



DVV International

Education for Everyone. Worldwide.
Lifelong.

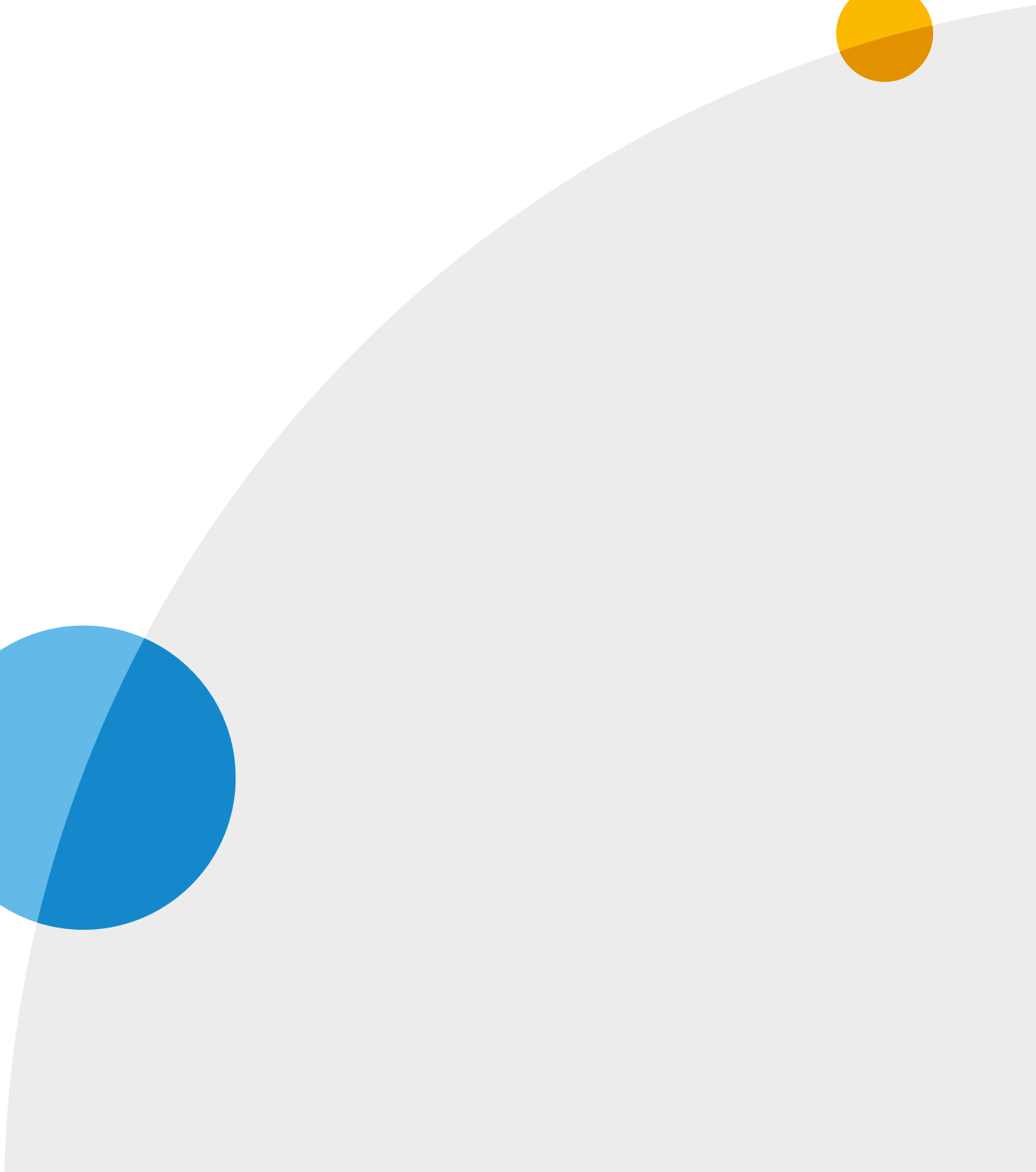
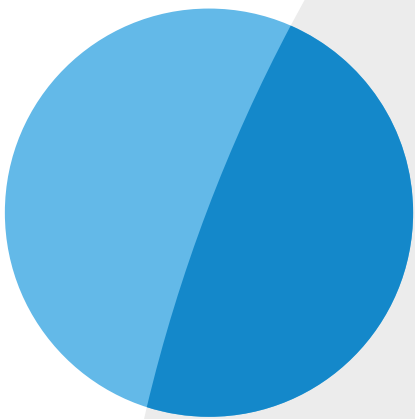
Annual Report 2020



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Introduction

Dear Reader,

2019 was a year of anniversaries, when the Adult Education Centres celebrated their 100th birthday and DVV International its 50th. This was followed by a year of contrasts in 2020, a year that was marked above all by the coronavirus pandemic. In common with the rest of the world, the pandemic also posed major challenges to our work at home and abroad. The Adult Education Centres (vhs) in Germany, as well as our partners abroad, were only able to make their important contribution to services of general interest to a limited extent, and had to quickly find new ways of bringing their learning programmes to the people. This inevitably prevented learners being able to benefit from educational opportunities in the usual way. These times of limited opportunities to take part are particularly challenging for disadvantaged groups in society, such as people from educationally-deprived households, or older people.

The situation at our locations abroad is aggravated by the fact that health systems are inadequately resourced, and most of our partner countries have only very limited financial resources with which to cushion the consequences of the crisis. This not only results in insecurity, fear and isolation, but also leads to more unemployment and greater loss of income. Many developing and emerging countries that have made progress in the economic, political and social spheres in the past are now in danger of being set back years by the pandemic. We must therefore assume that the social impact of the crisis will continue to be of great concern to us in the future.



Martin Rabanus

The targeted reinforcement of youth and adult education has a particularly important role to play in times of crisis: It can reach broad sections of society and respond to the needs of learners in a context-specific way with its diverse range. The Institute has shown in the past year that it can adapt learning programmes to changing circumstances flexibly and quickly. This would not have been possible without the extraordinary commitment and innovative spirit of the staff and of our worldwide partner network. And I would like to take the opportunity to thank everyone for this from the bottom of my heart!

The consequences of the coronavirus crisis will greatly effect and change the way in which we work in the coming years. As an Association that is active the world over, we have attractive structures for innovation, knowledge transfer and cooperation at home and abroad which will enable us to get to grips with this task. We want to continue to enable people to enjoy the right to education throughout their lives, regardless of where they live. I cordially invite you to familiarise yourself with the work of DVV International in the past year on the following pages, and I hope you enjoy reading them!

Martin Rabanus

Chair of the Deutscher Volkshochschul-Verband e.V. (DVV)

Foreword

Dear Reader,

We look back on a year that has been both challenging and difficult for people all over the world, a year that was dominated by the coronavirus crisis. The pandemic also had a massive impact on the Institute's work in its more than 30 partner countries around the globe. Disadvantaged, educationally-deprived population groups have been particularly affected, and these are traditionally the focus of DVV International's work.

In response to the pandemic, we rescheduled many of our adult education projects at very short notice and in consultation with our donors. This included not only digitalising activities in order to be able to continue them, but also for instance boosting income-generating activities in learning centres, as well as running awareness campaigns and further exchanges on how to deal with the virus. The coronavirus crisis furthermore generated positive learning effects for the Institute. Due to the digitalisation push, we were able to reach significantly more people with our activities, as well as developing new virtual formats and tools that can continue to be used after the pandemic. All in all, the impression remains that non-formal educational activities in particular are highly relevant in the context of conflicts and crises, due to their flexibility and demand orientation. Given its special significance, we have dedicated a separate section of this year's report to the impact of the crisis.

We will continue to present selected projects in the annual report in order to give you concrete insights into our broad set of activities and our global engagement in youth and adult education. Amongst other things, we will be reporting on progress in our new Africa programme, work in



Christoph Jost

community learning centres in Cambodia, digital activities in Afghanistan, and education in prisons in Central Asia and in our Eastern neighbours.

The third part of the annual report focuses on the strategic work of the Institute, as part of which we design special expertise and tools at the crossroads between adult education and development, as well as participating in global policy dialogue and taking on advocacy work within our portfolio of activities. We will be providing information via new materials and handouts, as well as through global learning at German Adult Education Centres (vhs). We will also provide insights into the preparations for the next UN Conference on Adult Education (CONFINTEA), as well as into global initiatives which serve as a basis for further lobbying and for positioning the Institute and our worldwide network of experts.

This year, I would like to thank not only the German Federal Ministry for Economic Cooperation and Development (BMZ) and our other donors, but explicitly also all our staff at home and abroad, for their extraordinary commitment over the past year. We will continue to work to sustainably reinforce youth and adult education in order to give people better prospects for the future, both in times of crisis and beyond.

I wish you stimulating reading.

Christoph Jost

Director, DVV International

I. Adult learning and education during the coronavirus crisis

The coronavirus pandemic is not only the most serious health crisis of our time, but it is also having a massive impact on the adult learning and education sector. DVV International has had to adapt its work at home and abroad to the new circumstances and find alternative ways of providing adult education opportunities.

Adult education and the coronavirus: Chances and challenges

The coronavirus crisis complicates the enforcement of the human right to education, given that many institutions are closed and learning pathways have been interrupted. Large numbers of educational activities cannot be continued in their established form. This particularly affects vulnerable young people and adults, who make up the main target group of DVV International's work. They suffer not only from insecurity and fears, loss of income and isolation due to their precarious living conditions, but are also at risk of being left further behind with regard to their education.

Adult learning and education (ALE) providers face multiple challenges in light of the coronavirus. On the one hand, the economic survival of large numbers of organisations and their employees is at risk. But it is also a matter of making the best possible use of the potentials of adult education to help manage the crisis in order to support people with tailor-made programmes and to get them actively involved. ALE benefits from the fact that it is particularly helpful in exceptional situations such as the coronavirus pandemic due to its flexible, need- and action-orientated offers that respond to change.

