A Turkish woman author of two books about her childhood during the armed conflict between the Turkish army and Kurdish fighters spent two months at the War Childhood Museum in Sarajevo documenting the experiences of children who grew up in the Bosnian war. She recounts the story of Jovan D., a Serb who refused to fight in the war against Bosnia and instead began to

work with Bosnian children. He recalled the suffering of so many children without parents, which he had experienced as a general in the Yugoslav army in World War II.

Remembering, as resistance against one-sided historiography and as a means of survival, is described by a speaker in the Turkish parliament about her study visit to the Israeli human rights organisation Zochrot (Remembering). She describes how Zochrot uses oral history interviews with displaced Palestinians to instruct Israeli teachers. And she describes the concept of “memory tours”, in which activists as well as former residents or their children and grandchildren travel to villages where Palestinians used to live and talk to the current residents, hang signposts with the old names of streets and buildings and place life-size photos of the former residents in front of the houses that now belong to others.

Democracy needs shared memory

Remembering heals. Because it gives victims their dignity back. It gives the nameless a voice and a face. We must build up a shared memory, even though it can hurt. Remembering together is one of the basic prerequisites for peace.

DVV International carried out adult education projects in Turkey from November 2011 to the end of 2017. Since January 2018, DVV International works through its strategic partner, the CSO “Beraberce”.

Author: Ayşe Öktem is the director of “Beraberce”.



Ukraine

Stereotypes about adult education

It's so much fun!

Many people in Ukraine associate the topics of adult education courses only with hobbies and leisure time. Therefore, they believe there is nothing serious about adult education.

In real practice, the topics for adult learning are very different and include a great variety of themes connected to professional and personal skills, health, arts, etc.

Sometimes even “not so serious courses” can be aimed at the development of important personal and group skills and knowledge with the help of art, artisanship or sports.



Often people think they are too old to start studying again and that they won't manage it. Public opinion considers studying to be a process for youngsters, not adults.

Meanwhile, lifelong learning has become necessary for every generation in our fast-changing world. We believe that it's always the right time to start a new course.

Isn't it too late to learn?



Are we in kindergarten?

Many people have the view that the educational process should be very serious (boring) and strict. The only possible form for it is sitting at the table and quietly listening to the teacher, like in a Soviet school. The trainer who uses active forms of learning might be regarded as a clown.

Actually, modern methods of non-formal adult education can make learning both useful and ... entertaining! Group exercises and energisers can boost the potential of participants and benefit their learning goals.



DVV International has been working in Ukraine since 1994.

Authors: Oleg Smirnov is the country director for DVV International in Ukraine.

Marysya Rudska is an illustrator from Kyiv.

Add one more to my collection...

Diplomas, certificates are important, but ... the main goal of a course is to get new knowledge and skills, not a piece of paper.

Unfortunately, people often forget about that. Sometimes, when thinking about taking a course people pay more attention to the piece of paper than the actual skills they want to learn.



Networking

DVV International and the European Association for the Education of Adults (EAEA): Longstanding cooperation

There is no way that one can imagine the European Association for the Education of Adults (EAEA) without the contributions and commitment of DVV International. This goes as far back as the founding of DVV International when the EAEA was still the European Bureau for Adult Education.

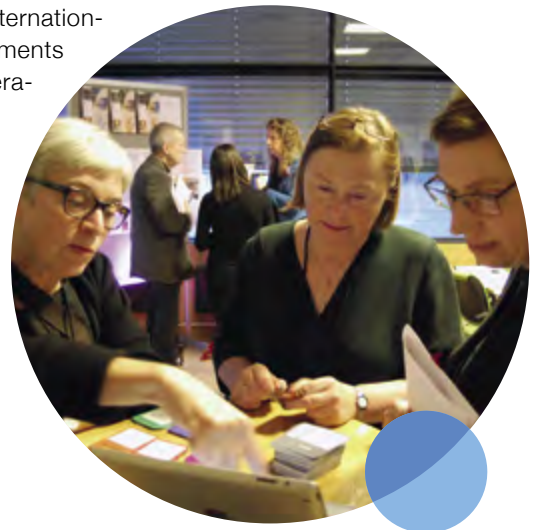
If one looks at the DVV (International) representatives of the time, it becomes clear that they always saw close links between German, European and international adult education and the need to connect all these levels and experiences.

Jakob Horn, himself a key actor in German, European and international adult education, describes the development and especially the role of Helmut Dolff the following way:

“In 1958 Helmut Dolff began to give shape to his collaboration in the European Bureau of Adult Education. At the same time the DVV and Helmut Dolff, with funding from the German government, began the build-up of the domain of “International Exchange in Adult Education”. Already in 1960, also with financial support from the government, DVV relations with adult educators in the Third World were incorporated and, from 1969, systematised in a department of the DVV. ...

At the same time, Helmut Dolff did not ignore duties towards neighbours and new friends in Europe. In 1962, after he was elected to the steering committee of the European Bureau, there were regular conferences in Germany, sometimes bi-annually, on important topical themes emphasised in adult education.”

This has been enormously important for the EAEA and has also been continued by Helmut Dolff’s successors to the EAEA board – while making a German contribution; they have upheld a European and an international perspective. It is also important to note that neither the European nor the international work of DVV International has aimed at implementing a German model, but to develop adult education systems, institutions and methods that are appropriate to the context. This unique combination has strongly influenced the orientation of EAEA towards not only European but also international developments and cooperations.





Another aspect of the close link between DVV International and EAEA is the network of adult educators across Europe that DVV International has fostered and supported and which inevitably forms a core group of active members within the EAEA. This concerns the colleagues from former DVV International offices in the Central and Eastern European countries, many of whom now run their independent associations or have taken on other adult education related tasks (in ministries or agencies, for example). This also concerns the organisations and colleagues that are currently supported by DVV International in the European Neighbourhood countries and who insist on a wider orientation of EAEA's work beyond the EU area.

Together, DVV International and EAEA have organised a number of events. A particular highlight for me was the conference on "Remembering for the Future" in Sarajevo

in 2014, which took the anniversary of WWI as a starting point to reflect on adult education and how it can contribute to peace and reconciliation in Europe. DVV International and EAEA also work very closely together for the international, global engagement of adult education – this concerns CONFINTEA, Collective Consultation of NGOs (CCNGO) and the representation in ICAE, but also cooperations with our sister organisations in other regions of the world, all in order to strengthen adult education.

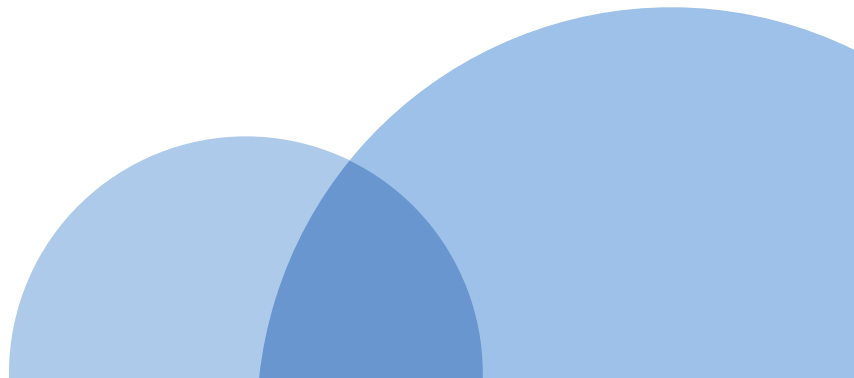
Happy birthday, DVV International – we hope to continue many more years together!

DVV International has been cooperating with the EAEA since 1958.

Author: Gina Ebner is the Secretary General of EAEA



LATIN AMERICA



Beginnings in Latin America

The engagement of DVV (Deutscher Volkshochschul-Verband) in Latin America is older than DVV International itself. While we can now look back on 50 years of the Institute, the DVV's cooperation with Latin American partners dates back to 1963, namely 56 years.

This was possible because Helmuth Dolff, the DVV director from 1956 to 1983, succeeded in convincing the BMZ that the DVV, as a representative of German adult education centres, could be a suitable partner for the development of urgently needed continuing education structures in developing countries. This is how the uninterrupted and constantly growing connection to the BMZ developed, which to this day is the cornerstone of the work of DVV International.

The first cooperation project of DVV International in Latin America was for the Instituto Centroamericano de Extension de la Cultura (ICECU) in Costa Rica, whose aim was to convey basic education, culture and general knowledge through radio programmes in the Spanish and Mayan languages and, under the title "Escuela para Todos", with the creation and large-run publication of a calendar for farmers.

A second point of departure for the work in Latin America resulted from the project "Training of Adult Educators from Developing Countries", in which specialists for the development of adult education structures were to be prepared in a one-year training course, preferably in Germany itself with its developed system of adult education centres. For the accommodation of the guests from Latin America and the implementation of the course in 1965 the Heimvolkshochschule Rendsburg was selected. By the way, Kurt Meissner, who carried the responsibility for this, later became chairman of the DVV.

From this work new projects arose, first in Colombia, later in Bolivia as well. Our partners were the state education authorities at national and regional level. Colombia was the country of primary focus, with three regional projects that established employment-oriented education programmes. In Bolivia, a country-wide programme of practice-oriented adult education centres and the associated qualification of teachers was carried out.

But as non-governmental organisation DVV International was not limited to cooperation with state institutions. The ideal partner for working with non-governmental or-

organisations in Latin America was a regional association of non-governmental organisations, the Consejo de Educación de Adultos de América Latina (CEAAL), which was founded 1982 under the auspices of the International Council for Adult Education (ICAE). The focus of the work of its members was on social change, which enabled disadvantaged population groups to improve their living conditions through self-determination. This was in line with the social orientation of DVV International as well as the focal points on which the members of CEAAL exchanged and networked: Empowerment of women, basic education, indigenous peoples, environmentally friendly agriculture, small businesses, literacy, political education and community development. This has resulted in many project approaches in numerous countries, of which only a few can be mentioned here as examples.

