



DVV International

Education for Everybody. Worldwide.
Lifelong.

Impact Report

2009–2015



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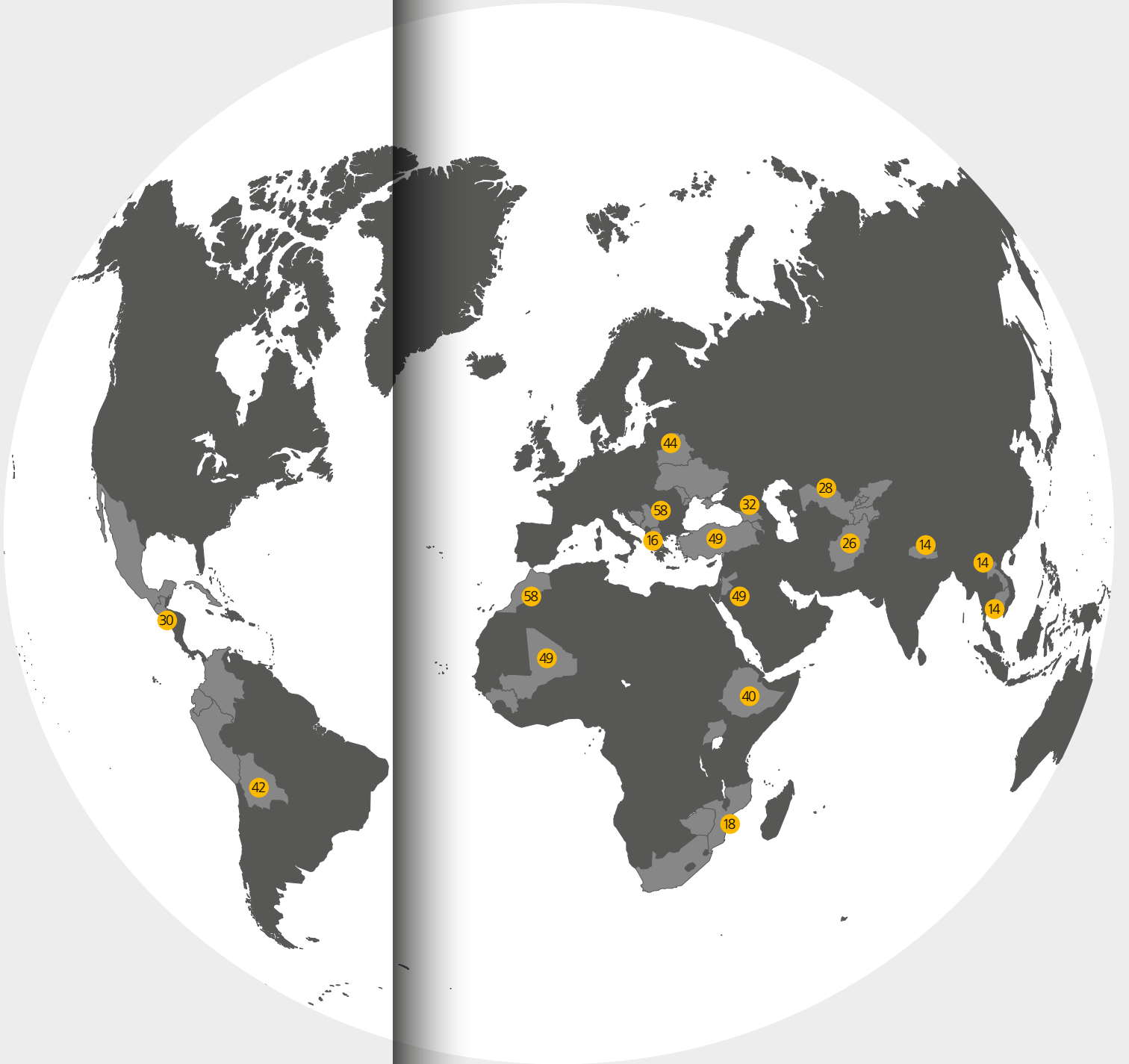


Federal Ministry
for Economic Cooperation
and Development



DVV International

Projects in 34 Countries → ←



Impact Report

2009–2015

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Foreword

Dear Reader,

DVV International – the Institute for International Cooperation of the German Adult Education Association – has been successfully making adult education a global topic for more than 40 years. DVV International has advised more than 50 governments and almost 500 educational institutions since 1969, and has created access to sustainable adult education structures for more than one million people.