DVV International is responding

As a response to the outbreak of the pandemic, DVV International took action in defence of the interests of the ALE sector. A "Covid-19 Response" was developed at headquarters and disseminated in several languages via the international structures and the networks. A podcast with reports on the experiences of experts from various countries was produced and distributed digitally. With regard to the Institute's numerous projects, systematic surveys were carried out in all the partner countries, as many implementation mechanisms could no longer be operated according to the original plans. Large numbers of activities were now also planned in such a way as to help address the crisis. Formerly face-to-face events were moved to the digital domain in order to continue training and exchange activities as seamlessly as possible. Learning and community centres initiated awareness-raising activities on how the virus works and on disease prevention. Skills training opened up new income-generating opportunities for people directly related to the virus, such as supporting the production of masks,

protective clothing and hygiene items at local level. The development of self-learning courses and digitally-assisted tools for adult education was stepped up in order to empower course attendees and partner organisations.

Designing new digital educational realities

The huge increase in demand for digital learning opportunities the world over poses major challenges for ALE structures. In addition to technical difficulties, there were particular shortcomings in digital didactics. There is a need to find new ways of implementing minimum standards regarding participant orientation, active participation, and learner-centred activities. This results in new conceptual requirements, but also creates considerable demand for further training for teachers and trainers working in ALE.

In addition, it is important to counteract the widening digital gap. Rural areas and poorer parts of the country frequently have no or only insufficient network coverage. There are too few devices for digital learning and exchange formats, and access costs are often prohibitively high. Finally, people need to be trained to use the devices properly, including how to filter high-quality news and find objective information.

New opportunities for adult education

That having been said, the massive acceleration in the pace of digitalisation that has taken place in the course of the coronavirus crisis also provides new insights and opens up access to new target groups. This enables significantly more people to be reached at a low cost via digital services. Measures can be designed and implemented across countries if the technical and linguistic prerequisites are met and a minimum level of digital skills is available.

It is unclear at the moment how ALE will evolve in the coronavirus crisis. However, it is already becoming clear that new dynamics are emerging towards digital learning and critical media use. This certainly gives us hope that the potential of ALE will attract greater attention, and that it will emerge revitalised from the crisis in a different form. It remains important in this regard to help heal divisions in societies and to ensure that all population groups can satisfy their educational needs. ●

Reactions from our partner countries



Latin America

The pandemic is hitting Latin America particularly hard, especially in terms of the economy and in the education sector. Educational institutions have been closed in many places since March 2020. However, “distance” education requires access to the Internet, as well as to laptops or PCs. This means for socially-disadvantaged people, people in rural areas, indigenous people or Afro-Latin Americans that education no longer takes place.

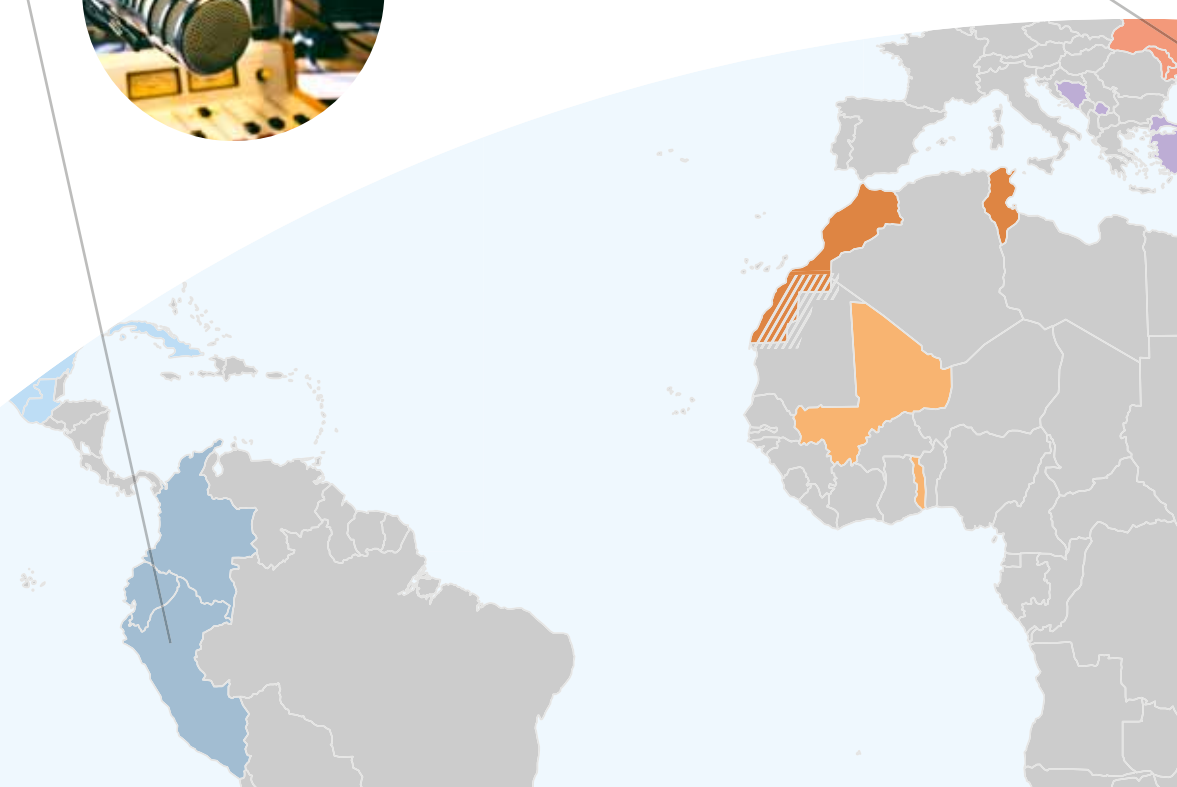
Having said that: “Adult education is important. It opens up opportunities for people, no matter how old they are, to learn and move forward.” This is the message of Idalia, an indigenous woman from the highlands of Southern Colombia. Her often rocky path to education is now also known to people from Ecuador and Peru because it features in the radio programme “Against All Odds” in which adult educators and students from local education centres themselves have their say. They report on their motivation, as well as on the problems that they have encountered and the lessons that they have learnt. Their contributions reach people “offline”, and at the same time also ensure that the concerns of youth and adult education are heard publicly.

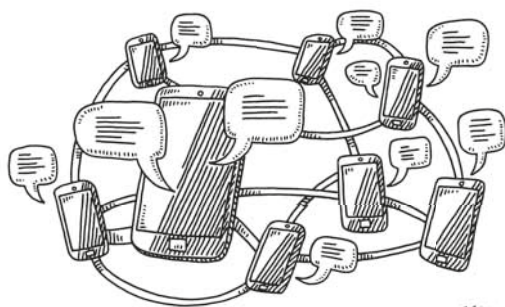


Armenia

A state of emergency was declared in Armenia in March 2020 due to the Covid-19 pandemic. Classroom educational activities were banned in the following months. Whereas schools and universities switched to online formats to a certain extent, adult education was faced with the challenges of insufficient skills among trainers.

DW International Armenia developed and implemented a four-month capacity-building programme in response to this, targeting trainers from partner adult education centres. The tools and technologies needed to adapt to the new situation were introduced through training courses, mentorships and follow-up activities. Training topics included information on educational platforms, blended teaching and learning models, and the structure of blended learning courses. Numerous courses, new teaching materials, as well as videos, had been developed by the end of the programme and were made available to the beneficiaries.





The Middle East

A state of emergency was declared in Jordan and Palestine in mid-March 2020 due to the coronavirus pandemic, and a strict lockdown was imposed. All activities in public spaces were prohibited. People were only allowed to leave their homes to buy food.

In response to the crisis, DVV International's offices in Jordan and Palestine launched intensive consultations with all the partner institutions in order to transfer the work to online formats. A regional working group constantly monitored the realisation of the digital tools for project work and adapted them to the situation. Simpler tools such as Whatsapp, which allow files and audio messages to be transferred quickly via smartphones, were primarily used to implement online services. It is mainly these tools which are used for online learning in the region.

At regional level, DVV International and its partner Arab House for Adult Education and Development (AHAED), in cooperation with Arab education networks, organised a series of web seminars on different adult education topics such as changes in cultural education after the pandemic, or education for women in times of crisis.



Ethiopia

With a population of more than 110 million, Ethiopia has been affected by the COVID-19 virus like all other countries. Besides the attempts on the part of the Government to provide information, the Community Learning Centres (CLCs) that have been piloted by DVV International in cooperation with the Government in five of Ethiopia's twelve regional states played their own role in providing correct information on regular hand washing, as well as on how to use face masks and sanitisers, to everyone using the various services at the CLCs.

Since COVID-19 also affected the communities' opportunities to make a living, and given that it was not possible to continue to train large groups at the CLCs as usual, DVV International and the Ministry of Education commissioned a series of radio programmes to provide virtual business skills training for the CLCs' largely rural target group. A series of 20 programmes cover all the topics related to starting and growing a local business.



Our response to the coronavirus pandemic

You can find the "Covid-19 Response", further examples from our partner countries, and the video podcast, on our website:

www.dvv-international.de/en/our-work/reaction-to-corona-pandemic

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II. Adult education projects worldwide

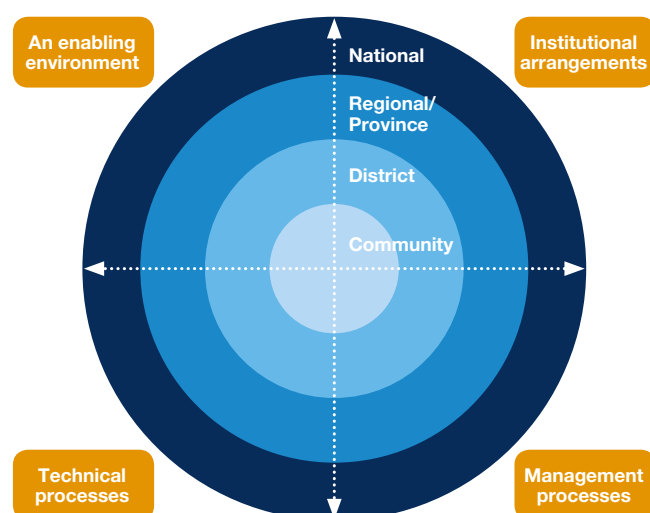
Our project work focuses on disadvantaged young people and adults. In order to improve their situation and to promote development, the Institute is working worldwide to establish and expand sustainable structures of youth and adult education. To this end, DVV International works with more than 200 partners in over 30 countries.