- In Mexico and Guatemala, DVV International worked with selected indigenous population groups.
- In Colombia, Nicaragua, Chile and Argentina, an emphasis was put on agro-ecological agriculture, for which DVV International developed techniques that helped the farmers to organise themselves into cooperatives, to break the dependence on credit chains and middlemen and to sustainably support their families.
- In Chile, in turn, DVV International supported processes of civic education, for which there was a particular need, especially for the overcoming of the Pinochet dictatorship.
- In cooperation with CEAAL, DVV International accompanied the work of a Latin American women's

network which advocated women's rights in the political dialogue as well as fostering economic initiatives by women in the informal sector.

- Finally, in Cuba the education system was highly organised, but the concept of *Educación Popular*, which had been developed everywhere else in Latin America, was hardly known in practice.

The project approaches summarised here only set accents and do not describe the entire spectrum of work in Latin America that DVV International is engaged in, which constantly evolves and addresses new topics with new partners in more countries. In the journal "Adult Education and Development", the diversity of approaches has been documented over the years. It is definitely worth taking a look at the issues available on the DVV International website.

Author: Michael Samlowski was deputy director of DVV International for many years and responsible for Latin America.

Argentina

Report from an official field trip

Customs and traditions

The grey monotony of daily life has to be relaxed by unique moments, and thus enhanced and perhaps also made bearable. This is no different in our partner countries than it is with us, where we like to celebrate jubilees, anniversaries, openings or “round” birthdays. In contrast to Germany, however, where speeches at such occasions are rather scorned and should be kept as short as possible, in Latin America they are loved and celebrated. The same is true of the communities that are accompanied, advised and supported by our partners: no opportunity is missed to augment the work with a celebration. Of course the good is emphasised, the benefits of the courses for the cooperative or the production group are highlighted, the prospects for the future are seen through rose-coloured glasses, and the solidarity that will move the community forward is invoked. These are also opportunities for the presentation of customs which involve the muses, the recitation of poetic works, folk dances in folkloric costumes or creativity in spontaneous verses and compliments. It is of course expected that the visitor from abroad will also praise and encourage the audience with his or her own words, and the visitor is well advised not to disappoint the audience.

Celebrate successes

Our Argentinean partner “Centro Ecu mico de Educaci n Popular” (CEDEPO) operated, among many other activities, a plot of land in the smallholder area of Buenos Aires. Agro-ecological agriculture was tested and demonstrated here and a seed bank was set up and made available to the farmers. Marketing opportunities through direct delivery to customers were developed,

a cooperative with more than one hundred farmers from the neighbourhood was founded and advised and work was done on a seal of quality for organic production. At the same time, a health centre was set up on the site of the plot and staffed with volunteer doctors, so that basic medical care became accessible to the neighbourhood.

In order to promote its work and the products of the farmers involved, an agricultural fair was organised once a year, in which I was able to participate during my project visit in March 1997. There was colourful activity at the fair. The presence of gauchos raised the profile of the event, farmers brought products and animals, an ecumenical service took place and ended with a triple cheer: “Que viva Jes s! Que viva el campo! Que viva el CEDEPO!” Local politicians also attended, and the mayor of Florencio Varela sent a message of greeting.

The celebrations also included the one-year anniversary of the health centre, which would now even have an outpatient clinic. The volunteers who did the cleaning, who prepared, painted and repaired the building, who were trained in first aid... all were honoured. At the same time the international support, especially by the Institute, was appreciatively commended. At the end of the event, it was my turn to present my greeting and, rather than with a long speech, in another form in order to come closer to the customs of Latin America – with a poem.

After the election of the Paisana Varelese (woman farmer from Varela), who is expected to embody the values of the female farmer and for which Do a Coca was chosen, the local curandera (shaman healer), the Feria ends at half past eight to the general satisfaction of all.



Un saludo muy sincero desde Alemania estoy brindando, y ofrezco mis deseos que la Feria siga andando.

Con el ánimo de la gente la cosa comienza marchando, porque unidos lentamente las metas se están logrando.

Hay riqueza de productos, que se van ir duplicando cuando la Asociación de Productores va continuar ir avanzando.

Hay que ganar el mercado, mejorar las condiciones, porque se mejoren los precios para sus producciones;

Para que nuevamente valga el trabajo de los campesinos que con su industria alimentan a todos los vecinos.

Hay que llegar directamente a donde compran los consumidores porque ellos también están sufriendo por las ganancias de los intermediadores.

Mis deferencias estoy pagando a todas las paisanas, sean o no elejidas o con laureles coronadas.

Sin el aporte de la campesina, su entrega al trabajo como a los niños y al hogar, todo iría para abajo.

A los señores les felecito por sus mujeres y su convicción que la situación del campo solo se mejora si hay unión

Hoy estoy muy contento poder estar a su lado. Solo que me entristeze que se acabó el asado

I toast you with a very sincere greeting from Germany, and I offer my wishes that the Fair continues.

Through the spirit of the people, things begin moving, because united, slowly the goals are being achieved.

There is a wealth of products, which will double as the Association of Producers continues to advance.

We have to win the market, improve conditions, so that the prices for your products improve;

So that the work of the campesinos – who with their industry feed all the neighbours – is worthwhile again.

We have to go directly to where consumers buy because they are also suffering from the profits of middlemen.

I pay my respects to all the women farmers, whether they are chosen or not, or crowned with laurels.

Without the contribution of the campesina, her dedication to work as well as to children and home, everything would go downhill.

Congratulations to the men for their women and their conviction that the situation in the countryside can only improve if there is unity.

Today I am very happy to be at your side. I'm only sad that the barbecue has already ended!

DVV International was active in Argentina from 1995 to 2012.

Author: Michael Samlowski was deputy director of DVV International for many years and responsible for Latin America.

Bolivia

Structural contributions to adult education

DVV International has worked in Bolivia for 30 years, mainly in cooperation with the Ministry of Education and the Vice-Ministry of Alternative Education. Mr. Limachi was part of the interinstitutional technical team, and from 2013 until the end of 2018 he was the programme manager of the country office of DVV International in Bolivia. We interviewed Mr. Limachi during his latest visit to the headquarter in Bonn, Germany in July 2017.

Mr. Limachi, please, can you introduce yourself with a few words?

My name is Wilfredo Fidel Limachi Gutierrez. I am originally an Aymaran. I attended primary and secondary school in the town of Huarina in the province of Omasuyos. At the age of 18, I migrated to the city of El Alto to study educational sciences because I was very interested in changing teaching methods.



How were you motivated to work with DVV International?

In the 1990s, when I was a student pursuing a career in educational sciences, I took part in the activities of DVV International in the area of the training of popular educators, and I was struck by the particular way in which it

supported the specific training of educators in organisations and institutions through the Andragogy approach. In 1997, I applied for a technical position which was organised by the Ministry of Education for the Curriculum Transformation Project in partnership with DVV International. For nine years I worked as part of the interinstitutional technical team, made up of technicians from the Directorate General for Adult Education and DVV International.

The project required skills, not only for training, but also for curriculum design, development of educational materials, research and evaluation. These materials were developed with the participation of educators from alternative education centres, known at that time as experimental centres.

How can the institutional contribution of DVV International in Bolivia be summarised?

DVV International in Bolivia is an organisation that is significantly different from international non-governmental organisations. From the outset, its activities have been linked to state efforts, from which it has strengthened the structures of youth and adult education within the education system.

The factor that facilitates change is the state, which is why it is necessary to strengthen state strategic and normative structures, and it is in this sense that the actions of intervention are coordinated with the mechanisms of the Ministry of Education.

Adult educators are the agents of change at the level of educational practices, which is why it is important to provide training in the approach to adult education and to strengthen and invigorate the organisation of articulated networks for joint work. This generates commitment to change. In order to transform education, it is necessary to know and understand reality and to propose alternatives. For this reason, part of the DVV International strategy in Bolivia is knowledge management that involves diagnosis, research, debate, systematisation and evaluation.

What impact was most important?

The most visible result and impact of the work of DVV International in Bolivia was its assistance in the institutionalisation of education for young people and adults within the education system, and to generate a dynamic for debate and for building educational change within the framework of the affirmation that adult education is not “a poor education for the poor” but rather a possibility for lifelong learning.

DVV International was active in Bolivia from 1986 to 2018.

Author: Beate Schmidt-Behlau is senior desk officer for DVV International for Latin America.



Chile

Civic education for a better life

One example of the many facets of adult education – in which among other things civic education is also involved in order to initiate necessary socio-political changes – is the work of the Chilean non-governmental organisation IDEAS (Iniciativas para la Democracia, Educación y Acción Social), which emerged during the phase when the Pinochet dictatorship was overcome. A former colleague reports:

“I still very well remember my first visit in 1988 to the newly founded IDEAS initiative, which fought for the success of the “Campaña del No! “(No! campaign) which, through a referendum, wanted to prevent Pinochet from continuing to rule Chile. My contact partner was Francisco Estévez, who is now director of the Museo de la Memoria y los Derechos Humanos in Santiago, dedicated to the victims of the military dicta-

torship under Pinochet. There were more meetings, and finally we reached a cooperation agreement between our institutions.

IDEAS took up topics of acute political relevance in the interest of ordinary people and presented them to the public with considerable publicity and great resonance in the media.

Civic education brings about change

- That is how it was when IDEAS launched the voter education programme. So many years had passed since the last elections that the majority of Chileans had forgotten or never learned how to fill out a ballot paper and what to do with it.
- That is how it was with the training of helpers from civil society at the election tables, who monitored the correctness of the election process and thus prevented any possible attempt to influence the election result.
- That is how it was with the campaign against the death penalty, symbolised by a yellow ribbon, which managed to move the public as well as the Chilean parliament. It narrowly missed its target and would certainly succeed in a second attempt.
- That is how it was with the “Contigo Igual” (With you Equally) campaign. It was also launched with tremendous publicity and aimed at a non-discriminatory Chile. It denounced discrimination against women, indigenous people, people with disabilities and homosexuals. The IDEAS initiative was exemplary for other countries in the region and a model to be followed by other countries in Latin America.