These have been 40 years in which a lot has been done and much has been achieved. Years in which approaches, methods, questions, as well as assessment and evaluation systems, have changed. What has remained constant is the conviction that education is a central key to combating poverty and for development. This has led to our efforts for lifelong learning and to our worldwide support in establishing and expanding sustainable youth and adult education structures.

All in all, the holistic approach, which regards education as lifelong learning, has become increasingly prevalent in recent years. The German Federal Ministry for Economic Cooperation and Development (BMZ) writes as follows in its most recent Education Strategy 2015: “The concept of lifelong learning guides all of our support activities in the area of education”. The new Agenda 2030 also explicitly takes this up with its Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Having said that, and reaching beyond the specific development goal, the overarching goal of putting an end to poverty worldwide by 2030, achieving sustainable economic and social development, and protecting the planet, cannot be achieved if we do not engage in comprehensive education work.

We however need to start by looking back if we are to accept these challenges and take an active part in its implementation: What has actually improved? What positive changes have taken place in the lives of the people whom we have reached? What impact have we had? What long-term structures has it been possible to create and strengthen? How has the status of youth and adult education developed at national and international level?

With this impact report, the first for DVV International, we are inviting you to look back over our work in the past six years in order to illustrate different working levels, approaches and projects in terms of their impact, using examples from various countries. I hope you enjoy reading it, and hope to impart to you a little of the commitment and conviction with which DVV International and its partners are engaged in educational work worldwide. This too would be a positive change and a desirable effect towards which we are working.

Esther Hirsch
Deputy Director
DVV International

Summary

With this Report, DVV International is exploring a new dimension of its own work when it comes to observing impacts. The Report demonstrates such impacts, ranging over a period of five years, in a total of 18 activities in all ten of the regions in which DVV International is currently operating. Amongst other things, this permits conclusions to be drawn which take in a variety of projects and regions. These will be incorporated into our work in the future, as well as into products of our public relations work.

With our respective partners on the ground, as well as in the international arena that is typical both of the education sector and of development cooperation, we repeatedly face questions related to cause and effect. There is a need to underline the significance of education for many other areas of life, especially in connection with the new education goal that has been set within the Agenda 2030, based on a holistic understanding of development.

This view is confirmed by the further increase in the significance of education, as underlined also by the German Federal Ministry for Economic Cooperation and Development (BMZ). This significance was recently reinforced in the Ministry's Education Strategy 2015: "Education is a human right and key to ensuring sustainable development, which is why it is a priority area of German development policy." Taking up this position serves to confirm in an important way the work of DVV International, whilst at the same time forming the starting point for the targeted, indicator-based observation of impacts.

It was hence a major step for DVV International to develop a comprehensive system which interlinks the application for the project work, as well as its implementation and evaluation, and hence consistently facilitates continuity, steering and innovation. We can build on this system and also incorporate the knowledge that we have gained in terms of information and exchange, both internally and externally. It was vital here for a system to be created that reaches beyond each three-year project phase and which facilitates learning based on experience that was gained, together with the partners, over a prolonged period.

The sheer number of the projects that have been presented here makes it impossible to evaluate them individually in this summary. We would however like to mention here several overarching statements which, if one takes a closer look, can be regarded as striking and correlating for successful project design, and which can be drawn on for further effective work:

- **Topicality and effectiveness:** In the months during which this Report is being drawn up, the increase in global refugee numbers, which has been anticipated for quite some time, is becoming a dominant news item for Europe, as well as for other regions. This reality has been central to the project work carried out by DVV International and its partners for several years, be it in West Africa, in the Middle East or in the Caucasus. It has enabled the tasks which currently need to be carried out to be addressed there in particular, especially because they were already systematically embedded in the long-term project work.
- **Embedding in the social structure:** Tools for training juveniles and adults are vital to the economic and societal participation of disadvantaged population groups, for conflict prevention and in the fight against poverty. Establishing adult education structures sets the stage for social, ecological and economic developments which have a sustainable, broad impact within society. By aiming to form structures, we help our partners to independently analyse and solve problems lastingly. This incorporates the specialist skills that are on hand in more than 920 Adult Education Centres in Germany, where for instance further education experts from Adult Education Centres make their knowledge available and contribute towards enhancing the education centres in our partner countries. The direct exchange of experience that takes place within consultation, in South-North partnerships, and during study trips and projects, serves to form networks between educational processes and people. All the players and partners benefit from the global cycle of our work.