Adult learning and education in Africa: using a systems approach for broader provision, improved quality and sustainability

Why do people in Africa who have no access to education or who dropped out of the education system at an early age still have so few opportunities to catch up on their knowledge acquisition and further their education? This does after all affect the majority of the productive population in some countries on the continent. A critical reflection on the reasons for this prompted DVV International and its partners to explore ways to provide the services that are urgently needed. This reflection has resulted in a new strategy for the work in the African project regions. Its implementation began last year.

A systemic approach for optimised services

It all started in the East/Horn of Africa region where DVV International and its partners designed and tested a new approach in Ethiopia and Uganda that involves all spheres and related ALE sectors of government as well as other stakeholders. The resulting Adult Learning and Education System Building Approach (ALESBA) enables sustainable adult learning and education (ALE) systems to be established in collaboration with governmental and non-governmental stakeholders in order to improve these services in line with learners' needs and interests. ALESBA provides for continuous assessment of all the elements and building blocks of an ALE system, and diagnosis of system failures that informs the design of new improved systems.



DVV International is thus promoting access to high-quality lifelong learning opportunities for more and more people in its project countries. In addition, support is given to stakeholders at all levels when it comes to applying necessary methodological tools in practice, and thus creating multipliable, sustainable local social structures such as community learning centres.

A digital platform for networking African adult education players

DVV International has used the pandemic to produce manuals on how to apply the new systematic approach. Despite the considerable potential offered by ALESBA, continuous capacity development remains a challenge for DVV International and its governmental and non-governmental partners. In response, the Institute has established a continental digital platform by the name of MOJA – Adult Education Africa. Multilingual and interactive, it will provide handouts, learning modules and webinars to meet the further training needs of professionals for the management of adult education institutions, but also for specific practical activities with learners on the ground. The platform also promotes the exchange of content between professionals from the field, and involves national and international advisory bodies from Academia and from professional organisations. MOJA will be available online at www.mojaafrica.net in the first half of 2021, after intensive preparation.

The observation made at the end of this first implementation phase of the new Africa strategy is that, despite the global pandemic and in spite of the political and in some cases violent conflicts that have taken place in some countries on the continent, progress has been made in enhancing the networking processes between partner countries, partner organisations and DVV International, as well as in learning from one another.

Thinking outside the sectoral box – multiplying effects

An educated population is an essential prerequisite for the success of many programmes of governments, civil society initiatives and development organisations, as well as for the sustainability of the successes attained. ALE helps to close gaps in basic education, to connect to the

world in an Africa which is also becoming increasingly digitalised, to integrate into the world of work with improved professional skills and business knowledge, and to play an active role in shaping communities. The collaborations between DVV International and its partners in Africa therefore extend beyond the classical field of education into the areas of decentralisation, community development, economic and employment promotion, agriculture and resource conservation, conflict prevention, peace and reconciliation, as well as gender justice.

Such collaborations have made it possible to multiply the impact of the work that has been done as part of the social structure activities carried out by the Federal Ministry for Economic Cooperation and Development (BMZ). Successful integrated ALE projects have shown, for example, how catch-up basic education can be linked to the acquisition of agricultural know-how, and how food security can be safeguarded, and income can be secured. A project in Ethiopia was successfully completed under the umbrella of the BMZ's special "One world – no hunger" (SEWOH) initiative, and a project in Mali was continued as part of the "Global Green Innovation Centres Project" with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In Malawi, a project on business start-ups and employment promotion was also launched together with GIZ. In Ethiopia and Morocco, projects with refugees and with the municipalities in which they were permanently or temporarily living helped to organise coexistence and secure social peace. Municipalities in Tunisia would like to use this knowledge and these learning experiences to respond to the (further) education needs of migrants.

The efforts of DVV International and its partners at macro level have in Uganda led to the already successful systemic approach being extended to the whole country (partly with EU funding), to a new national adult education policy being ratified by the government in Malawi, and

to a Minister of State for Adult Education being appointed in the Ethiopian Ministry of Education.

It was also possible to enhance the management skills of participating governmental and non-governmental partner organisations through the system-building approach. These organisations are becoming professionalised through the realisation of concrete projects and through a professional exchange with other organisations, and are thus improving their chances of acquiring and successfully using funds from different areas.

DVV International is expanding its commitment on the African continent

DVV International started work in two more African countries in 2020. In Tanzania, the infrastructure for the relocation of the regional office from Ethiopia was started. The approach to establishing an adult education system in the country is supported by the Tanzanian Ministry of Education, Science and Technology. The first events enabled the ALE scene as well as the general public to become familiar with the project through the media.



Project opening in Tanzania with the State Secretary of the Ministry and the German Ambassador

DVV International managed to open a country office in Togo last year. A comprehensive analysis of the current state of the ALE system has begun across sectors in all regions of Togo, and will set the stage for detailed action plans in 2021.



Project opening with a cross-sectoral and cross-regional stock-take in Togo

Both countries are integrated into the professional network of DVV International and its partner organisations. This includes the West African adult education network PAMOJA, which consists of 13 national networks and enables a cross-national exchange. All networks will naturally be able to use the MOJA digital platform, which is the catalyst in the further networking of adult education professionals and organisations. The fact that the Moroccan REMADAV network is a member of PAMOJA allows a bridge to also be built across the regions and into the Maghreb. There, the exchange with the Middle East region has recently also intensified, and has led to joint practical activities.

Focus areas in 2020

North Africa

Together with governmental partners, new collaborations were initiated that were able to engage with particularly disadvantaged target groups, including migrants in Tunisian municipalities. Convicts in Morocco were given access to further training opportunities via newly-installed digital channels. In addition, regional networking was promoted – not least with a view to preparing for the global conference on ALE (CONFINTEA), which is planned to be held in Morocco in 2022.

East Africa

In the course of the ongoing policy and strategy consultation, it was agreed with the government in Ethiopia to extend work with the systemic approach in two other regional states as examples. Meanwhile, in Uganda, the broader application of the integrated approach with a focus on income generation and agricultural development was advanced. In addition, the project in Tanzania was officially opened and initial activities as well as the establishment of the regional office have been initiated.

Southern Africa

Policy and strategy consultations also took place with the governments in Malawi, Mozambique and South Africa. In addition, the capacities of local governmental and non-governmental adult education institutions were enhanced. The activities in South Africa in particular focused on enhancing non-formal adult education in the existing municipal education centres.

West Africa

It was possible to stabilise the work with municipalities in Central and Northern Mali by increasing the size of the permanent staff. Governmental and non-governmental partners were mobilised in order to establish systematic, cross-sectoral cooperation based on practical experience from previous years and to continue its development into a coherent system, which also had an impact on the launch in the new partner country Togo.

Volunteers in Community Learning Centres in Cambodia

By providing volunteers, DVV International and the Cambodian Ministry of Education have provided Community Learning Centres with additional know-how, and have shown young school-leavers new opportunities to express their commitment.

No one who talks about adult education in Southeast Asian countries can get away from the term “non-formal education”. Along with adults, the target group of non-formal education in countries such as Thailand, Laos or Cambodia also includes large numbers of young people who dropped out of the formal education system at an early age or never found their way into it. The Community Learning Centres (CLC) are responsible for providing education at village level. These offers cannot however always be guaranteed due to the weak financial, human and material resources invested in the non-formal education sector.

City-dwellers as volunteers in rural areas

In a pilot project with the departments of non-formal education and for youth of the Cambodian Ministry of Education, Youth and Sport (MoEYS), DVV International began in 2020 to provide CLCs in selected provinces with additional know-how through volunteering, and at the same time to give young school-leavers, especially those from large cities, the opportunity to acquire new experiences. Together, they developed the idea of offering young people the opportunity to volunteer in remote rural areas – and not as before in their immediate urban settings. At the same time, it was possible to provide at least temporary relief with regard to the low staffing of the CLCs on site. 20 motivated school-leavers were sent to ten CLCs in different provinces for 15 days.

A beneficial exchange of experience for both sides

Prior to the volunteer placement, trainers from DVV International trained the young people for their time in the villages in soft skills such as communication, teamwork and conflict



Volunteers with villagers preparing a Buddhist village festival at Palhal CLC in Preah Vihear province. The festival was also intended to generate income for the construction of a toilet for the CLC

resolution strategies. The supervision of the volunteers on site was then taken over by those responsible in the respective CLCs. The young people’s much better school education compared to the villagers, and the knowledge that they had acquired so far, proved to be extremely beneficial for the local communities when teaching in the CLCs. Prak Toern, manager of a CLC in Kampot province, emphasised: “The deployment was very useful for the young people; they were able to gain a lot of experience. At the same time, our village benefited considerably from their stay.” This has become particularly clear in areas such as working with computers or repairing cars and motorbikes, but also in basic education.

This meant that this pilot project quickly developed into a win-win situation for both sides. DVV International and the MoEYS are therefore planning to expand the volunteer programme in the coming years, to strengthen the non-formal education system, and ideally to institutionalise this approach. ●

Online in Kabul

DVV International has been working closely together with the Afghan National Association for Adult Education ANAF AE in Afghanistan since 2005. The digitalisation of adult education has gained momentum in recent years, momentum that intensified in 2020 especially due to the coronavirus pandemic. This learner's report provides insights into the situation on the ground with regard to digital learning.

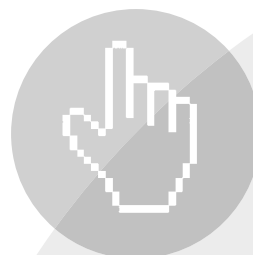
When I enter the ANAF AE training centre in Kabul, which is called "x-pert", a friendly young man greets me and asks what I am interested in. I need to improve my English, and then my chances of getting a better job will improve. After a short explanation about what is on offer, I decide to take the assessment test straight away. I have plenty of time. The young man hands me a tablet, and I sit down on a comfortable chair in the entrance hall and start. After 45 minutes, the result shows "B2". Now I have to choose: Do I want to take a traditional face-to-face course, or work independently on my laptop, or do I want a mixture of the two? I choose completely online, then I can also study late at night. The man at the education centre helps me to complete my registration, and I pay for the course.