Meanwhile, fair and democratic elections in Chile are a matter of course. The death penalty was abolished in 2001 and death sentences handed down earlier have not been carried out since 1985. Against the resistance of the Catholic Church, divorce has been allowed since 2004. Twice, 2006–2010 and then again 2014–2018, Michelle Bachelet, a woman, was president of the country. Since 2015 same-sex couples have been legally recognised, even if initially only as registered partnerships. Accessibility and inclusion are no longer alien words in Chile either.

It would be naive to attribute these social advances to the work of one organisation. But it would also be wrong to believe that these changes could have been achieved without the commitment of civil society. IDEAS was an important catalyst for this, but it needed support from outside, because non-governmental organisations in Chile, as in other Latin American countries, received very little public funding. The fact that DVV International participated in this is certainly not the worst example of the meaning of international cooperation in adult education.

DVV International was active in Chile from 1995–2009.

Author: Michael Samlowski was deputy director of DVV International for many years and responsible for Latin America.



Cuba

An experience that pertains to the future

After more than half a century of economic blockade on the part of the USA, Cuba is, economically speaking, standing with its back to the wall. In recent years, comprehensive economic reforms have been introduced in the course of “updating the revolution”. There is, however, a legitimate concern about too rapid a change, which could further exacerbate already visible social inequalities. All of the partners of DVV International emphasise the need for specific training opportunities that they can offer as part of their project work.

Youth and adult education has been a constant theme in Cuba since the victory of the revolution in 1959, and was expressed in the 1960-1962 literacy campaign, in which more than one million Cubans were made literate by about 100,000 trainers in two years. Cuba has a national education system that is free for all.



The bold look into the future

That is what the three partner organisations of DVV International did in Cuba – the Asociación de Pedagogos de Cuba (APC), the Centro de Intercambio y Referencia de Iniciativas Comunitarias (CIERIC) and the Centro Félix Varela (CFV) – when they decided in 2015 to experiment for the first time in Latin America with a diploma course for educators of young people and adults, using the Curriculum GlobALE, an output-based curriculum developed by DVV International and the German Institute for Adult Education, oriented towards impacts and in harmony with Popular Education. With six modules, the curriculum is permanently adjustable to the needs of the group, traversed by themes that articulate ethical values such as sustainability, citizen participation, equity and a culture of peace.

The design of the course began with a diagnosis which identified as fundamental the need to articulate the actions of the educators and to increase the effectiveness of the training. This research effort revealed which competencies the educator should have; and for the first time the team developed, for their current reality, six competencies for the educator.

“We worked from September 2016 to June 2017. There was only one course, but so many lessons were created, and so much friendly collaboration took place that united this group of 36 educators: some in the role of directing the process and others sharing that direction with full freedom and commitment.”



Lessons for the future

The determination of needs that gives rise to the curriculum was not limited to an organisational diagnosis, but is extended, as an initial practice of the group, to discover the gaps for each student so that they can reach the competence formulated as a holistic result in each module. The educational professional must be competent not only for his or her knowledge and correct actions, but above all, for his or her willingness to “be more human”, and lovingly committed to the people.

In thinking about the results, our team looks beyond the general objectives, towards the impacts, creating an initial commitment to learn in order to raise the quality of the educational practice of the three organisations, and this is embodied in the plan for research into these impacts.

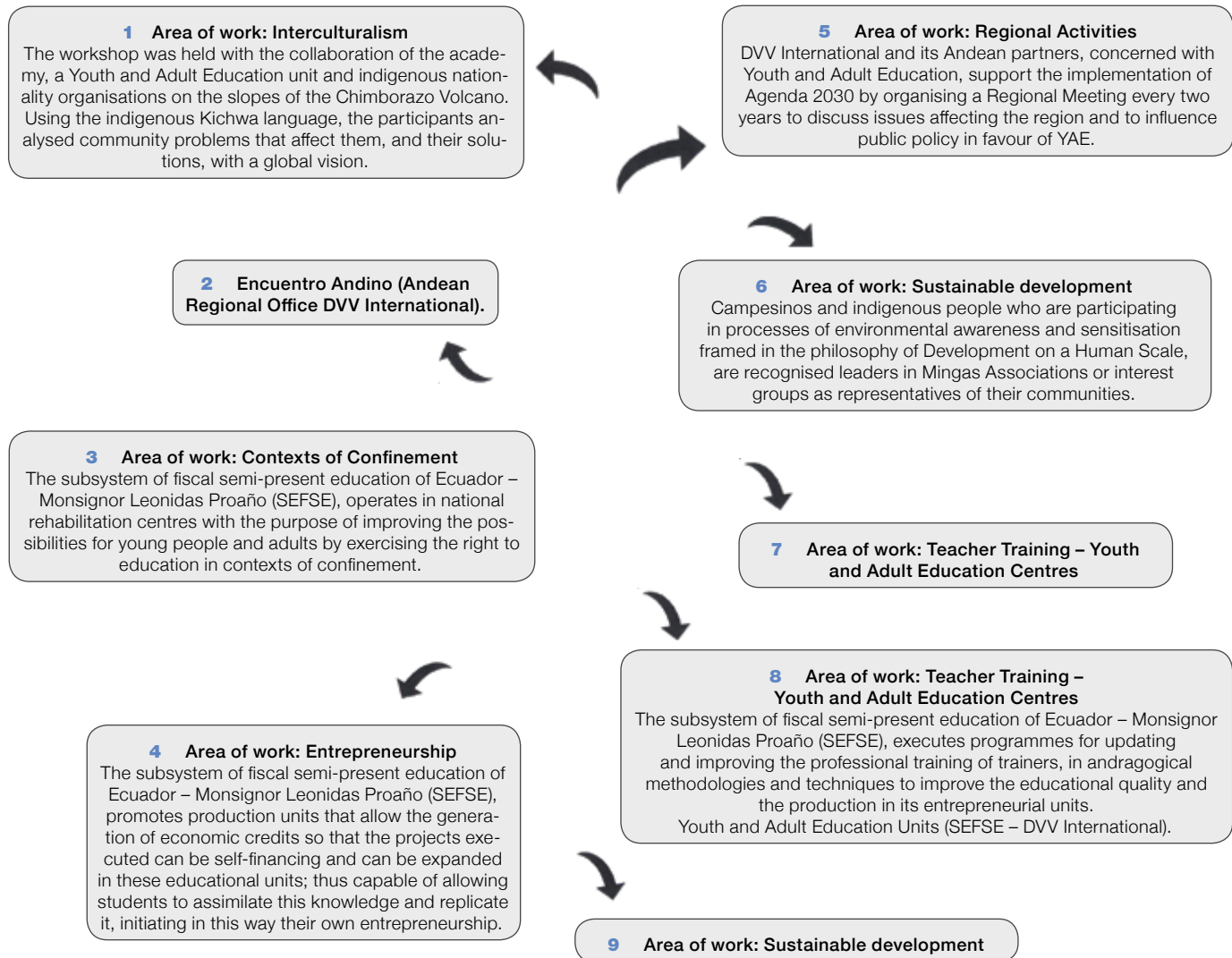
In order to be consistent with Popular Education, it was necessary to articulate the interests and wills of the three organisations, to start from their practices and to envision future aspirations; then, to respect the students’ leading role as educators and to start from their practices in order to build knowledge and enrich it by proposing solutions to present problems. Finally, a liberating evaluation and the systematisation of this experience allowed us to learn lessons which we hope to expand with the impact research that the group has recently begun.

DVV International has been working in Cuba since 2002.

Author: Nydia González is the former president of the Asociación de Pedagogos de Cuba (APC).

Ecuador

Diversity and sustainability are the future



1
Workshop on “Objectives of Sustainable Development, Women and Interculturalism” with Indigenous Communities of the Province of Chimborazo (Guanchuro Intercultural Foundation – DVV International).

2
Encuentro Andino

3
Exchange of experiences on “Education for Persons Deprived of Liberty”, with visits to Social Rehabilitation Centres and Centres for Adolescent Offenders in Ecuador (Delegations from Peru, Bolivia and Ecuador – SEFSE – DVV International).

4
Entrepreneurship Project “Biofertilizers” Tutorial Attention Centre Salcedo, Cotopaxi (SEFSE – DVV International).

5
Tutorial Attention Centre Tena, Napo (SEFSE – DVV International).

6
Workshop for Rural Promoters (Association for Rural Development – DVV International)

7
Graduation from Tutorial Care Centres (SEFSE – DVV International)

8
Tutorial Care Centres (SEFSE – DVV International)

9
Chachi Leaders Workshop in Northwestern Ecuador (Fundación Altrópico – DVV International).

DVV International has been working in Ecuador since 2010.
Author: Braulio Delgado is assistant for communication for DVV International in the regional office in Ecuador.



Guatemala

Production of oyster mushrooms – women create an enterprise

“

The struggles for planting places are important, because an effort is made to acquire the tools that will also enable you to harvest community.”

Women of the Municipality of Concepción Chiquirichapa.

DVV International in Guatemala has been partnering with the Association of Legal and Social Services (ASERJUS) since 1999 in order to stimulate processes of community development and participation with the Maya Mam indigenous population, who find themselves in a situation of poverty (70%), and with a high rate of chronic malnutrition; conditions that mainly affect women and children and impede access to education and the full exercise of their human rights.

The women fight for their rights ...

This is the reason why, for the last 7 years, DVV International has especially supported women, so that they can know their rights and can demand them in an organised way. We consider that the current economic model is in crisis and involves several areas and dimensions: economy, politics, civic society, cultural and environmental. For this reason, we have been accompanying educational processes on ways of producing and consuming with the objective of rescuing food sovereignty, which primarily concerns the people and community life. We dream of salvaging spaces in which we rebuild coexistence together, based on the principles of reciprocity, mutual aid, solidarity and care for the environment.

... and they learn new ways of production ...