- **Creating links through a multi-level approach:** Where possible, the work in the project countries is generally carried out with the partners at local, regional and national level at the same time. To put it simply, the chain of impacts frequently works such that local initiatives and pilot measures are spread via regional networks and thus gain significance. They may then also be implemented at nation-state level. On the other hand, improved frameworks in turn enable and facilitate the work of those who are involved in the adult education sector, so that the target groups are reached with broader, improved measures. The micro, meso and macro levels are anchored in the project applications and reports in such a way that they, firstly, support one another and hence, secondly, act as interventions to sustainably enable and enhance the institutionalised, professionalised structures. These synergies are achieved in a large number of the projects, and help increase the effectiveness and sustainability of what has been achieved. Along the network structures, which have grown over a period of many years, this frequently also includes the global level.
- **Institutionalisation and professionalisation:** Few project approaches manage in the long term without an institutionalised structure. The majority of centres of adult and vocational further education create a sound foundation from which attendees are recruited and cared for. This applies both to tasks that are defined for the long term and to those which need to be carried out at short notice. Furthermore, the professionalisation structures provide important services in these institutions. This starts with basic and further training for staff, and continues through to the various service functions which range via research or drawing up materials, information and communication. The work becomes all the more effective if these institutional structures – certainly also meant as a physical infrastructure – are linked with the new forms of communication offered by the digital world.
- **Piloting and innovation:** Many of the project initiatives which have been presented here entail piloting new approaches, for instance in the methodical or thematic sphere, which constitute valuable additions to our ongoing projects, building on them and expanding their impacts to a not inconsiderable degree. The task is to provide a more detailed evaluation of the positive experience, and to communicate pro-actively at both internal and external levels. As a rule, they are also incorporated into the national exchange between experts.
- **Mutual learning:** Global learning in the Adult Education Centres enhances the skills of multipliers when it comes to either developing new services or integrating aspects of global learning into existing services and acquiring new target groups for the model of sustainable development in terms of theory and practice. Given the further acceleration of globalisation, which is also becoming increasingly directly tangible in Germany, global learning can act as a mediator. The specific project methods of DVV International and of its partners

are incorporated into this process and put to good use for the services provided in the Adult Education Centres.

This is the first report for DVV International that offers a comprehensive observation of impacts. Firstly, it serves to present the effectiveness of our work to the outside world. Furthermore, it will be used as a tool with which to draw practical conclusions for the ongoing work in the regions, in the cross-sectional fields, and particularly also when it comes to monitoring and evaluation. We are very interested in receiving feedback on the Report and on the knowledge that it seeks to impart. To this end, the dialogue on our experience and on the Report itself will be carried on in a highly-intensive manner, both internally and externally.

The observation of impacts will not become less significant in the years to come. Until mid-2016, groups of experts will also be working on global, national and thematic indicators within the new Agenda 2030 and its Sustainable Development Goals (SDGs). DVV International and its partners will also be coordinating the goals of the SDGs and those of the project work in a joint process in order to be able to bring about a uniform observation of impacts in the years to come, along the lines of the new sustainability agenda. This will also be beneficial to the quality of our work.

Prof.(H) Dr. Heribert Hinzen

Senior Policy Advisor
DVV International

Impact and impact observation at DVV International

Our projects act as facilitators in education for sustainable development all over the world

Education is one of the keys to sustainable development. The signatory states of the Agenda 2030 have taken this conviction as the basis for their vision: “We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured.”¹

There is no doubting the significance attached to education for the development of societies. This applies to adult education in particular. The German Federal Ministry for Economic Cooperation and Development (BMZ) for instance writes in its Education Strategy 2015: “Education is a priority area of German development policy [...] our work is value-based and follows the principle of sustainability.” The Ministry bases the priorities which it sets on the positive impact which education has “on numerous sectors of relevance to development activities”, and on the fact that it can be “pivotal” in “achieving sustainable development goals”.²