On the way home, my display lights up with the access to the online learning platform. There I find another 30 courses in the same format, mainly English language and IT courses, but also SIYB (Start and Improve Your Business) courses, which are certified by the International Labour Organization (ILO). On Facebook, I find out that ANAF AE is the only organisation in Afghanistan that is certified by the ILO to provide training. When I get home, I log on to the learning platform. There is a pleasant greeting, and I am given an opportunity to familiarise myself with the tasks.



Then I start my course. The first task is an exercise: "Say your name, say something about yourself and what you like to do. Now press the Record button." After recording, I press Play and laugh out loud. I've never heard my own voice speaking English before. I press Send. A new task comes up: It's a quiz. At the same time, the "Forum" appears – this is where I find the other course members.

I received feedback on my exercise at midday the next day. It says "Great Job". I could have talked a bit more, and then I get some advice on my pronunciation: "taste" is pronounced "teist", not "test". I listen to the voice message enclosed – teist. Now my appetite has been whetted, and I meet someone from the course, this time "for real". ●



DVV International's commitment to education in prisons

Everyone has the right to education, regardless of their origin, religion or past. This human right is however disregarded in many places when it comes to prisoners and ex-convicts. DVV International has worked in many of its project countries in recent years to make education accessible in prisons as well. In addition to implementing projects, the Institute has managed to establish a network to boost the capacities of those players which are active in this field.

I. Education in prisons in the Eastern neighbourhood countries

The projects of DVV International help prisoners and ex-convicts in Armenia, Belarus, the Republic of Moldova and Ukraine gain access to education. In 2020, the multi-year project “Active for Education in Prison” ended.

There is a lack of awareness of prisoners and ex-convicts' rights in the Eastern Partnership countries. Observance of human rights remains one of the main problems in prisons in many post-Soviet countries. The reason for this is that there are virtually no effective social control mechanisms in place, and resocialisation is not considered to be the main goal of the prison system. Accordingly, little importance attaches to providing education in prisons.

DVV International has therefore been working for several years to improve access to education for people in prison in Armenia, Belarus, the Republic of Moldova and Ukraine, with the support of the Federal Foreign Office, the Federal Ministry for Economic Cooperation and Development, and the EU.

The project entitled “Active for Education in Prison”, funded by the Federal Foreign Office, was first implemented in 2018 and then continued in the following two years. It was aimed at strengthening the capacities of civil society stakeholders which work with prisoners and ex-convicts, and their cross-border networks.

DVV International worked together with five civil society organisations during the term of the project. The aim was to empower the organisations to improve educational



Training in upholstered furniture making in Ukraine

opportunities for prisoners and ex-convicts, and to raise awareness of the issue at different levels of society through information and advocacy campaigns. The civil society players were given the opportunity to shape and implement mini-projects in prisons. A total of 24 educational programmes were piloted, mainly on vocational training (hairdressing, building trades, furniture making, leather processing, etc.) as well as “life skills”. This has enabled more than 450 prisoners and ex-convicts to develop skills that enable them to play a role in economic and social life.

A study trip to Germany for 18 civil society representatives that were involved in the mini-projects provided an opportunity to exchange ideas with experts from other countries.



Hairdressing training in Belarus

In addition, four country studies were conducted on the situation of education in the prison system. The shortcomings that were revealed were discussed at events held with governmental and non-governmental players. Although it

is not possible to continue the project due to a lack of funding, DVV International's commitment to education in prisons in all the participating countries remains intact – especially as part of the Prison Education Network.

Prison Education Network

More than 30 civil society stakeholders as well as individual experts from nine countries (Armenia, Belarus, Georgia, Germany, Kyrgyzstan, Republic of Moldova, Tajikistan, Ukraine and Uzbekistan) joined forces in the “Prison Education Network”, which they founded in 2017. The members advocate for the right to education in prison in a variety of ways, such as improving legal frameworks, increasing social recognition, and expanding access to education for convicts.

The Network was founded following two international conferences that were organised by DVV International in Kyrgyzstan and Belarus, at which civil society organisations and experts spoke out in favour of greater networking. The network's founding meeting took place in Minsk in 2017 at the initiative of DVV International Belarus.

Website of the Prison Education Network:
www.prison-off.com/?lang=en

WEB

Continuation →

II. Adult education in prisons in Central Asia

DVW International has been supporting access to education for prisoners and ex-convicts for more than 15 years in three Central Asian countries. The third project in Tajikistan on promoting human rights for prisoners and ex-convicts started in 2020.

A project to promote vocational training for adults in the prison system in Uzbekistan took place in the region for the first time in 2003. Building on this successful practice, the implementation logic of further projects was refined to support (ex-)convicts through training, and to build up partner organisations' capacities to provide relevant vocational and re-integration courses, both inside and outside prisons. The employability and soft skills of ex-convicts were improved, and this led to improvements in their living standards and social (re-)integration. This comprehensive approach was transferred to Kyrgyzstan and Tajikistan in the years following on from this.

In Tajikistan, the third project in a row commenced in April 2020 with co-financing from the EU and BMZ. The project entitled "Promoting Access to Social, Economic, and Cultural Rights to Prisoners and Ex-Prisoners" aims to further improve the capacity of two local civil society organisations in Tajikistan to support both prisoners and ex-convicts in generating income and re-integrating into society, and to create a more favourable environment

in the country for (ex-)convicts. To this end, the project team has been organising vocational training as well as workshops on personal growth and entrepreneurship with two prisons, and consultation for ex-convicts for their social reintegration.

At national level, the project's partners will compile a thematic report on ex-convicts' rights in Tajikistan. This will form part of an alternative report which local experts and civil society stakeholders are compiling on the implementation status of the recommendations made by the UN Committee on Economic, Social and Cultural Rights in Tajikistan. One aim is to lobby for the further institutionalisation of adult education programmes as part of Tajikistan's prison system. ●



Certificate award after a pastry-making course at the women's detention centre in Nurek, Tajikistan



Vocational training course with a group of female prisoners at the women's detention centre in Nurek, Tajikistan

Evaluation of Latin American education networks – Lessons learnt

DVV International's cooperation with Latin American education networks was evaluated in 2020, and the Institute was able to draw numerous conclusions from this process. In particular, it became clear that regional education networks are important strategic partners for youth and adult education with a social and sustainable orientation.

Regional education networks boost youth and adult education in Latin America, especially at the level of education policy and structure. Currently active in six countries in Latin America and the Caribbean, DVV International works with three Latin American networks which are active on the ground via local member organisations in almost all the countries of the region. All three networks are actively involved in the field of education, and strive above all to support disadvantaged population groups in attaining their right to education and participation in societal and political life.

Effectively shaping regional cooperation

Cooperation with Latin American education networks helps to expand the impact of DVV International's project work, and supports processes of exerting influence on education policy at the "macro level", in dialogue with national governments, as well as at international level. Whereas DVV International tended to work separately with individual education networks in previous years, this cooperation has been brought together under "one roof" since 2019, and has been reorganised as an autonomous regional project. This was done with the aim in mind of bundling existing potential and creating or strengthening synergies.

The central question addressed in the evaluation conducted in Latin America in autumn/winter 2020 concerned cooperation with the education networks and how this can be made more effective and efficient. The evaluation covered the periods 2016 to 2020.

Our Latin American partner networks

The **Council of Adult Education in Latin America and the Caribbean (CEAAL)** sees itself as a social movement, and is the largest alliance of civil society organisations of "education from below" in Latin America and the Caribbean. It has a total of 195 member organisations from 21 countries.



The **Latin American Campaign for the Right to Education (CLADE)** is a network of civil society social organisations, present in 18 countries of Latin America and the Caribbean, promoting lifelong learning and good education for all as a human right and as a responsibility of the State at national, regional and international level.



More than 60 women's organisations from 20 countries have joined forces in the **Latin American women's network REPEM** to focus on the issue of education for women and girls and to promote women in all areas of society.



Increasing the political effectiveness and sustainability of the networks

It can be concluded that the objectives of the networks, such as raising awareness of the contribution that adult education makes to the implementation of the 2030 Agenda, or anchoring adult learning and education (ALE) in national and international education policies, are well aligned with those of DVV International and of German development cooperation. At the same time, the networks have largely succeeded in achieving the goals that they have set themselves. The team of evaluators however suggests that the various networks should coordinate their political work more closely in order to provide political decision-makers with more concrete recommendations for action on the future of ALE. The extent to which these recommendations are then taken up by policy-makers depends on the openness of those in office.

With a view to sustainability, there is no doubt in the evaluators' minds that the networks would also be able to operate without financial support from DVV International, albeit the portfolio of activities would have to be significantly reduced. The evaluator team therefore advises developing a sustainability strategy which aims to diversify sources of funding and thus safeguard the networks' achievements in the long term.

DVV International is stepping up its work with regional education networks

The conclusion remains valid: The evaluation underlines the relevance of the networks as strategically-important stakeholders and partners in advocacy and lobbying for ALE at political level. The same applies with regard to their role and function in disseminating good practices and innovative teaching and learning approaches in youth and adult education beyond the respective national borders and making them usable regionally. The results of the evaluation furthermore confirm that it makes sense to combine the work with the education networks in the shape of a separate regional project under "one roof".



DVV International therefore envisages entrusting a dedicated specialist in the DVV regional office in Quito with the task of further developing cooperation with the networks in such a way that greater synergies are created and the coordination mechanisms are improved. Furthermore, an impact-orientated evaluation is planned at country level. All these measures are helping to put youth and adult education in the spotlight in Latin America, and to lend it a voice in the countries, at international level, and as part of global education policies. ●

The basis of our evaluations

DVV International has its programmes evaluated by external experts on a rotational basis every three years. This provides the Institute with an independent assessment of how the work in the individual projects is being implemented, which working methods are proving successful, and where modifications need to be made. The evaluations are carried out on the basis of six OECD criteria: relevance, effectiveness, impact, efficiency, sustainability and coherence.