The participating women are working on recovering practices that make the identity of people visible – other forms of production, distribution, consumption – and contribute to practices that allow for a life with dignity. They want to do this while appropriating the principles and values that were fostered in the Training School for Trainers in Solidarity Economy (Escuela de Formación de Formadores en Economía Solidaria – EFES), which has been sponsored by DVV International in Guatemala since 2014. We work under the motto that “another economy is possible.”





The training and capacity-building received through the support of DVV International has become an exercise in theoretical and practical empowerment that has served as a guide for the materialisation of the oyster mushroom enterprise “Nurtrihongos”, which is being carried out in the communities of Tuipox and Tuichpech in the municipality of Concepción Chiquirichapa, in the Quetzaltenango Department.

... which are successful

The “Nurtrihongos” project aims to contribute to the nutritional and economic needs of the families that are part of the women’s group. Oyster mushrooms are part of the diet and nutrition of families and neighbouring communities that buy them or are used as items to exchange for other products. Since 2017, the mushrooms

have been sold commercially in the municipal market, contributing to the generation of income for the women and the economy of their families.

The majority of the women in the group are young, some with basic education, while the adult women did not finish primary education, although despite this, the educational project has germinated the seed of its own development. Likewise, the women’s organisation has demonstrated that their struggles are able to travel on paths towards good community living.

DVV International has been working in Guatemala since 1995.

Author: Jesé Romero is project coordinator for DVV International in Mexico and Guatemala.

Mexico

Education transforms lives

“We think of people made of flesh and blood who make it possible to create educational spaces where they share their hearts, where they put their being, in order to give everything – where despite the context and circumstances, they believe in the importance of education as a right. In this sense, the advisors and educators from these countries show us that it is possible to see education as an engine of transformation.”

Derecho Educación para Personas Jóvenes y Adultas (EPJA)
Right to education for youth and adults (YAE)

The words put together in the following include in part the reflections of advisors, volunteers, trainers, officials, partners of DVV International and social organisations that have participated, mainly since 2014, in seminars sponsored by DVV International in Mexico, the National Institute for Adult Education (INEA), and the Chiapaneco Institute of Education for Youth and Adults (ICHEJA).

The seminars and spaces for discussion that have been created demonstrate the commitment that has been made to respond to the promotion and defence of the right to youth and adults in Mexico. In the more than three years of liaison work with INEA and ICHEJA, the motivation to promote the human rights approach and to reflect that the students are much more than numbers and goals has been constant, because it is essential to consider a person's words. The workspaces have served to ask ourselves: What is the importance of education? And: How can we continue to work together? In this way, we have found some answers that have guided our actions.

The importance of education

Education is a right that must be guaranteed for all people. Why is it so important? Because it is fundamental for individual, social and community development; it is a “key right” that allows the fulfilment of other rights, gives you the necessary tools to read the world, helps us to understand it, to accept it, and impels us to grow with our freedoms, our equality, our autonomy and to grow in community and collectivity.

We consider that lifelong learning is the guiding idea for all types of transformations, from the individual to the collective, in the economic-political, the social and the cultural.

The implementation of inclusive education has made it possible to promote human rights, peace, gender equality, social justice, a dignified life, development and sustainability.

Where our work is going

In Mexico, the right to education continues to be restricted for many people, and although there are many advances in educational matters, inequality persists when one speaks, for example, of the difference in access to education between women and men, between mestizos and indigenous people, between urban and rural areas, as well as the availability of economic resources, the adaptability of educational modules aimed at indigenous people and people with different abilities, among other things.

This is the reason why DVV International and its partners are working with groups of young indigenous girls and women in Chiapas, the southern state of México, to strengthen their self-esteem, to foster women's rights, and to fortify their organisations.

Our agenda will continue, by contributing to the collective, by promoting spaces for dialogue, the building and rebuilding of concepts, of educational models, and recovering the experiences of educators so that practical action is dynamic, creative and innovative. Together we will

transform ourselves in order to discover ways, methods and means that continue to contribute to the meaning of education over the length, breadth and depth of life.

DVV International has been working in Mexico since 1992.

Author: Hans Pollinger was a former senior desk officer of DVV International for Central America and Cuba. He was also the regional director for many years in Bolivia and Mexico.



Peru

Prison education – hope for people deprived of liberty

To also guarantee the right to education for people in prisons is a priority for the work of DVV International in Peru. In cooperation with the Peruvian Ministry of Justice and the National Institute of Prison Administration, DVV International is committed to improving the educational opportunities for inmates of Peruvian prisons.

DVV International interviewed an inmate of the Ancon I Penitentiary Establishment in Lima, sentenced to 16 years in prison, who gives us his appreciation of education.

At what educational level were you before entering the Penitentiary Establishment (EP)?

Currently I am 55 years old. I only finished primary school in 1979; I entered the prison in 2011.

Do you think learning more every day will help you when you get released?

It will serve me because I need to work, and here (in the EP) as a student I am learning many things that I did not know how to value; today I know how important values are in a person. It motivates me to continue my studies and to love myself, because I am changing my life with the support of my teachers. To the people who are in my situation of incarceration, I suggest that they make an effort and value the education that is given to us by our teachers.

In addition to completing your secondary education, what would you like to learn and what do you think you could teach?

I would like to learn a lot of things here in prison, especially in textiles. I like cooking; I do know how to cook and I would like to share what I know with others.

.....

In addition, we interviewed Professor Erlin Pesantes Montenegro, Director of the Adult Education Centre of the EP, who also serves as a teacher.

How do you feel about working in a correctional facility?

I feel very good because I like to do social work, and my profession allows me to contribute with helping in the process of re-socialisation of people who are deprived of their liberty.

What changes have you seen in your students thanks to the learning that has been developed?

That little by little they are assimilating the importance of respecting and fulfilling our duties and rights; this is demonstrated in the change of attitude, in the way they express themselves, in respect. Likewise, in their daily attendance at the educational institution.



Actions carried out by DVV International in Peru

- Curriculum globALE**
Training of YAE teachers
- Special educational service**
Hearing impaired youth and adults
- Studies and Research in YAE**
As a basis for the proposal of public education policies
- Exchange of experiences**
Meetings, at national and macro-regional level in YAE
- Articulation and strengthening of networks**
Governmental, civil society and supranational organisations UNESCO, OEI, ILO, etc.
- Capacity building**
YAE actors at the national level
- Technical advice on YAE**
Ministry of Education, Ministry of Justice and other government entities and civil society
- Improvement of educational offers**
Vulnerable populations (curriculum – management models – specific educational proposals)

What do you think should be reinforced in order to have better learning achievements among the inmates?

To make authorities and others aware of the fact that education is an essential means to achieve the social reintegration of the inmate. This will – given due importance – provide a contextualised educational service, and will result in investment in training, equipment and infrastructure. The study on “the educational situation of persons deprived of liberty” carried out by DVV International in Peru, in conjunction with the National Penitentiary Institute, provides us with important elements to be taken into account in strategic plans and in public educational policies for the benefit of improving the quality of education in the context of incarceration.



DVV International has been working in Peru since 2010.
Author: Walter Quispe is the coordinator of DVV International for the country programme in Peru.

Networking

Latin American and Caribbean Council for Popular Education (CEAAL)

CEAAL celebrated its 35th birthday in May 2018. Renowned pedagogues have shaped this network of pedagogically and politically committed people working for an emancipatory popular education in Latin America, among them: Paulo Freire, Carlos Núñez Hurtado, Raúl Leis, Graciela Bustillos and others.

“La Piragua”, the professional journal published by CEAAL, not only retraces the footsteps of the proponents of “Educación Popular” in its anniversary issue (No. 43), but also describes the historical phases through which the network has passed: Readers learn about how the International Council for Adult Education (ICAE) delivered help at its the birth with a proposal to create a Latin American Adult Education Council, which was finally realised in 1982 by Francisco Vio Grossi. Paulo Freire, known well beyond Latin America, was elected the first president of CEAAL, and Orlando Fals Borda the second.

In the 1980s and 1990s, CEAAL and its 195 member organisations organised a large number of meetings for adult educators, developed brochures, magazines, books, audiovisual materials and virtual courses. Always with the main goal in mind, to further develop emancipa-

tory youth and adult education based on the approach of “Educación Popular” by Paulo Freire, both in theory and practice. For 15 years, DVV International has accompanied closely the successes and setbacks of CEAAL and also benefited for CEAAL's own work from the lively professional exchange among its members.

With the increasing establishment of right-wing and anti-democratic governments in many Latin American countries, CEAAL's main task since 2000 has been to further strengthen the ethical foundations of emancipatory education and see itself as a movement for popular education and adult education that seeks solidarity with social movements, the environmental movement, feminist approaches and models of solidarity-based economics. The goal is to make better use of networking in Latin America and internationally in order to create a pedagogy, policy and ethics of emancipation and empowerment that enables a “Buen Vivir”, a good life for all.

Author: Beate Schmidt-Behlau
is senior desk officer for DVV
International for Latin America.

Networking

Popular Education Network among Women (REPEM) Interaction with women's organisations

“We work for a dignified, inclusive and permanent education for women and girls in Latin America and the Caribbean.”

REPEM LAC

Since 1981, the Popular Education Network among Women (REPEM) has consolidated itself as a feminist strategy in Latin America and the Caribbean, expressing experiences and joint efforts of social leaders and grass-

roots organisations, which through their actions seek to empower and reclaim women's rights in the most vulnerable environments of society through education.

Its permanent interaction with other women's organisations, feminists, regional and global networks and campaigns for the right to education, is expressed in the construction and agreement of joint agendas and platforms for the development of proposals, as well as the

implementation of actions before regional and multilateral bodies. In this sense, it follows up on international agreements for women's education, the monitoring of the International Conferences on Adult Education (CONFINTEA), as well as the coordination of efforts in the “Education 2030 Incheon Declaration towards inclusive and equitable quality education and lifelong learning for all”, adopted by the UNESCO





General Assembly. Similarly, the Network is a member of the UN Major Group of Women, from where it has actively participated in the 2030 Agenda, particularly goals 4 (Education) and 5 (Gender) and in the High-Level Political Forum.