The United Nations Development Programme, UNDP, also confirms in the Human Development Report 2013 the high status which education assumes for human development, and hence for the development of societies as a whole: “Greater equity, including between men and women and among other groups, is not only essential in itself, but also important for promoting human development. One of the most powerful instruments for this purpose is education, which boosts people’s self-confidence and enables them to find better jobs, engage in public debate and make demands on government for health care, social security and other entitlements. Education also has striking impacts on health and mortality. Research for this Report shows that a mother’s education level is more important to child survival than is household income.”³

We create adult education structures with a long-term effect

DVV International strives to achieve goals such as poverty reduction, stability and social welfare by virtue of the Institute using its potential as a specialist organisation to create long-term structures and facilitate access to universal, high-quality youth and adult education opportunities. DVV International therefore supports the establishment of an integrative society in more than 30 countries, offering opportunities for equal access to life-long learning to all people.

Impact is something that we understand as constituting the changes in people’s lives which result from our project activities. These may be short-term or long-term, positive or negative, planned or unplanned, direct or indirect impacts. Furthermore, the impact had by a project may relate to a variety of different groups: The direct target group; intermediary organisations such as education-providers in both the state and the non-state sphere; indirect target groups such as the family members or communities of the direct target group. Impacts can come about through a project or a number of projects at local level, in social, economic or for instance also health or environmental areas. The impacts of a project can be influenced by external factors, both positively and negatively. The systematic observation of impacts using indicators is a tool which we consider central to ensuring optimum programme planning and management.

¹ United Nations General Assembly 2015: Transforming our world: the 2030 Agenda for Sustainable Development, <https://docs.google.com/gview?url=http://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf&embedded=true> (20 December 2015).

² German Federal Ministry for Economic Cooperation and Development 2015: Education Strategy: Creating equitable opportunities for quality education, http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier355a_07_2015.pdf (20 December 2015), p. 4.

³ United Nations Development Programme 2013: Human Development Report 2013 – The Rise of the South: Human Progress in a Diverse World, http://hdr.undp.org/sites/default/files/reports/14/hdr2013_en_complete.pdf (20 December 2015), p. 7.

Impact hypotheses

On the basis of the many years of work in its specialist and regional focal areas, DVV International has drawn up hypotheses on the impact contexts within which this work is implemented. In order to contribute towards achieving the goals at different levels and – depending on the country context – along impact chains which are orientated according to different themes, programme planning and evaluation are based on the following example impact hypotheses:

- Improved access to high-quality education services providing second-chance basic education and vocational education promotes gainful employment and income-creating activities. This furthermore exerts a positive influence on the economic independence of the target groups, as well as combating the causes of flight and of poverty.
- Information and educational services regarding human rights, especially the human right to education, have a positive impact on individuals' perception of human rights, as well as on how these rights are safeguarded by those in government.
- Equal access to education for women promotes their equality in society and on the labour market.
- Access to education and information for prospective emigrants in their countries of origin exerts a positive impact on their independent decision-making for or against migration, and on their (pre-)integration.
- Access to educational and psychosocial services for displaced people has a positive impact on their integration into the host society. Such services help refugees gain a foothold in the country in which they have become exiled and generate their own family income. The inclusion of the local population into these activities helps calm the overall situation in the transit and host countries.
- Political education activities and dealing with the past promote critical thought in general, enhance attendees' political awareness, and hence contribute towards their social involvement, thus helping them to develop a concept of active citizenship and to democratise the project country.
- Activities focussing on reconciliation, as well as on historical and contemporary witness work, are successfully applied in conflict contexts, and hence make a long-term contribution towards overcoming conflicts and achieving reconciliation.
- Organisations and networks operate more efficiently and more effectively where their knowledge and skills are expanded. Organisations and networks continue to exist beyond their promotion phase; they can continue to develop according to their own standards and goals, whilst helping to ensure that well-adapted adult education services are established in their countries.
- Global learning can promote understanding and help shape the way in which different social groups in Germany live together in tolerance and integration.
- An appreciation of global contexts, such as in the economic field, encourages individual consumers to take responsibility, and makes it easier for them to do so.