Evaluations 2020

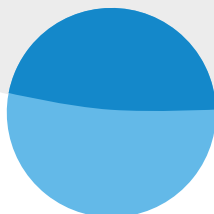
Regular evaluations are a part and parcel of DWV International's work. A total of eight evaluations were carried out in 2020.

Region/country	Title of the evaluation
Latin America and Caribbean (Guatemala, Mexico, Cuba, Ecuador and Peru)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2019–2021
Eastern neighbours (Belarus)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2019–2021
Eastern neighbours (Moldova)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2019–2021
Eastern neighbours (Ukraine)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2019–2021
Caucasus (Armenia)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2018–2020
Caucasus (Georgia)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2018–2020
Southeast Europe (Bosnia-Herzegovina)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2018–2020
South Eastern Europe (Kosovo)	Supraregional evaluation of the BMZ-funded programme for social structure promotion in the period 2018–2020



Expertise and advocacy for adult education

As a specialist organisation, DVV International provides expertise at the interface between adult education and development, promotes global exchange between experts, and works internationally to ensure that the political recognition and public visibility of youth and adult education are heightened.



The future will not wait: A plea for a different kind of adult education

The world is undergoing a profound transformation. Rarely has this been more evident than in 2020, a year in which longer-term challenges such as climate change, the digital revolution and global power shifts were exacerbated by a pandemic that challenged much of what was familiar and demanded new responses. The global education landscape recognised the challenge, and decided to rethink its concepts and objectives. Adult learning and education (ALE) also took up the discussion, and DVV International played an active part in this process.

UNESCO initiated a process entitled “Futures of Education – Learning to become”, in which the task of the education sector in particular to enable people to think and act creatively is to be reconsidered. In this context, it is logical to declare this as the very central task of ALE. DVV International has been intensively involved in the discussion led by the International Council for Adult Education (ICAE), which in turn contributed to the UNESCO debate in November 2020 by publishing a statement entitled “Adult Learning and Education (ALE) – Because the future cannot wait”.

Rethinking ALE

In view of the dramatic state of our planet, of the diverse challenges faced and rapid changes occurring, ICAE argues that it is the role of the adult population to make important decisions and initiate change processes. This requires well-resourced, professional ALE that enables people to participate responsibly and not fall prey to unwarranted fears, populism and conspiracy theories. The decisive factor will be the extent to which governments, international organisations and development partners succeed in ridding themselves of outdated ideas which continue to reduce the education sector to formal education. Such outdated thinking relegates ALE – if it is considered at all – to learning for the labour market and to second-chance basic education.

There is an urgent need to adopt holistic approaches which include topics such as environmental and civic



education, as well as health education and digital awareness. Furthermore, productive participation in the changes going on in society can only succeed if (educationally) disadvantaged groups such as the elderly, ethnic and other minorities, women and rural communities have better access to education services. In this context, considerable potential lies in digital learning programmes that are tailored to specific target groups.

More space for civil society

In addition, ICAE calls for a reversal of global trends that are increasingly restricting the space in which civil society as well as local, non-governmental stakeholders can operate. It is precisely these actors which carry out essential functions in ALE – as providers of urgently-needed learning opportunities with major potential for innovation, and as “critical friends” of governments.

With its statement, ICAE and its members have triggered a much-needed debate on how the sector is to move forward. DVV International will continue to actively contribute within the framework of its global and regional networks. ●

Glocalisation of adult education – Working for local interests at global level



Christoph Jost



Uwe Gartenschlaeger

In an interview, Christoph Jost, Director, and Uwe Gartenschlaeger, Deputy Director, give insights into the international advocacy work of DVV International.

DVV International is present in a large number of educational alliances over the world. Which are they?

First of all, there are the specialist umbrella associations, in other words the International Council for Adult Education (ICAE) as the global representation, and the European Association for the Education of Adults (EAEA) at regional level. We are also represented in various UNESCO bodies, for instance in the international coordination group of the Collective Consultation of NGOs (CCNGO) on Education 2030, and on the Education Committee of the German Commission for UNESCO. Last but not least, with our work on social structure promotion we back the establishment and further development of national associations and supraregional civil society networks the world over, as well as of movements advocating for youth and adult education.

What would you like to achieve with your commitment in the international alliances?

Our experience has shown that the situation of adult learning and education (ALE) is also influenced at local level by the global policy dialogue in many ways, as well as by regional strategies and policies. The Sustainable Development Goals (SDGs) are the most prominent example, and these have brought lifelong learning into

the focus of the debate. The European Union's many different initiatives for enhancing and conceptually refining ALE also exert an influence on national policies. Our main concern is to always draw attention to the potentials and significance of ALE, and to create better conditions in which to enforce the right to education for all.

What topics are being discussed at global level which in turn are also important for ALE at local level?

The megatopic here is of course sustainability, which contains a strong educational component and leaves its unmistakable mark on the design of curricula and on the educational services that are on offer, whilst increasingly also encompassing education providers at institutional level. Education for sustainable development is a target in the United Nations' Educational 2030 Agenda (SDG 4). Given the transformative aspiration, there is a need here to impart not only knowledge, but also those learning methods which promote interaction, reflection and responsible action. ALE traditionally feels very much at home here. Another topical area is the debates on the role of education in the process of ever-expanding digitalisation, which has set off at a pace and on a scale which could not have been guessed at prior to the coronavirus pandemic. Imparting digital skills is primarily about involving educationally-deprived, disadvantaged population groups, for instance in rural areas, as well as the elderly, so that they are not excluded from society. Last but not least, the 2030 Agenda creates considerable scope for combating populism and conspiracy theories, and this is central to

enabling our society in Europe and the world over to continue to be cohesive and to avoid placing our social contract at risk.

How does DVV International's presence in the international network influence its work? Are there any specific examples?

As already mentioned, the global, regional and national work particularly support one another when it comes to policy advice and lobbying. One example here is the global ALE campaign which is to be launched in 2021 – an initiative of DVV International, ICAE, the UNESCO Institute for Lifelong Learning and the regional umbrella associations, with the goal of establishing a uniform definition of ALE. This is a reaction to the observation that we frequently fail in our attempts because adult education (unlike for instance school education) has neither a generally-accepted definition nor a uniform terminology. Furthermore, the ALE campaign is to help paint a comprehensible picture of the complexity of adult learning and education and communicate it so that the potential for education and development is also better understood outside our expert and specialist networks. Another example is the possibility to develop skill-building and advisory tools with global expertise via cooperation. Curriculum globALE, which UNESCO has now adopted, constitutes particularly successful proof of this.

How do DVV International and its parent organisation, the German Adult Education Association, support one another in working for better recognition of ALE?

DVV International traditionally represents German adult education on the Executive Board of the EAEA. This commitment has enabled us to achieve major successes. Last year, for instance, this included increasing the share of ALE within the budget of the new “Erasmus+” programme and having further training explicitly named as one of the central fields for the EU’s coronavirus recovery package. This tailwind is used in turn for lobbying at national level. The strong system of Adult Education Centres (vhs) in Germany, with its regional associations and the association at national level, furthermore form a basis for our core activities when working abroad, which is concerned to promote the establishment and expansion of ALE structures worldwide. The German system of Adult Education Centres is regularly cited as a good example here, even though the framework conditions in our partner countries are naturally quite different. We have recently also noted a tangible increase in the level of direct cooperation between Adult Education Centres and foreign partners – a development which makes a direct contribution towards internationalising the national and local levels. ●



Towards CONFINTEA VII in Morocco

CONFINTEA, the International Conference on Adult Education, has been held under the auspices of UNESCO since 1949. The seventh conference will take place in Morocco in June 2022. DVV International supports the CONFINTEA process in many ways.

CONFINTEA has established itself as a central platform where governments – with the participation of representatives from international organisations and civil society – reach a consensus regarding the steps that they wish to take for the further expansion of adult learning and education (ALE) in the coming years. For example, an ambitious action plan was agreed on during the most recent conference held in Belém, Brazil, in 2009, and the decision was taken to publish a regular global status report on ALE. This “Global Report on Adult Learning and Education” (GRALE) is published by the UNESCO Institute for Lifelong Learning (UIL). The fifth GRALE is currently being prepared, and will analyse the status of ALE in the run-up to CONFINTEA, focusing on the key issue of citizenship education. DVV International also supported the translation of the most recent report, GRALE IV, into German in 2020.

Preparation for CONFINTEA VII

A number of preparatory and accompanying steps need to be implemented in the run-up to CONFINTEA VII in June 2022. First of all, national reports on the status of ALE in the UNESCO Member States had to be prepared. To this end, DVV International and the International Council for Adult Education (ICAE), in cooperation with UIL, supported by regional adult education networks, held a total of seven regional workshops at which national rapporteurs, government representatives and representatives of civil society had an opportunity to provide inputs on the report format. DVV International also supported complementary exchange sessions together with its partners in the regions in order to further enrich this process. This enabled the voices of adult education practitioners and civil society stakeholders to be heard in the final reports.



CONFINTEA Mid-Term Review conference in the Republic of Korea in 2017

The challenges posed by the coronavirus pandemic

There is no denying the fact that the impact of the current pandemic and the tight time frame in which the work was to be carried out have imposed considerable constraints on efforts to produce the reports in a participatory manner. It was possible to hold roundtables or organise other discussion formats in only a small number of countries. The digital exchange sessions that took place instead were an inadequate substitute. This makes it more important than ever to find ways in 2021 to enable adult education actors to play an active role in shaping the ongoing CONFINTEA process in terms of content and organisation. To help achieve this, a series of regional conferences will be held in each of the UNESCO regions around the world.

In terms of content, the CONFINTEA process faces the task of regaining the ground lost in recent years, and lending new weight to ALE as a key factor in achieving the Sustainable Development Goals (SDGs). DVV International contributes its input towards this task as part of its engagement in ICAE, where the Institute’s Director Christoph Jost is a member of the Executive Committee, as well as in preparing studies and policy papers on important themes such as the improvement of the framework conditions for ALE.