For 37 years, training processes have been built with a perspective on gender and inclusion of diversities, with the aim of generating cultural transformations that allow for an integral, sustainable and inclusive development. It is in this way that a great accumulation of experiences is generated in the construction of pedagogical and methodological approaches for capacity building.

Among other things, training processes in Information and Communication Technologies (ICT) have been approached from a gender perspective. As a result, we highlight the line of Training of Trainers with a focus on rights in various topics of interest such as the feminist,

social and solidarity economy, rural women and climate change, education, gender and citizenship, and gender and diversity.

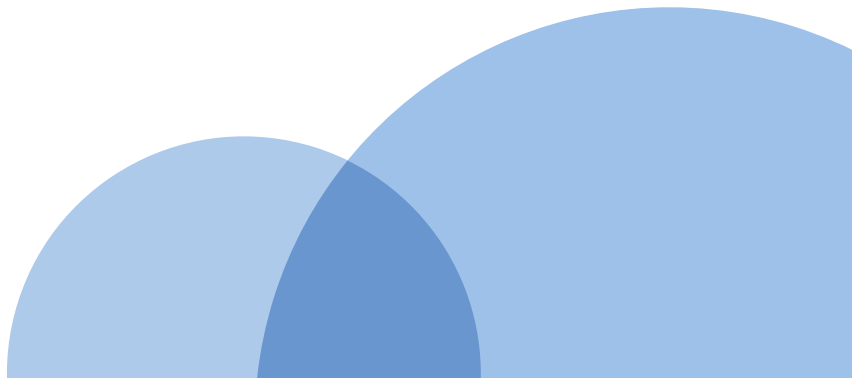
Finally, there are some projects that have had a great impact in the Latin American context, those that are developed hand-in-hand with partner organisations at the regional level; among these is the “Campaign in favour of non-sexist education” that began in 1989, and over the years has continued to nurture and expand its activities in different countries of the region.

DVV International has supported the work of REPEM for many years.

Author: Patricia Jaramillo was coordinator of REPEM until 2018.



CROSS CUTTING ACTIVITIES



Networking worldwide

International Council for Adult Education (ICAE) –
International Academies for Lifelong Learning and Advocacy

The International Council for Adult Education (ICAE) is a global network of NGOs with a specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right. It was created in 1973 and has regional and national members from all continents. In the last 10 years ICAE is organising International Academies for Lifelong Learning and Advocacy (IALLA), two-week courses, held annually, in different countries and with participants from all over the world. In 2013, ICAE organised an International Academy for Lifelong Learning and Advocacy in the city of Madaba, Jordan with DVV International.



It is important to contextualise adult education



The methods used were amusing, dynamic and interactive



Author: Katarina Popović
is the Secretary General of
the International Council
for Adult Education (ICAE).

Various teaching
and learning
sites were used



But the content was very serious – it was about lifelong learning advocacy at the global level, about the UN, various networks and other players, the Post-2015 agenda, timeline and advocacy events



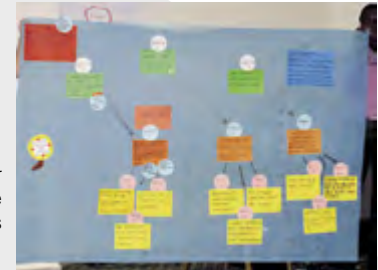
Learning about and from the local cultures

A lesson about adult education history was probably never held at this altitude (topic: adult learning among Nabataeans and other ancient tribes)



Joy, challenges and problems of LLL advocacy were presented

Strategising for common future advocacy actions



Celebrating learning achievement and local cultures – dancing like Jordanians



In balancing formal and non-formal learning, certificates are important, IALLA continued... And IALLA network is strong and very much alive!

Europe

Exchange and networking – from Grundtvig to Erasmus+

Up until 2013, Nikolai Frederik Severin Grundtvig was the namesake of the European Programme for Adult Education. The Danish pedagogue had already been working on the so-called school of life – learning to an advanced age – in the 19th century.

In the beginning – intercultural learning

DVV International has been using the European Grundtvig Programme for European projects in adult education in its role as coordinator and partner since 2000. In the beginning the focus was on intercultural issues, e.g., in the Network on Intercultural Learning (NILE) with 25 European partners, Tolerance and Understanding our Muslim Neighbours (TUM), Europe with Method, INTERtool, Religious Diversity (in a second phase a.k.a. Belieforama). Through professional exchange with colleagues from various European countries, DVV International has developed a wide range of practical products which can still be used today. Most of them are available on the Internet.

SOS – Swim Or Sink: Intercultural competences for European project management

SOS – Swim Or Sink was a fitting motto for the final conference of the EU project INTERtool – Intercultural competencies for European project managers and teams. The conference actually started on a ship on Lake Constance in the port of Romanshorn and also ended there thanks to funding from the Swiss Ministry of Education.

The basis for the development of a guideline and a virtual training tool VITT (Virtual Intercultural team tool) was a survey of intercultural challenges for European project coordinators. It supported the EU project participants in successfully working together despite different communication and working styles as well as values, and to provide an effective moderation for problem solving, to organise intercultural communication in virtual environments and to ensure equal rights in the partnership despite differences, e.g., in language competences and cultural values. The guide and the virtual Intercultural Team Tool (VITT) address intercultural conflicts and offer direct solutions:

From the survey

One difficulty is that in some countries documentation and reporting are strongly emphasised, while here in Denmark we tend to emphasise the process and the work. This means that some countries give a lot of thought to how they document and present the project to the authorities and less to the content of the project. (Source: SOS – Guide to intercultural communication in European projects, page 28)

Nonverbal communication

A colleague from Sweden, who was on his way to a meeting in Bulgaria, asked a taxi driver if he could drive him to his hotel. The taxi driver answered the question in the affirmative in a Bulgarian way, by shaking his head from right to left. The Swedish colleague then remained motionless because he thought the taxi driver was busy and did not want to take him to the hotel.

Presented by / Eine Veranstaltung von





«SOS – Swim Or Sink»

Managing Diversity in International and European Projects
EUROPEAN CONFERENCE
Internationale Konferenz auf dem Bodensee
Diversity Management in Projekten
23/10-24/10 2009

«Schlüsselwörter: Empowerment, Kulturelle Kompetenz, Empowerment, Empowerment, Empowerment»

Content	Target
SOS – Swim Or Sink is the final Conference of the EU Project «INTERCALL – Intercultural Competence for European project managers and teams»-the Project supporting Project managers and teams in managing intercultural projects. The aim is to take care and deal successfully with the challenges of diverse backgrounds.	SOS – Swim Or Sink ist die Schlusskonferenz des EU Projekts «INTERCALL – Intercultural Competence for European project managers and teams»-Das Projekt unterstützt Projektmanager und Teams in der Durchführung von interkulturellen Projekten. Es geht darum, die Herausforderung unterschiedlicher kultureller Hintergründe zu berücksichtigen.
The Conference is aimed at project managers working in the intercultural field.	Die Konferenz richtet sich an Projektmanagerinnen und -Personen, die im interkulturellen Bereich tätig sind.
Costs	Keine (Diskostenbeitrag)
No participation fee!	Keine Teilnahmegebühr!

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Support of / Mit Unterstützung von:





Project No. 23171-CP-1-2006-1-DE-GRUNDTVIG-G1

PROGRAMME / PROGRAMM 23/10

Time / Zeit	English	German
11.30-12.00	Arrival of the participants	Ankunft der Teilnehmenden in Romanshorn / Hohen
12.00-12.30	Registration and distribution of the documents	Registrierung und Ausgabe der Tagungsunterlagen
Launch break / Mittagspause		
13.00-13.10	Begin of the conference: welcome and introduction to the project INTERCALL	Beginn der Veranstaltung: Begrüssung / Einführung ins Projekt INTERCALL Ruth Jermain, Schweizerischer Verband für Weiterbildung, Zürich Dr. Beate Schmidt-Behlau, Referentin, Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes DVV, Bonn
13.10-13.40	Why does Switzerland support the cooperation in ESI projects?	Weshalb wird in der Schweiz die Zusammenarbeit im ESI-Projekt beworben? Muriel Dampert, Wissenschaftliche Beraterin EU-Bildungs- und Jugendprogramme, Staatliche Lehranstalt für Bildung und Forschung SSE, Bern
13.40-14.10	Lifelong learning in intercultural projects	Lebenslanges Lernen interkulturellen Projekten Angefragt: Monika Hölzl, EACEA, Bildung, Audiovisuelles und Kultur Executive Agency, Brüssel
ROCK THE BOAT Coping with diversity in European projects, inputs and activities		
14.10-14.40	Communication, leadership and teamwork activities All participants	Kommunikation, Führung und Teamarbeit in Bewegung Alle TeilnehmerInnen
14.40-15.00	Interculturality in Switzerland: «Lernfestival» (Swiss adult learners week)	Interkulturalität in der Schweiz: Das Projekt «Lernfestival» Ruth Jermain, nationale Leitung Schweizerisches LernFestival
Musical intermezzo break / Pause mit musikalischem Intermezzo N.N.		
15.30-16.30	Think – ACT – LOOK The InterTool management approach Moderated discussion	STRENNEN – HANDELN – HINSEHAUEN Der INTERTool Management Ansatz Moderierte Diskussionen
16.30-16.45	Conclusions of the discussion	Zusammenfassung, Ergebnisse der Diskussion
Musical ending / Musikalisches Ausklang		
17.00	End of the conference	Ende der Veranstaltung

12.00-15.00: Full speed / Volle Fahrt | 15.00-17.00: Anchoring / Ankerung

Presented by / Eine Veranstaltung von





«SOS – Swim Or Sink»

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23/10-24/10 2009

«Schlüsselwörter: Empowerment, Kulturelle Kompetenz, Empowerment, Empowerment, Empowerment»

PROGRAMME / PROGRAMM 24/10

Time / Zeit	English	German
07.00-09.30	Presentation of the virtual intercultural team tool (VITT)	Verstellung des Virtuellen Interkulturellen Team Tools (VITT)
09.30-11.30	Working with the VITT (Kick-off, monitoring and evaluation)	Arbeiten mit VITT (Kick-off, Monitoring, Evaluation)
11.30-11.45	Break	Pause
11.45-13.00	Feed-Back and discussion	Feed-Back und Diskussion
13.00	Lunch	Mittagsessen
14.00	Departure	Abreise

Support of / Mit Unterstützung von:





Project No. 23171-CP-1-2006-1-DE-GRUNDTVIG-G1

Pragmatic versus conceptual approach

In one project, two team members got into a dispute as to whether the content of a publication should be based on the results of a questionnaire sent to users in advance or on scientific findings.