These and other impact hypotheses form the basis of our strategic programme planning, which in each case takes place in three-year cycles, together with the partners in the countries, as well as at regional level. Our understanding of impact in our field can also be illustrated using the concept of impact chains, with which we work in our programme planning and impact observation. (> see Figure 1)

We promote synergies and sustainability through our multi-level approach

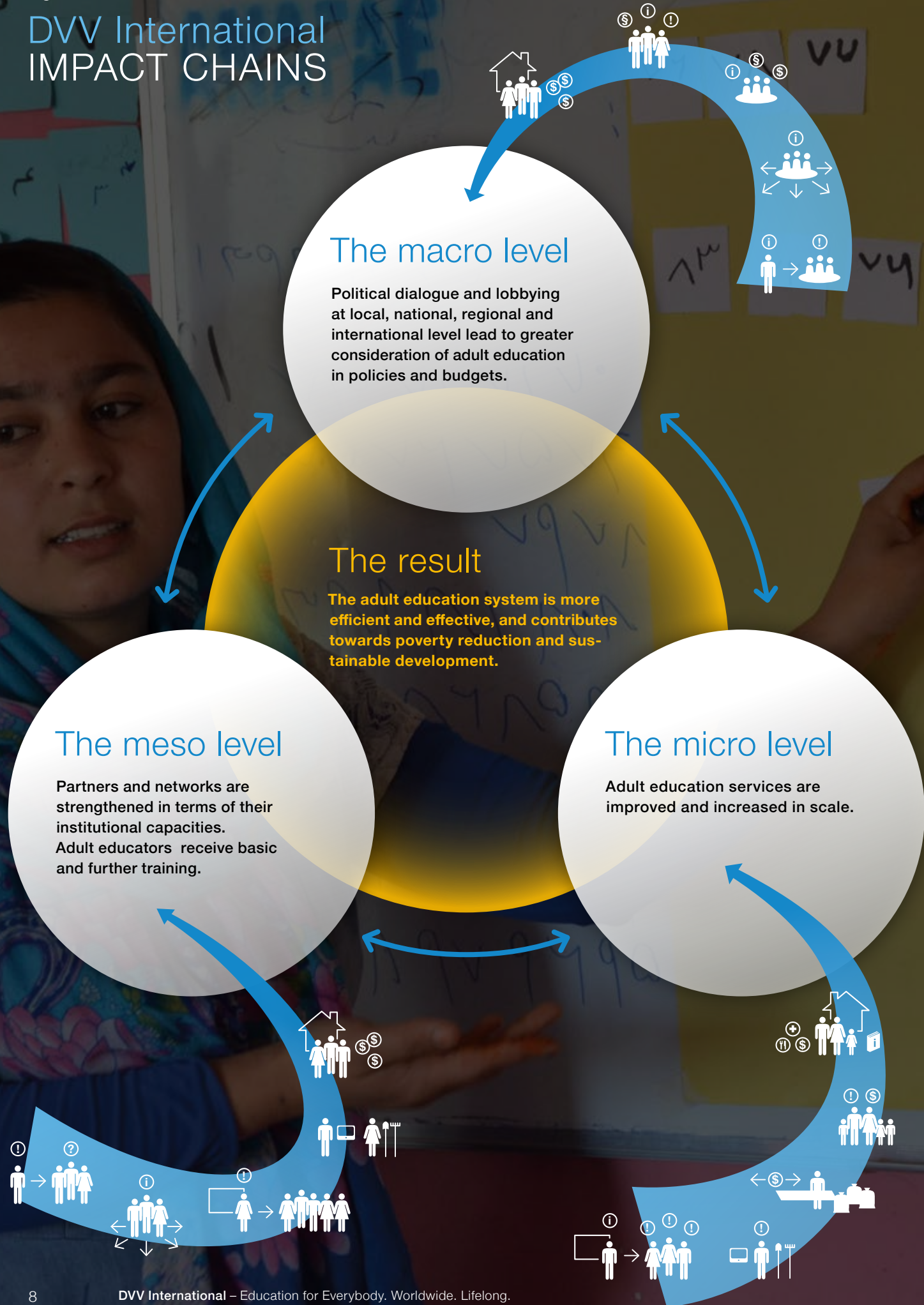
Political and academic debates confirm how great is the significance of adult education and of lifelong learning for the development of the individual and of society. It is clear that adult education and lifelong learning need to be more closely incorporated into the search for solutions to complex global crises such as displacement, climate change, increasing social inequality and access to food, energy and water, which many continue to be lacking, in order to guarantee more efficiently achieving the joint global goals which have now been newly defined.