Support for the CONFINTEA process by DVV International

Latin America

DVV International launched preparations for CONFINTEA VII in the Latin America and Caribbean region in 2020 with expert discussions that were held in various countries, and with two public events. Held virtually due to the pandemic, the public conferences reached a total of around 3,000 people.

An event organised under the title “Adult Education: Context and Proposals towards CONFINTEA VII” in September 2020 critically analysed the impact of the previous conferences for the Latin America region, and lent a voice to learners from Colombia, Peru, Argentina, Brazil, Mexico and Haiti. In their testimonies, they shared the difficulties encountered in learning and teaching under pandemic conditions.

Expert discussions took place at the invitation of DVV International with the rapporteurs for CONFINTEA from Mexico, Ecuador, Peru and Colombia who were appointed by their national Governments. Technical experts reported that, unfortunately, the various relevant sectors, as well as civil society, were only minimally involved in the run-up to the meeting. For DVV International, this signalled a particular call to action, as CONFINTEA VII is a great opportunity to improve visibility for ALE and to increase awareness and understanding of the important role that it plays. This is even more important as many young people have had to interrupt their education as a result of the pandemic. Therefore, a panel was dedicated exclusively to CONFINTEA as part of the 5th regional *Encuentro Andino*, a digital conference on Latin American youth and adult education held in December 2020.



Logo of the V Encuentro Andino



Workshop in Egypt

The Arabic countries

DVV International organised a regional webinar for public and civil society ALE stakeholders from the Middle East and North Africa in order to support the CONFINTEA process in both regions. This was done in cooperation with UIL, ICAE and the newly-established umbrella organisation Arab House for Adult Education and Development (AHAED).

DV International and AHAED also held an online meeting which involved the national rapporteurs from Jordan, Palestine, Egypt and Tunisia, and promoted a professional exchange. Amongst other subjects, the purpose of adult education was discussed, which goes far beyond the basic literacy acquisition that has too often been the historical focus. However, it became clear that only limited data are available on other areas apart from public literacy programmes.

A workshop supported by DVV International and AHAED was organised in Egypt together with the National General Authority for Literacy and Adult Education, the Arab Network for Literacy and Adult Education, and other Egyptian stakeholders. At the workshop, government and civil society representatives jointly developed responses for the GRALE V survey. Other national workshops have had to be cancelled, rescheduled or relocated due to the COVID-19 pandemic. ●

Global Learning at Volkshochschule – “Separated and yet together”

The project entitled “Global Learning at Volkshochschule (vhs)” enables Adult Education Centres in Germany to implement events on education for sustainable development. The Centres use a variety of formats, depending on the target groups. The broad range of topics always focuses on the global perspective, be it with regard to climate change, human rights or consumption.

Within the framework of this project funding, vhs Bochum conducted a second-chance learning series entitled “I have a dream – dreams and visions change the world”. Participants and the Adult Education Centre explored new ways of imparting and acquiring knowledge in the digital domain. An interview with the project team at vhs Bochum provides an insight into their experiences.

What place does global learning take up in your Adult Education Centre?

The School Graduation CertificatePLUS department at vhs Bochum has been carrying out projects since 2010 on the topic of “Global Learning”, and these have now become an integral part of the Second-Chance Education programme. Global learning gives young people the opportunity to experiment, and to rediscover their own strengths and possibilities. It is great to see the surprise that comes when connections between seemingly far-removed issues such as climate change suddenly become directly experienceable, and come to have a direct link with people’s lives!

You implemented a series of events on dreams and visions last semester. To what extent do dreams and visions connect global contexts and local action?

We live in a globalised world. We are all closely interconnected – be it visibly or invisibly, tangibly or only presumably, standing on an equal footing or just manifestly unequal. This means that our dreams and visions, whatever they may be, always have a global reference. No decision stands



The event combined face-to-face and digital methods

alone any more, but it has a global impact. So it is necessary to know what these connections are in order to be able to understand the effects of our local actions.

You had to move the event into the digital domain due to the coronavirus pandemic. What were the challenges, and where were you particularly successful?

In the “vhs Cloud”, which is the Adult Education Centres’ digital learning platform, the participants had a vivid exchange, collected ideas, fleshed them out, and sometimes discarded them again. The possibility to present their results in the form of a video production corresponded to the interests of the participants and to the opportunities offered by online teaching, true to the motto “Separated and yet together”. The result represents a powerful and lasting analysis of the topic. The challenge here was that we could not get together on a face-to-face basis. In addition, not all participants were equipped with a PC, but had to work with their smartphones. Despite the distance, we were highly successful in making a video together in which all the participants were able to present their ideas highly individually.

The Global Learning at Volkshochschule project is supported by Engagement Global, with financial assistance from the German Federal Ministry for Economic Cooperation and Development. ●

The project team of Bochum Adult Education Centre consists of Elke Dietinger, head of the School Graduation CertificatePLUS/Basic Education department, Ute Vielhaber-Jesse, project leader in the School Graduation CertificatePLUS/Basic Education department, and Angelika Pöppel, course instructor.

Our tools and methods

Adult education is an important field within the education sector that requires its own tools, methods and approaches. DVV International has revised existing tools and developed new ones in the past year, as well as making them centrally accessible.

Refining Curriculum globALE

DVV International and the German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung – DIE) developed a core intercultural curriculum for basic and further training worldwide in 2013 in the shape of Curriculum globALE (CG). At the invitation of the UNESCO Institute for Lifelong Learning (UIL), DVV International took part in a revision of Curriculum globALE, together with the DIE and the International Council for Adult Education (ICAE), with the aim in mind of providing the Member States with a UNESCO-recommended tool for the basic and further training of adult educators. DVV International, DIE, UIL and ICAE are thus responding to the numerous requests for practical materials.

DVV International offers an extension of Curriculum globALE, incorporating an additional module on digital teaching and learning in adult education. The module will be field-tested in Asia in the years to come, and supporting materials are to facilitate its implementation. DVV International also produced a series of learning videos in Central Asia last year which cover all five core modules of Curriculum globALE. These aim to support the application of its five modules. The videos are not intended to be fully-fledged e-learning courses, but rather serve as supporting material for training activities or as a self-learning resource.

development process, and assess progress. The guide was originally developed for DVV International staff, but in its current version it is also suitable as a working basis for other adult education providers and development partners worldwide.

All the tools at a glance

Those with an interest will find numerous tools, methods and approaches in the new ALE Toolbox (ALE = Adult Learning and Education) developed and applied by DVV International. The toolbox provides additional guidance on the application of the tools, and in the future will contain concrete examples from practice. You can find the ALE Toolbox at: www.dvv-international.de/en/ale-toolbox ●



A new curriculum for organisational development



Curriculum institutionALE is the name of the new reference framework for the organisational development of adult education institutions. Curriculum institutionALE enables adult education providers to define goals and criteria for their capacity development, collect reliable baseline data, design and implement the capacity

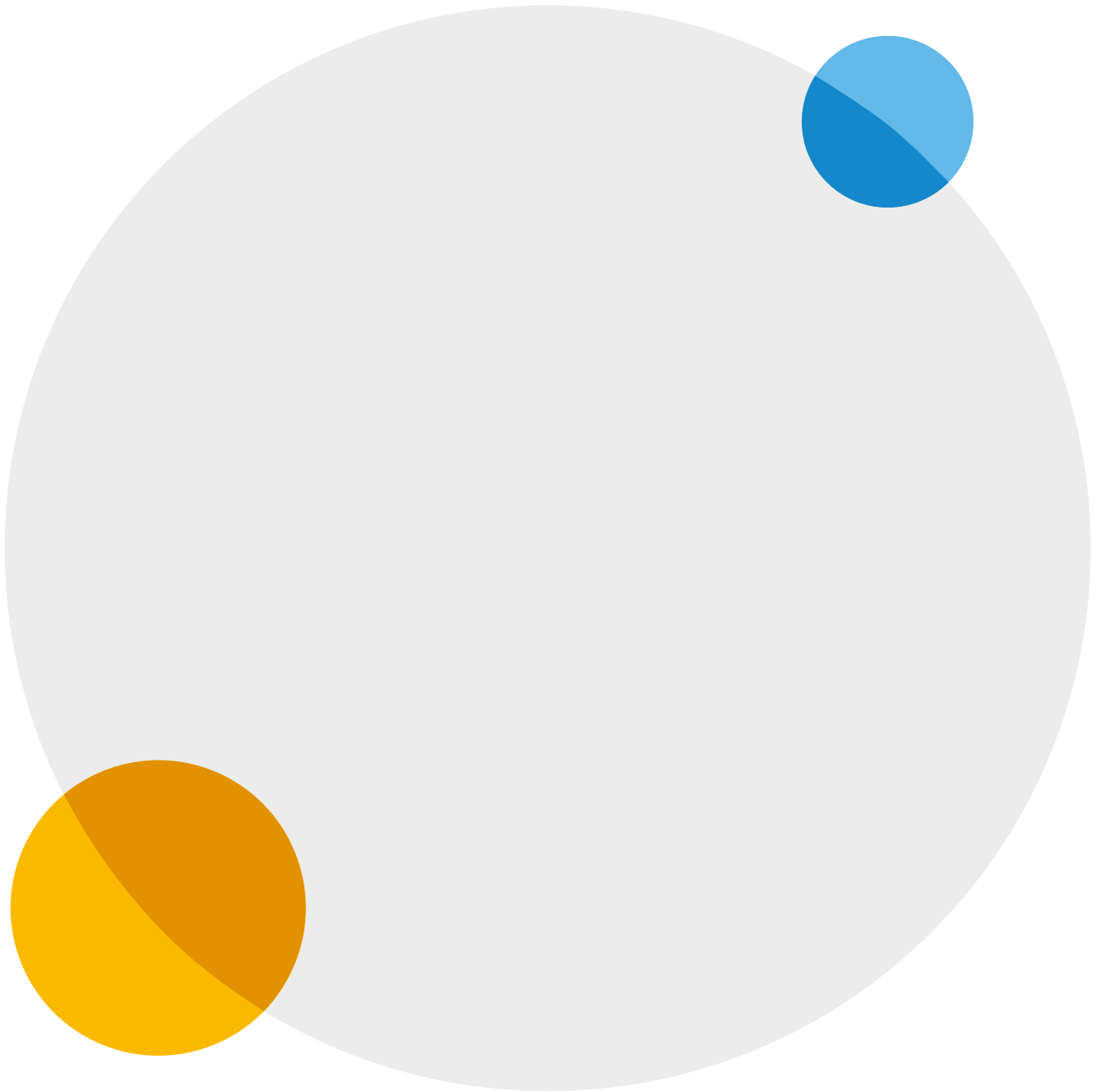
DVV International publications

As part of its publication activities, DVV International brings current adult education topics into the public debate, and promotes a worldwide professional exchange.