(SOS – Guidelines for intercultural communication in European projects: p. 54, p. 37, p. 38)

Erasmus+ wins

Erasmus+ has bundled the previous seven sub-programmes together since 2014. The EU struggled internally between 2011 and 2013 to reform and name the programmes, with Erasmus+ finally emerging as the winner. For adult education, the main objective remains to improve its quality in Europe, and in job shadowing, adults can now enjoy attractive teaching and learning opportunities. Of particular interest for DVV International in the new programme are the strategic partnerships:

transnational cooperation between at least three institutions from different countries with the aim of learning from each other, as well as developing and exploring new ideas. So, from 2017 to 2019, DVV International will be coordinating a project to validate the integration skills of refugees (VIC). Since 2018 it has taken part in the INTALL project (International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning) to promote the exchange between scientific research and practice. Erasmus+ and its predecessors were and are a very successful idea of the European Commission because the programme has created a European dimension for lifelong learning, which bears fruit in partnerships and networks between people active in education and learning and their institutions.

Author: Beate Schmidt-Behlau is senior desk officer for DVV International for Latin America and coordinator of some past and current European projects.

Global Learning in the vhs

Knowledge is power and knows no boundaries

This rap by Burak Özgür was born at the Volkshochschule Bochum during the semester event “What do you think? Faith – tradition – reality” and “So what do you know? Knowledge – conviction – reality”. In this project series, young adults critically examined the topics faith and religion, traditions, concepts of knowledge and reality from an international perspective. With the help of concrete, in-depth focal points, the pupils tackled these topics in a variety of creative ways.

Global Learning in the vhs

Since 1977, DVV International has been advising and supporting adult education centres in the field of development education and Global Learning. In this context, the project “Global Learning in the vhs” has international relevance for adult education centres and thus creates a bridge between the work of DVV International abroad and the adult education centres in Germany.

Global Learning is understood as an interdisciplinary learning principle that is situated within the framework of “Education for Sustainable Development” and addresses the global interrelationships in our everyday lives – social, ecological, political, economic. It is a holistic educational concept and focuses on individual life in our globalised world.

Across Germany, numerous adult education centres organise events for adults, multipliers, children and young people. As colourful and diverse as the vhs landscape and the course participants are the methods and topics that are dealt with, for example, human rights, migration, asylum, consumerism and production, clichés and prejudices, climate change, and, and, and...

Author: Mirja Buckbesch is senior desk officer for DVV International for the project Globales Lernen in der Volkshochschule (Global Learning in the vhs).





Knowledge is power

Verse

Knowledge is power and knows no boundaries
An ability for an eternity that lasts forever

Knowledge is reality, knowledge is imagination
A new feeling when you see the world in a different light

Knowledge is conviction, come convince yourself
Knowledge ensures that you recognise your true friends

I possess it, I take a pencil and write now
Knowledge is law, and it is intellectual property too

It is created through the thought process
It never ends, develops, and will continue to do so forever

Tell me, do you believe it? Or do you already know?
It's good to believe something, but better if you know it

It's better to know something than to guess or something
like that

Do you think you own it or are you just looking for it?

Believe in yourself, in your power and in your knowledge
Cause faster than you think, death bites

Hook:

9 letters but multiple meanings
Knowledge, a dimension where your dreams are too

You can't put it off till tomorrow, you have to do it today
You can also manage things with your knowledge, instead
of with your fists bro'

These are the final lines, hope you understand them too
Cause if you fall to your knees, then you get up again

And you go out and live your dream no matter what
happens during this time
You mustn't forget that knowledge is a part of you

Wissen ist Macht

Part

Wissen ist Macht und kennt keine Grenzen
Eine Fähigkeit für eine Ewigkeit, die nie endet

Wissen ist Realität, Wissen ist eine Fantasie
Ein neues Gefühl, wenn du die Welt mal anders siehst

Wissen ist Überzeugung, komm überzeug dich selbst
Wissen sorgt dafür, dass du deine wahren Freunde
erkenntst

Ich besitze es, nehme einen Stift und schreibe nun
Wissen ist Recht, es ist auch geistiges Eigentum

Es entsteht durch die gedankliche Verarbeitung
Es endet nie, bildet sich und wird es immer weiter tun

Sag mir glaubst du es? Oder weißt du auch Bescheid?
Es ist gut etwas zu glauben, aber besser wenn du es
weißst

Es ist besser was zu wissen, statt etwas zu vermuten
oder so

Glaubst du es zu besitzen oder suchst du es bloß?

Glaub an dich selbst, an deine Kraft und an dein Wissen
Denn schneller als du glaubst hat der Tod zugebissen

Hook:

6 Buchstaben doch mehrere Bedeutungen
Wissen, eine Ebene wo auch deine Träume ruhen

Du darfst es nicht auf Morgen verschieben, musst es
heute tun

Du kannst Dinge auch mit deinem Wissen regeln, statt mit
deinen Fäusten bro'

Das sind meine letzten Verse, hoffe du verstehst es jetzt
auch

Denn fällst du auf die Knie, dann stehst du wieder auf

Und gehst raus, lebst deinen Traum egal was in dieser
Zeit passiert

Du darfst nicht vergessen, Wissen ist ein Teil von dir

Curriculum interculturALE

Using experience from abroad



“Learning through surprises and discoveries – the Curriculum interculturALE training was far more than continuing education for me; it was an enrichment, both professionally and privately,” said one of the multipliers of the Curriculum interculturALE about her impressions.

Learning from each other

With the Curriculum interculturALE, DVV International has developed – on the basis of its experience in working abroad – an intercultural-didactical qualification for integration work with refugees at German adult education centres. The aim of this new approach is to use the experience gained and, by transferring the knowledge acquired abroad, to promote the intercultural-didactical qualification of instructors and volunteer learning guides in Germany who work with refugees in low-level German courses.

In Jordan, which for decades has been marked by the influx of numerous refugees, DVV International has successfully implemented educational projects with local partners that contribute to the improved integration of refugees into local society. The projects are primarily aimed at people who have been forced to flee their Syrian homeland.

The aim to link national and international work and to facilitate mutual learning was the starting point of the project “Intercultural-didactical qualification for integration work with refugees”, which was carried out from April 2017 to February 2019.

The project

An international team of experts from Jordan, Palestine, Iraq and Germany developed a curriculum and teaching and learning materials, the contents of which are participative training methods, topic dossiers on communication, integration, culture and identity, trauma, as well as teaching and learning approaches. On the basis of this curriculum, DVV International, along with the international team of experts, trained 25 multipliers from a total of seven federal state associations of the German adult education centres. These in turn offer the intercultural-didactical advanced training courses for instructors and volunteer learning guides companions via further training programmes run by the associations.

Through the three modules, the advanced training courses teach how one can contribute to a trusting and learning-promoting teaching atmosphere through reflec-



Who am I?

My role as an adult educator in a culturally-diverse setting



Who are my students?

Understanding learners' backgrounds, experiences and contexts



How can we learn together?

Diversified methodologies for learning from one another



tion on one's own actions and an in-depth examination of the situation of the refugees and their history, as well as through joint action. One participant formulated his learning success as follows: "It is possible to support people from different backgrounds in their transition to our culture using learner-centred methods. In my opinion, this is of great benefit to our society, and the training provided by DVV International as well as the study trip taught me that."



Within the framework of the training, multipliers had the chance to take part in a study trip to Jordan where they had the opportunity to experience the concrete educational work of DVV International on site. They visited one of the world's largest refugee camps in northern Jordan and were able to directly experience how the cooperation between DVV International and municipal adult education centres works within the framework of integration work with refugees. "The insights into projects in Jordan offered a highly interesting change of perspective. This allowed me to reflect on my previous view of intercultural communication and integration," said one of the fellow journey participants about what they had experienced.



The project showed that the worldwide impact of DVV International offers interesting points of contact for the work at German adult education centres and encourages people to continue striving for further cooperation.

The project was carried out from April 2017 to February 2019.

Author: Noëmi Donner was the project manager for DVV International of the project "Intercultural-didactical qualification for integration work with refugees".

International journal “Adult Education and Development”

Practice meets theory – a global forum for adult educators all over the world



“As board members we feel part of the journal and responsible for its international relevance.”

Interview with Timothy Ireland, editorial board member of “Adult Education and Development” (AED)



With the journal AED, established in 1973, DVV International today has the most significant international publication on adult education and development.

The journal is published once a year in English, French and Spanish and distributed free of charge to adult education centres, libraries, universities, ministries and civil society organisations in more than 160 countries.

Each issue is planned by a ten-member international editorial board in order to bring together perspectives from its worldwide readership and to guarantee the relevance of the content. Our interviewee Timothy Ireland, professor of Adult Education at the Federal University of Paraíba, in João Pessoa (Brazil), has been a member of the board since its creation in 2013.

Timothy, you joined the newly established editorial board of AED in 2013. What was your relation to the journal before joining the board?

My first encounter with the journal was as a Master’s Degree student in Adult Education and Community Development at the University of Manchester, in the 1970s. It was one of the few journals of adult education which sought to integrate theory and practice and brought together experiences and reflections from practitioners and academics from all over the world.

What are your tasks as an editorial board member?

The editorial board is very much a collegiate structure. We are involved in deciding the main theme of each issue and how that theme can best be discussed, as well as suggesting authors who can contribute to the journal. As each board member comes from a different country and represents a specific segment, we consult our constituents before the board meetings in order to collect themes which are of broad and current interest. As board members we feel part of the journal and responsible for its international relevance.