DVV International works at three levels in order to establish social structures enabling sustainable impacts of adult education and lifelong learning to be achieved: firstly, at target group level (micro level), secondly at the levels of the partner organisations and of the network structures of the adult education sector in the project country and target region (meso level), and thirdly at the level of frameworks related to adult education such as policies, legal frameworks and budgets (macro level).

Structure-forming measures are planned at all levels of society – at micro, meso and macro level –, and are inter-linked in terms of their implementation in order to achieve impacts through synergy effects which are relevant to the system, as well as being sustainable and holistic. Our experience shows that it is only when all three levels are combined that, in the long term, quality is improved and the needs orientation of adult education is improved and its quantity is expanded.

Figure 1

DVV International IMPACT CHAINS



Why impact observation and evaluation are important to us

Impact observation and evaluation entail the following advantages for the work of DVV International:

- They constitute important foundations for us as a learning organisation.
- We regularly receive necessary information and recommendations in order to improve our work.
- We can document our progress and successes, which further improves the motivation of the staff involved.
- We are able to learn from our mistakes.
- We can show our funding bodies that we are using financial resources in a manner that is effective, efficient and expedient.
- This makes us a professional, responsible partner for other potential donors and organisations.

Impact observation and evaluation at DVV International

Impact observation and evaluation at DVV International are orientated in line with national and international standards and quality criteria. They lead to results which are directly put back into project management and planning. This in turn triggers internal learning processes, and the impact of our work can be illustrated transparently, at both internal and external levels. The overall programme cycle – from planning to evaluation – actively incorporates impact observation and evaluation.

Our project ideas are then generally developed in planning workshops, together with the partners and stakeholders in the country. Once the implementability of the project ideas and the synergy with the country concept have been analysed, the concrete project planning commences along participative lines, and at three levels – macro, meso and micro – according to the underlying impact model. Impact chains are developed in the process in which goals and indicators are formulated at the levels of outputs, use of output and outcomes and impacts, based on the impact observation and evaluation of the project. A baseline study is for instance carried out before a programme is commenced, and makes a major contribution towards the management and steering of the projects, as well as supporting both the strategic orientation and the drafting of the overall country concept. The baseline study is intended to describe the starting situation and to provide data on the needs of the target groups. No satisfactory goals and indicators can be formulated without these data, and the impact observation cannot provide the information that is needed on the changes that are to be made in the project. Whilst the activities are being implemented, monitoring data are collected and analysed both by the partner organisations and by the DVV International country and regional offices.

It is not sufficient to examine the short-term outcome of project activities in order to be able to answer the question as to the impact of project work and to evaluate the project successes. In fact, the envisioned impacts need to be evaluated and the right conclusions drawn for practical work. This

is achieved through evaluations. DVV International carries out three kinds of evaluation:

- self-evaluations in which the responsible project staff from different levels meet to use monitoring data in order to analyse the progress made by the project;
- internal evaluations where staff of DVV International, either from headquarters or from another region, evaluate a project;
- external evaluations in which external experts are commissioned to implement project evaluations according to defined criteria, including on the basis of impact indicators.

During the reporting period between 2009 and 2015, a total of 65 extensive evaluations with external support have been conducted.

The results of the evaluations are discussed with the partners and with everyone who is involved. This is an important step in the learning process. The implementability of the recommendations is also examined, and a decision made as to which of these recommendations are to be implemented in the work moving forward. This decision is documented and communicated to all concerned.

As a specialist organisation in the field of adult education and lifelong learning, DVV International attaches considerable significance to institutional learning. The Institute combines the efforts of the monitoring and evaluation unit at headquarters, with the responsible colleagues at home and abroad, as well as with the staff of the partner institutions, to continually improve and refine impact observation and evaluation.

This Impact Report also forms part of this learning and refinement process, and has sparked fresh discussions during the preparatory and drafting phases. It is to be embedded as a further instrument in the impact observation and evaluation system. The Report is to help improve our practical work, and amongst other things to also make it possible to share knowledge such as “lessons learnt” and “best practices” for the broad public.