Most of the publications such as expert and position papers, handouts on global learning and others, can be requested as a print version free of charge at info@dvv-international.de. They are also available for download as an online version at www.dvv-international.de/en/materials

WEB

IV. DVV International at a glance



Our profile

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

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education.

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

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

Strategic fields of action

DVV International has defined three fields of action for the strategic orientation of its work. These fields of action are closely interlinked – they are mutually dependent and mutually supportive:

Promoting development through adult education projects: Together with its local partners, the Institute develops and implements adult education projects worldwide.

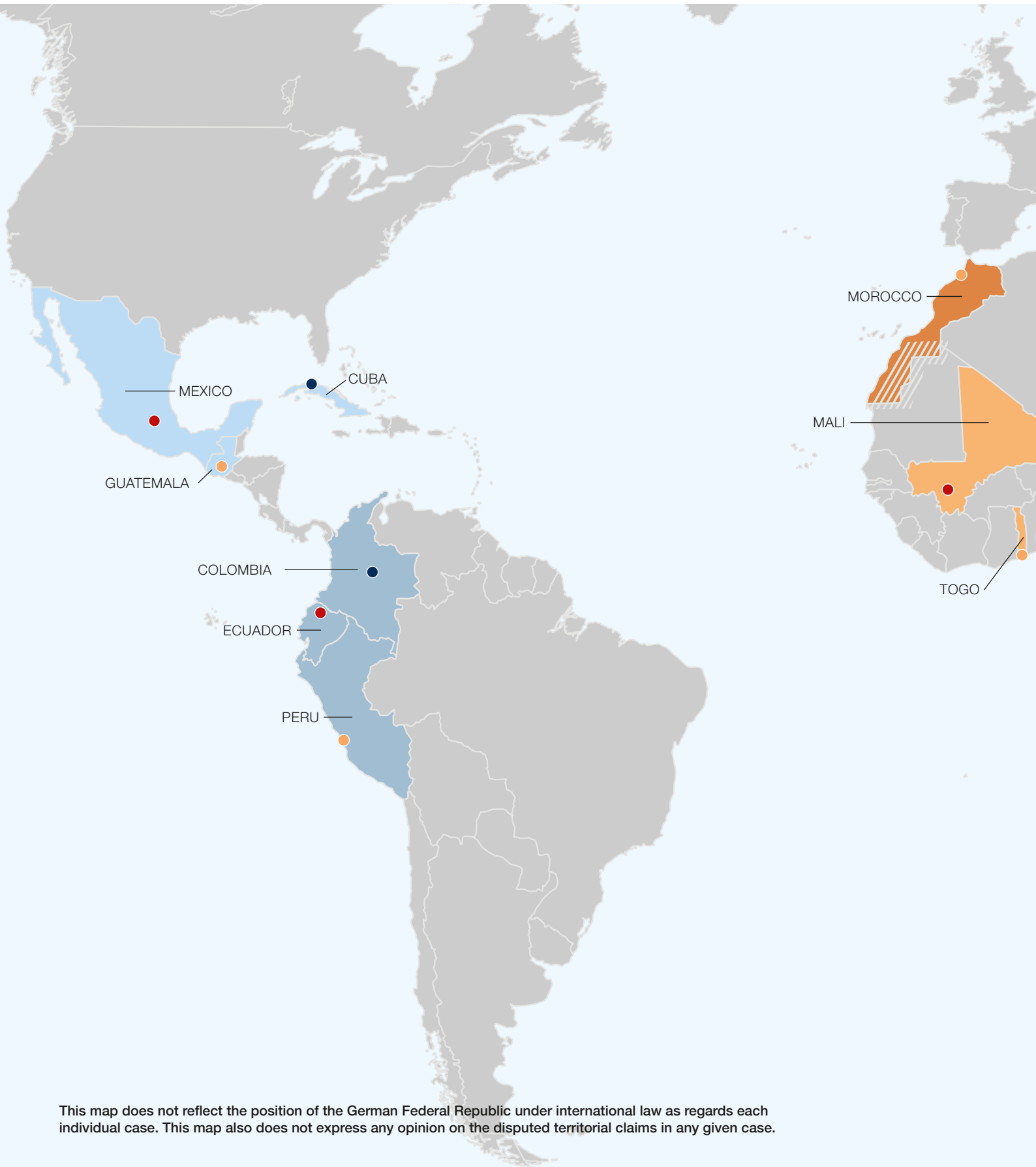
Providing expertise: As a specialist organisation, the Institute provides expert knowledge at the interface between adult education and development, a central role attaching to the benefit ensuing from the knowledge that it has acquired at home and abroad.

Improving the framework conditions for adult education worldwide:

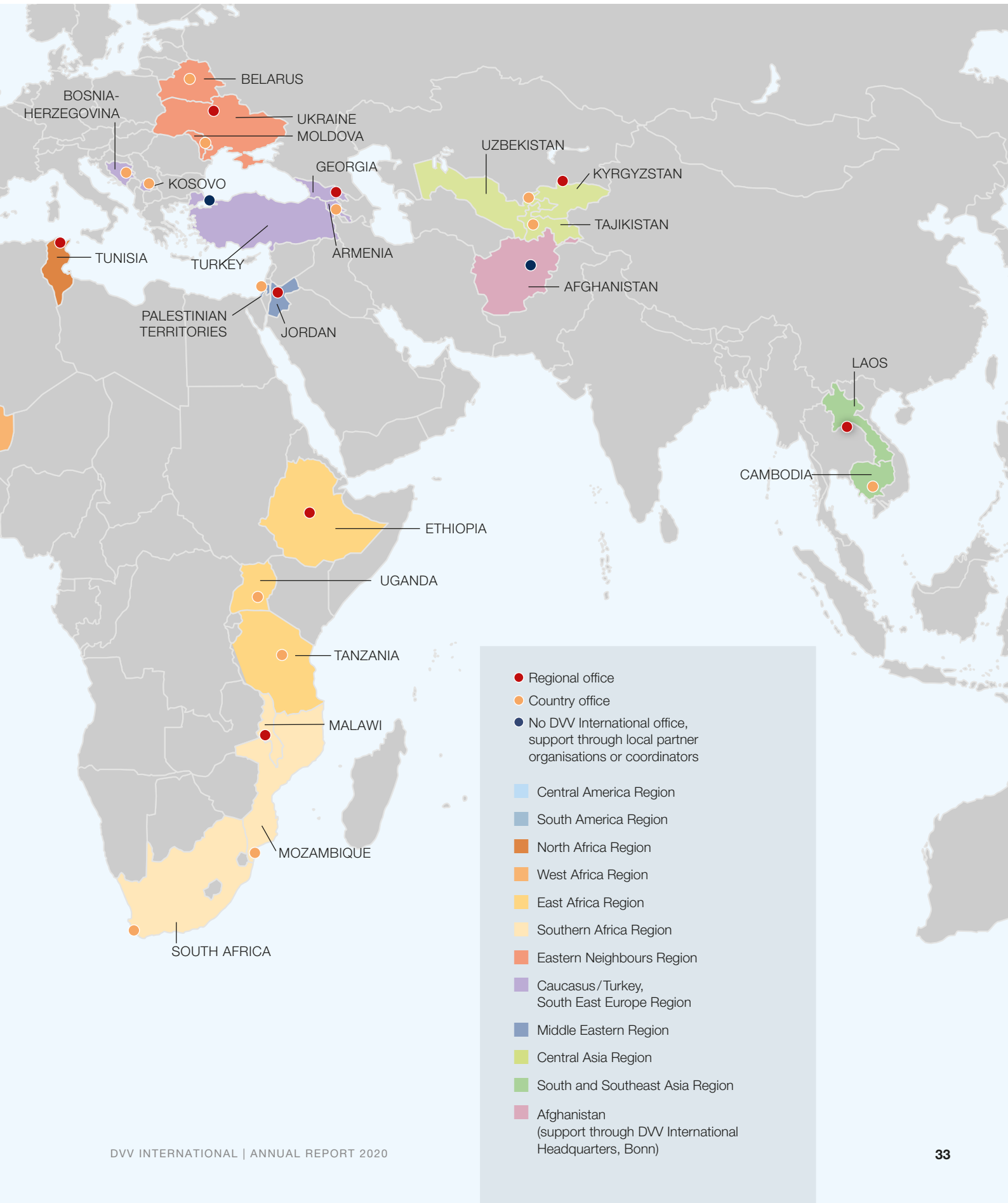
DVV International also makes targeted use of its expertise to improve the framework conditions for adult education worldwide.

The detailed version is available online at www.dvv-international.de/en/materials/expert-and-position-papers

Our partner countries (as of December 2020)



This map does not reflect the position of the German Federal Republic under international law as regards each individual case. This map also does not express any opinion on the disputed territorial claims in any given case.



Project topics in 2020

DVV International operated projects in more than 30 countries in 2020. The Institute usually develops and implements these projects together with local civil society partner organisations and in close collaboration with Ministries and other governmental agencies. The chart shows which topics were tackled in 2020 with the support of our donors.