The editorial board is composed of ten members from different regions in the world. What is it like to work in an international team like that?

Membership of the board is a fascinating multicultural challenge and a privilege where we are given the opportunity to work with highly experienced and committed people from all over the globe. It requires sensitivity to cultural differences and openness to varied points of view, and it is above all a learning space.

What are the challenges when working for a global audience?

One of the principal challenges is to identify issues which are common to adult education practice in diverse regions of the world and then discussing them from a multicultural point of view. We learn to value practices of adult learning and education on the basis of their intrinsic qualities independent of where they originate – global South or North.

Why should people read AED?

As adult educators, managers or policy makers in adult education, the comparative perspective which the journal implicitly presents is of great relevance. To read about how the challenges of inclusion, global citizenship or skills and competences, for example, are dealt with in diverse contexts helps us to comprehend better the complexities and, at the same time, the practicalities of working with the adult population. In this sense, the journal is informative and equally formative. It reflects on how adult education can contribute to development which is both sustainable and for all.



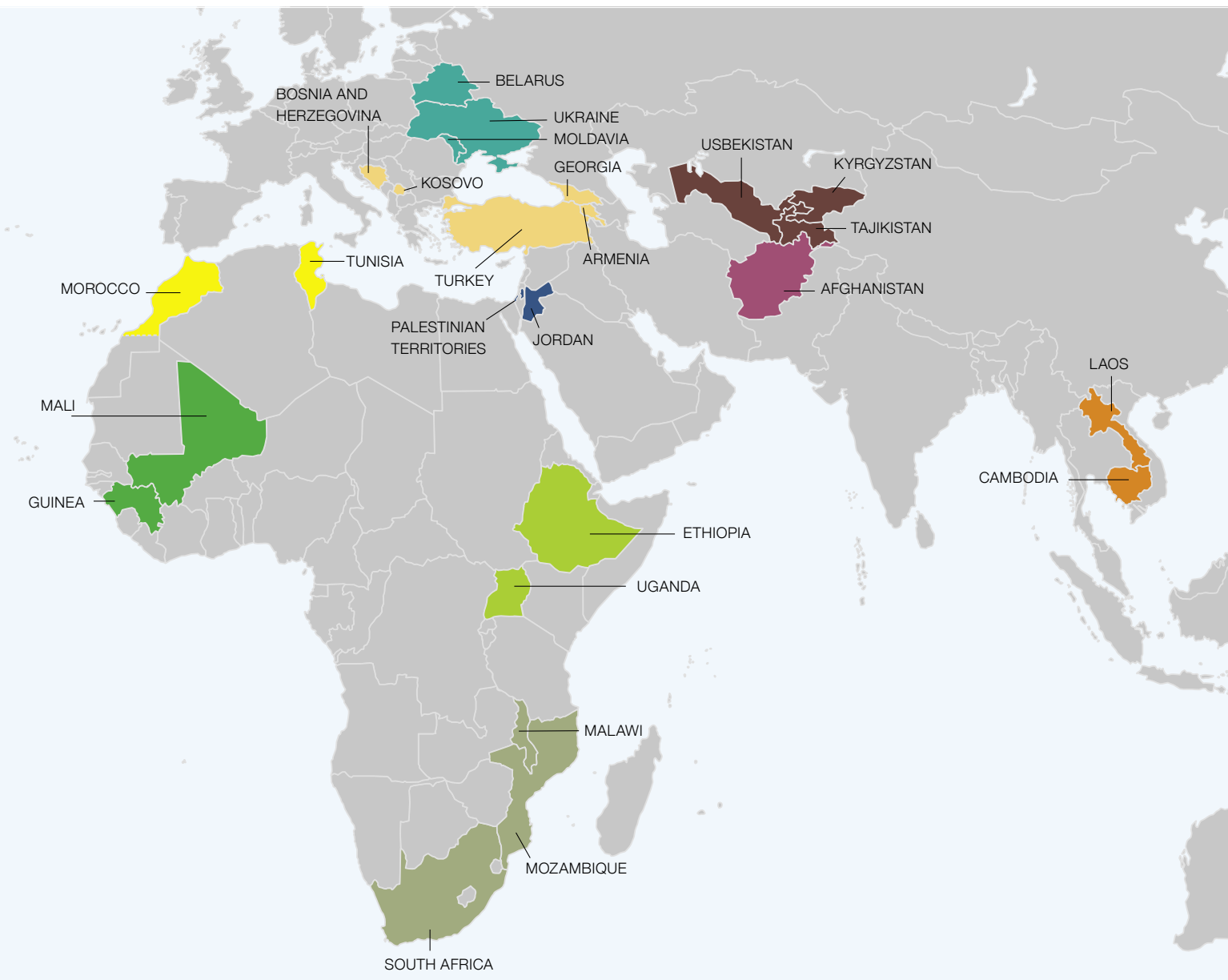
Author: Ruth Sarrazin is managing editor of “Adult Education and Development” and senior desk officer for DVV International for the project Information and Communication.

Partner countries of DVV International

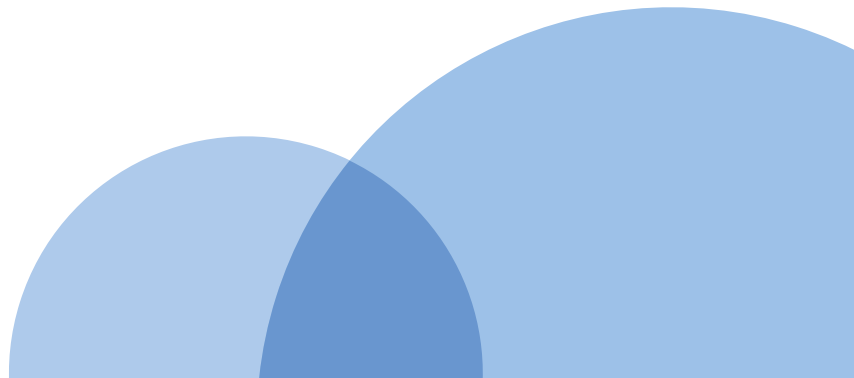
Status as of 2019

- Central America region
- South America region
- North Africa region
- West Africa region
- East Africa region
- Southern Africa region
- Eastern Neighbours region
- Caucasus/Turkey, Southeastern Europe region
- Middle East region
- Central Asia region
- South and Southeast Asia region
- Project Afghanistan





LOOKING INTO THE FUTURE



The future of youth and adult education in the development context

What is the relevance of Adult Learning and Education (ALE) to current societal challenges, and what role can it play in the context of sustainable development? The following deals with these questions. In this context, both education and development policy aspects are at the centre of the debate.

Initially, the article analyses fundamental challenges that arise in the broader context of youth and adult education. In part two, a positioning with regard to international policy processes is carried out, and problems regarding the acceptance and further expansion of youth and adult education are addressed. It is on this basis that approaches and strategies will be pointed out which can be developed in the future to ensure that youth and adult education receive more attention and funding and can better exploit their potential. In conclusion, the possible role of DVV International will be described.

The article is a forward-looking statement built on the publications, positions and practical experience of DVV International and its worldwide network of partners.

Societal relevance of youth and adult education

The relevance of youth and adult education is growing. This can be deduced quite well from current societal challenges, to which ALE can make an important contribution to solving if it has the appropriate financial resources: The mobility of people is on the increase worldwide. While some people temporarily and voluntarily relocate as a result of globalisation and the associated opportunities for labour migration or study abroad, many other people are fleeing war, instability, unemployment and lack of prospects. The increasing flows of migration lead to more heterogeneous societies, a variety of cultures and diversity. This is enriching, but also brings with it new challenges. People who move their centre of life to another country must learn languages, orient themselves and quickly integrate into society. ALE can, due to its flexibility, develop appropriate approaches to integrate displaced persons into society and the economy. ALE effectively supports social cohesion with the local population and, by raising awareness, can counteract the political regression toward exclusive national identities, populism and xenophobia.

Despite an increase in prosperity, the gap between rich and poor is widening – between countries and increasingly also within them. Around 200 million people throughout the world are unemployed, and far more work under precarious conditions. Large parts of the population of the global South are engaged in the informal sector. In this context, non-formal vocational education and training becomes particularly important. This includes vocational further training and qualifications,



DVV International team at the country directors meeting, Bonn/Germany, 2018

integrated literacy approaches, measures to support people starting in business and job search orientation. Income-generating measures give people fresh perspectives. Young people, women and disadvantaged population groups must be granted special attention.

Lack of basic education and illiteracy remain serious obstacles to development around the world. The number of adult illiterates, at over 750 million, is alarmingly high. Almost two thirds of them are women. In Sub-Saharan Africa, more than one in three adults has poor literacy skills. Over 50 million children either do not attend school at all or finish school without formal qualifications; far more suffer from problems related to access, inadequate quality and teacher shortages. This is where ALE takes over fundamental tasks in the teaching of reading, writing and arithmetic, the familiarisation with complicated technical processes, the teaching of critical thinking, reflec-

tion and solution orientation. In developing countries, for example, better basic education correlates demonstrably with lower birth rates, falling maternal and child mortality, improved employment opportunities, increased environmental awareness, tolerance and social cohesion. Without basic education and literacy, sustainable poverty reduction and development are not possible.

New information and communication technologies accelerate our world and accelerate social change. They enable new forms of learning and better access to quality education. At the same time, however, disadvantaged population groups are threatened with exclusion. The expansion of the digital infrastructure must therefore, as far as possible, be carried out across the board. ALE enables cross-generational continuing education, which can also bring elderly people closer to the use of digital media. In addition, digital teaching and learning con-

cepts have great potential to cost-effectively reach many people with education and ensure their participation.

Our current actions and economies must not reduce the opportunities and quality of life of future generations. People must be better informed about global challenges. This includes areas such as environmental protection and climate change, food production and consumption, human rights and urbanisation, as well as the economic and social consequences of globalisation. ALE is a key player in the expansion of education for sustainable development and the fostering of global citizenship education.