BMZ – Federal Ministry for Economic Cooperation and Development

- promotion of adult education structures:
 - establishing, strengthening and further developing adult education systems
 - promoting multisectoral approaches and structures in adult education
 - establishing and professionalising adult education centres
- supra-regional exchange of expertise, policy dialogue and networking in adult education
- literacy and basic education
- vocational training
- global and intercultural learning
- environmental education, education for sustainable development
- migration, integration and refugee work
- health education

EU – European Union

- establishing local service structures
- vocational training
- inclusion
- youth education
- cultural education
- professionalising adult education
- preventing extremism
- education in prison

AA – Federal Foreign Office

- seeking to come to terms with history, remembrance work
- democratisation
- cultural education
- communication, reconciliation and trust-building
- education in prisons

GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

- vocational training and entrepreneurship
- migration and integration
- preventing extremism
- environmental education

Others

- child and youth education (“Epiphany Singers [Sternsinger]”)
- migration, integration and refugee work (Danish Refugee Council – DRC)

Strong together – global partners and networks

In order to improve the global framework conditions for adult education and support sustainable development, DVV International works closely with the following national, regional and international specialist partners, associations and networks.

AHAED – The Arab association AHAED (Arab House for Adult Education and Development) was founded in December 2019 after five years of partnership and efforts among four major Arab regional educational networks. The founding members are “Arab Campaign for Education for All” (ACEA), “Arab Network for Popular Education” (ANPE), “Arab Network for Civic Education” (ANHRE) and “Arab Network for Literacy and Adult Education” (ANLAE).

ASPBAE – The Asian South Pacific Association for Basic and Adult Education (ASPBAE) focuses on global and regional lobbying work as well as training key personnel. The association has about 200 institutional and individual members from 33 countries.

CCNGO – The Collective Consultation of NGOs (CCNGO) is an international network of more than 300 national, regional and international civil society organisations from the education sector. The network enables an institutionalised exchange with UNESCO, and collects, among other things, the opinions, contributions and constructive criticism of civil society for the implementation of the global 2030 Agenda.

CEAAL – The Latin American Adult Education Council (CEAAL) is the largest association of non-governmental adult education organisations in Latin America and the Caribbean. A total of 195 organisations from 21 countries belong to it.

CLADE – The Latin American Campaign for the Right to Education CLADE is a network of civil society social organisations, present in 18 countries of Latin America and the Caribbean, promoting lifelong learning and good education for all as a human right and as a responsibility of the State at national, regional and international level.

EAEA – The European Association for the Education of Adults (EAEA) represents non-formal adult education in Europe. It includes 142 member organisations across 44 countries in Europe, representing the interests of more than 60 million learners.

ICAE – The International Council for Adult Education (ICAE) acts as an advocate at global level for youth and adult education as a universal human right, and represents more than 800 non-governmental organisations in more than 75 countries.

Pamoja – The Pamoja West Africa adult education network supports and represents national Pamoja networks in 13 West African countries, particularly in the area of functional literacy for young people and adults.

REPEM – More than 60 women’s organisations from 20 countries have come together in the Latin American women’s network REPEM (Red de Educación Popular entre Mujeres) to bring education for women and girls to the centre of attention and to support women in all areas of society.

UIL – The UNESCO Institute for Lifelong Learning (UIL) is a non-profit, policy-driven, international research, training, information, documentation and publishing centre run by UNESCO. The focus of the Institute is on adult learning and education, especially literacy and non-formal education and alternative learning opportunities for marginalised and disadvantaged groups.

VENRO – VENRO is the umbrella organisation for development-policy and humanitarian non-governmental organisations (NGOs) in Germany, to which around 140 organisations belong. VENRO’s central goal is to bring about justice in globalisation, and to eradicate global poverty in particular.

The profit and loss account

for the period 1 Jan. 2020 to 31 Dec. 2020

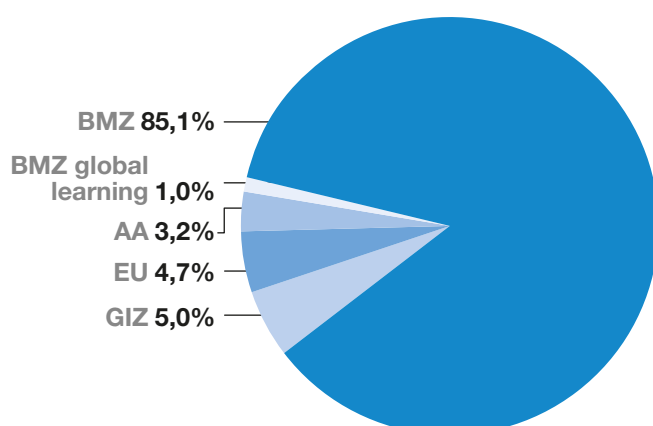
Income	2020	2019
A. Income of Headquarters	2,480,585.40	2,288,495.54
1. BMZ Administration grant	0.00	0.00
2. Administrative costs (portion)	2,318,008.97	2,236,892.96
3. Income from EU project cooperation	35,687.98	51,450.85
4. Other income	11,144.72	151.73
5. Liquidation of provisions	115,743.73	0.00
B. Project grants	20,370,537.32	18,522,058.05
1. AA	656,395.36	826,440.85
2. BMZ	17,546,586.34	15,315,991.06
<i>International projects</i>	<i>17,333,203.49</i>	<i>15,009,852.44</i>
<i>Global learning</i>	<i>213,382.85</i>	<i>306,138.62</i>
3. EU	950,680.38	783,164.89
4. GIZ	1,027,738.92	1,318,973.62
5. IBB	0.00	0.00
6. LuxDevelopment	0.00	0.00
7. Foreign and Commonwealth Office	0.00	0.00
8. Private donors	300.00	0.00
9. Donated fines	0.00	1,100.00
10. Other projects	188,836.32	276,387.63
Total income	22,851,122.72	20,810,553.59
Expenditure	2020	2019
A. Expenditure of Headquarters	2,420,585.40	2,373,595.53
1. Staff costs for central services	1,945,636.70	1,758,185.57
2. Building	76,562.93	72,884.41
3. Office equipment	132,098.99	110,552.75
4. Business supplies	12,969.57	18,825.96
5. Events/Publications	9,452.54	51,868.49
6. Travel costs	9,522.16	52,199.63
7. Communication	43,239.84	34,027.10
8. Subscriptions to organisations	22,492.00	19,807.73
9. Other administrative expenditure	168,610.67	255,243.89
B. Project expenditure	20,370,537.32	18,522,058.05
1. International projects	16,742,625.12	17,415,332.14
2. Global learning at vhs	213,382.85	306,138.62
3. Advances to projects	3,414,529.35	800,587.29
Total expenditure	22,791,122.72	20,895,653.58
Result for the year	60,000.00	-85,099.99

The balance sheet

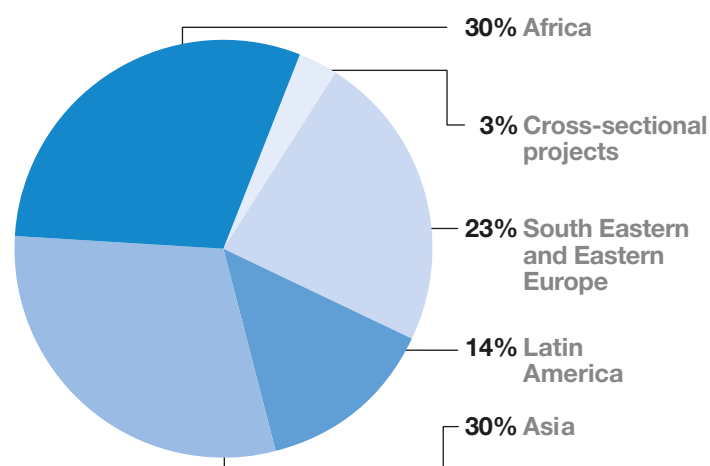
31 Dec. 2020

A. Assets	31.12.2020	31.12.2019
I. Cash		
1. Cash on hand	3,293.51	5,106.03
2. Bank balances	1,384,503.18	1,032,124.40
II. Receivables		
1. Receivables from deliveries and services	37,669.32	141,962.99
2. Project billing costs	685,770.24	700,822.55
3. Rent security deposits	0.00	9,045.00
III. Accruals and deferred income	27,171.04	60,248.59
Total assets	2,138,407.29	2,034,409.56
B. Liabilities	31.12.2020	31.12.2019
I. Provisions	106,789.28	121,867.95
II. Liabilities		
1. Liabilities to credit institutions	273,909.48	156,217.17
2. Other liabilities	502,211.14	375,932.03
III. Accruals		
1. Project billing costs	1,149,214.89	1,095,333.82
2. Deferred income	46,282.50	199,958.59
Total liabilities	2,078,407.29	1,949,309.56
C. Reserves	60,000.00	0.00

Origin of project funds in 2020
(20.370.537 euro)



Regional distribution of project funds in 2020
(20.370.537 euro)



List of abbreviations

AA: German Federal Foreign Office; BMZ: Federal Ministry for Economic Cooperation and Development;
EU: European Union; GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

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Employee statistics

Employees of DWV International (as of December 2020)

	Number of employees	Edu./Acad. staff	Admin./techn. staff	Male	Female
Regional and Country Offices	194	92	102	77	117
Headquarters in Bonn	33	15	18	7	26
DVV International total	227	107	120	84	143

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 (DVV International)
 Königswinterer Straße 552b
 53227 Bonn
 Germany

Tel.: +49 (0) 228 97569-0
 Fax: +49 (0) 228 97569-55
 E-mail: info@dvv-international.de
 Website: www.dvv-international.de

Responsible: Christoph Jost
Concept and editing: Barbara Hust
Layout: Gastdesign.de
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Cover: A facilitator of the Integrated Functional Adult Education (IFAE) programme provides hand sanitizer for women course participants at an adult learning centre in Harar Town, Ethiopia. © Adult Literacy Centre Harar

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DVV International
Königswinterer Straße 552b
53227 Bonn
Germany

Tel.: +49 (0) 228 97569-0
Fax: +49 (0) 228 97569-55
info@dvv-international.de
www.dvv-international.de