Definition and positioning within the United Nations' 2030 Agenda

Education is a human right for all and belongs in public responsibility. This also applies to youth and adult education, for which, internationally, the term established by UNESCO, adult learning and education (ALE), is increasingly gaining acceptance.

ALE is a broadly diversified field which encompasses different forms of formal, non-formal and informal learning and has an expanded concept of learning and a holistic approach as its basis. In 2015, the UNESCO General Assembly adopted the “Recommendation on Adult Learning and Education” (RALE). This fundamental document attempts to define ALE more precisely and to give it a clear framework for action. The Recommendation defines ALE as a central component of lifelong learning, which ensures that adults can participate actively in society and in the world of work. In this context, the term “adult” explicitly covers all those who participate in ALE measures, including those who have not yet reached adulthood.

Thematically, RALE defines three domains of learning and competence acquisition: a) literacy and basic skills; b) continuing education and vocational skills; c) general education and training for an active civil society (liberal, popular and community education and citizenship skills).

The educational goal of the 2030 Agenda and its Sustainable Development Goals (SDGs) envisages securing inclusive, equitable and high-quality education for all people. While the Millennium Development Goals (MDGs) focused exclusively on improvements in primary education, the 2030 Agenda reinforces the growing importance of previously neglected areas such as ALE by explicitly mentioning the concept of lifelong learning.

ALE is not only about providing compensatory services for formal education. It is about establishing a learning society that, in addition to personal development, also brings with it added value for other sectors. ALE supports, as a central cross-cutting theme, many of the sustainability goals of the 2030 Agenda, such as health, poverty reduction, local economic development, climate change and, not least, equality and the strengthening of gender issues. The trailblazing cross-sectoral approach chosen in the third Global Report on Adult Learning and Education (GRALE III) shows how ALE measures affect policy fields outside the education sector. This approach looks particularly timely in the context of the increasing importance of ALE in the 2030 Agenda.



Fundamental challenges

Conceptually, the intersectoral approach becomes substantiated in integrated measures that link core adult education concerns such as literacy, basic education and empowerment with other development goals in a programmatic way. At the same time, this makes it difficult to establish a clear official position. The increasing popularity of the paradigm for lifelong learning therefore calls for stronger interdisciplinary coordination and cooperation. Without this, it will not be possible to develop systems of lifelong learning that take into consideration holistic youth and adult education as a central component.

Many governments reduce ALE to the remediation of formal deficits in the education system. Issues related to general continuing education such as civic education, education for sustainable development and active civil society receive little attention due either to a lack of conviction or to a lack of insight into their significance. Or because of concerns that civil society activities could put the functioning of state actors into question or undermine them. The latter has led in recent years to shrinking spaces in many countries – far beyond the educational sector.

Because of the dominance of non-state actors in youth and adult education, civil society networks and structures assume an outstanding role in the representation of interests. At the global level, this is primarily the International Council on Adult Education (ICAE); at the regional level, it is the association and network structures in Asia, Latin America, Europe and the Arab states. Through the mechanism of the Collective Consultation of NGOs on Education 2030 (CCNGO), an institutionalised cooperation of civil society education actors with UNESCO exists. And through participation in the Global Campaign for Education, an attempt is being made to enhance ALE's voice in global debates.

The Outcome Document of the CONFINTEA Mid-Term in Korea in 2017, indicated that an increasing number of countries have adopted ALE policies, that there is moderate growth in participation rates, and that progress has been made in the development of quality improvement tools in ALE. However, it was also noted that governments and the global donor community continue to give low priority to ALE and focus almost exclusively on formal education, especially for children. GRALE III highlights the precarious funding situation. Almost half of all reporting countries spend less than 1% of their education budget on ALE. In other words, many actors fail to recognise the potential of non-formal education, the development of which would require stable funding and professional support structures.

ALE is often accused of having an evidence base that is too weak. This is only partially correct. There are numerous scientific studies that demonstrate positive effects in terms of poverty reduction, the strengthening and activation of disadvantaged population groups, and peace-building. There is, however, a lack of a well-developed statistical system that can reliably produce aggregated figures in order to provide simplified accountability – with regard to governments, donors and the population. The development of local, national and global statistical systems for ALE is a challenge for several reasons: because of the already mentioned weak structures, because of the multi-sectoral orientation and diversity of the offerings, and because of the large number of small civil society actors. On top of that, it is not always easy to quantify results and impacts in terms of personal or community development.

Despite the definition mentioned at the beginning, youth and adult education suffers from the fact that it is not easy to convey in a short, precise and readily understandable way. This is due not only to the broad range of educational and learning activities but also to region-

al differences and traditions. There is a lack of clear core messages that can be used for policy dialogue with governments and donors. This applies in particular to the potential for ALE within the SDG 4 educational objective as well as to the whole 2030 Agenda. In addition, ALE often bears the label of “education for the poor”, which means it must be of inferior quality. And this is despite the fact that ALE should be a central building block of lifelong learning in these times of globalisation, digitisation, migration and demographic change.

Starting-points for better positioning and dissemination of ALE

Politicians and donors must be informed and convinced that lifelong learning is not just a theoretical concept and that ALE is anything but second-tier. Lifelong learning and further education are indispensable at a time when the central focal point of people’s lives is changing more frequently, in which people are getting older and working longer and in which rapid technological developments demand faster adaptability – and at a time when many people are left without sufficient opportunities for participation, and social peace is threatened.

ALE is characterised by voluntary commitment and a willingness to learn. Nevertheless, it must not be construed as the sole responsibility of the people, it requires state support. Lobby and advocacy work must succeed in convincing state actors of ALE’s added value. Therefore, despite all the complexity, it must be possible to formulate clear core messages and work out a “brand nucleus”. These, together with successful programme and project approaches, need to be worked through in a way that is effective for the public and communicated within the framework of a uniform terminology.

A central starting-point for the better positioning and dissemination of ALE is the strengthening as well as the establishment of sustainable structures in developing and transition countries. This is in accordance with the support provided by the Federal Ministry for Economic Cooperation and Development (BMZ), from which DVV International has received its core funding for the past 50 years.

The systemic approach of social structure support is applied at several levels. For one thing, the legal, financial and structural framework conditions for state actors should be improved. In addition, civil society and state support structures need to be established and professionalised. This also includes support for specialist networks or association-like structures in which actors can exchange, train and better articulate themselves. Finally, measures should be implemented directly in accordance with identified learning needs – also in order to apply what has been learned and to draw conclusions for the future.

Financial sustainability is the greatest challenge for youth and adult education, especially if it lies within the responsibility of civil society actors at the provider and implementation level. One solution could be stronger community anchoring or state co-financing of structures and activities. Civil society providers of youth and adult education should also become more professional, so that their structures and services can become attractive to other target groups and donors without necessarily revealing their emancipatory goals.

Reinforcement for providers must be both pedagogic and didactic as well as organisational. What is important is the development of capacities in project management and in the area of financial administration. This allows for a confident handling of the growing demands of national and international donors. Professional struc-

tures create trustworthy and accountable channels and thus open up opportunities to implement needs-oriented, fast and efficient programmes for the benefit of the people who need it most – people in poverty, people fleeing war and persecution, and people who have had inadequate access to education. And people who want to participate in shaping their society and who want to live in dignity.

The specific role and contributions of DVV International

DVV International fulfils an important role as a professional organisation working at the interface of ALE and development cooperation. This concerns first of all the political and structural framework conditions at the national level in the partner countries. DVV International can – drawing on its network of German adult education centres and the German Adult Education Association – act in an advisory capacity in designing laws and strategies as well as building structures. In this context, the exchange of experience between the partner countries and the integration of regional and global professional associations also plays an increasingly important role.

DVV International can build a bridge between global policy dialogue and concrete implementation in the partner countries. This enables the good networking between actors and their knowledge of processes on a global as well as on a regional and national level. Because of its many years of activity in the most diverse regions of the world, DVV International is in a position to be able to put implementation experience and the results of its work with its partners into order, to prepare them and to introduce them into global processes in a profitable way. In this context, cooperation with the scientific community in order to accompany practical work with research should be further developed.

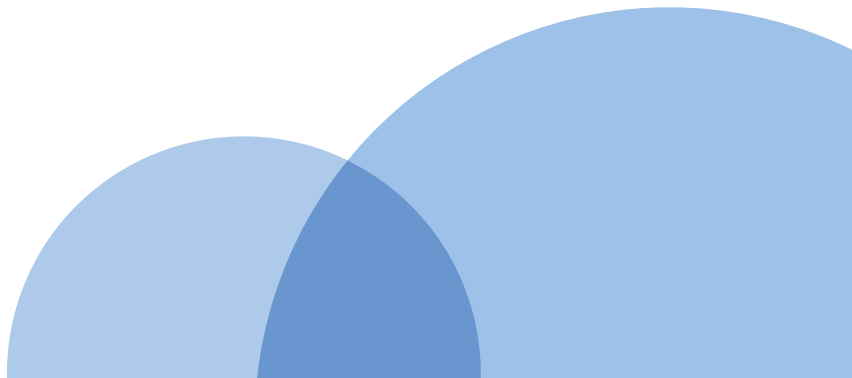
DVV International will continue to make an important contribution to building sustainable structures in the future through its long-term approach towards its work. In this context, DVV International sees itself as an important linchpin between civil society and state actors. Through support for civil society networks and association structures, the mostly smaller organisations and initiatives receive a common voice for the representation of their interests and concerns. Important, however, are also the concrete measures with the various target groups, which are carried out by the more than 200 partners of DVV International worldwide, because these are activities that directly and effectively benefit the people who need it most.

In closing, it should be emphasised once again that it is quite natural that DVV International benefits from the experience, structures and know-how of the German adult education centres which celebrate their 100th anniversary in 2019. This means that the experience gained abroad will continue to enrich the work of the German adult education centres – especially in times of increasing mobility as well as the countless global challenges and interrelationships in society.

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