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Framework

Framework

Creating favourable framework conditions for adult education

With the aim in mind of using political dialogue and lobbying work at local, national, regional and international level to ensure greater consideration of youth and adult education in policy programmes and budgets, the work of DVV International addresses the macro level. It is shown that tried-and-tested methodical tools are raising an awareness of the poverty-reducing potential of adult education among government agencies and decision-makers alike. These tools include for instance specialist and strategic advisory services on policy, legislation and strategies of adult education, lobbying work, roundtable discussions, specialist conferences, publications, use of social Web 2.0 media such as Facebook, Twitter, YouTube, etc., and the targeted networking of diverse national, regional and international stakeholders. On this basis, government representatives are drafting new ordinances and strategies leading to improvements in the quality of and financial resources available to youth and adult education in their countries. This enables more people to gain access to high-quality educational services focused on reducing poverty.

A major foundation for this work is constituted amongst other things by the specialist skills from the further training experience of the network of Adult Education Centres in Germany. The specialist exchange between adult educationalists from the countries in which DVV International operates, on an equal footing with staff from the national associations of the Adult Education Centres and/or local centres, is highly

successful. For instance, several study trips to Germany, or indeed the deployment of specialist staff from German Adult Education Centres with various partners, have led to a major transfer of knowledge.

The framework for orientation in the work of DVV International is offered by the international processes which were brought to life in particular by UNESCO, as a global education organisation, and which lead in regular international conferences, working party meetings and meetings held by committees and other bodies to a greater willingness on the part of the national governments to devote resources to life-long learning. When implementing the declarations and action plans, governments need to launch plans, strategies and laws in order to meet their international obligations. Civil society has a major role to play here. In those countries and regions in which DVV International operates, the Institute frequently builds bridges between civil society organisations and the state agencies that are responsible for implementation.

Policy advice and lobbying work take place at local, national, regional and international level – DVV International is active on all these levels.

The local level

The practical implementation of youth and adult education measures takes place at local level in many countries. Particularly in those countries in which non-formal education

does not receive sufficient political support in the national ministries, local education centres take on a major role. The need for learning and for the education of marginalised groups can be ascertained there, and it is possible to establish self-regulated structures in many cases. In the same way as for further skill-building of staff in existing facilities or the promotion of networking structures of various bodies within a local authority or with other local authorities, this level is a primary starting point when it comes to establishing structures or improving a youth and adult education system. As part of its lobbying work, DVV International primarily also campaigns to policy-makers to obtain funds for education from public budgets.

The national level

At national level, it is a matter amongst other things of motivating, advising and supporting the development of legislation. Only a legislative foundation can institutionally and financially ensure in the long term a basic range of youth and adult education services. In most countries, especially non-formal adult education has neither a strong political lobby, nor are budget funds provided. Since the MDG educational goals focus primarily on schooling and literacy rates, the state authorities frequently have no perspective that youth and adult education constitutes a human right which must be legally transferred from the level of international law to the level of the State. DVV International advises governments in formulating state strategies which understand the human right to education as being realisable through imparting key skills. This guarantees that the target groups achieve functional, effective participation in daily life and can use these skills completely independently in order to perform their function both in a family framework and as citizens within their communities, or as producers and consumers of goods, services and information. The inclusion of civil society organisations in the formulation of national strategies is one of the main concerns of DVV International here. Just as important as the inclusion of high-ranking decision-makers are campaigns which address target groups and the general public in order to heighten the awareness of the human right to education and the role of life-long learning.

The regional level

Lobbying and advocacy work at regional level functions above all via networks. The exchange of experience at regional level enables the various players in state institutions, as well as civil society organisations, to reach beyond the national level and formulate joint political programmes for a clearly-

defined region. DVV International therefore provides financial and specialist support to associations of players working at regional level. The significance of regional associations, be they in Africa, Latin America, South Eastern Europe or in the Asia-Pacific Region, has become manifest once more, particularly in the process of the formulation of new educational goals within the Post-2015 Agenda and the SDGs. There are both joint core challenges and specifically regional differences here.

The international level

Guaranteeing harmonisation and good cooperation between local, national, regional and international processes, on the one hand, and the resulting goals and action plans, on the other, is one of the core tasks of DVV International. In particular the good cooperation with the UNESCO Institute for Lifelong Learning, with the International Council for Adult Education ICAE, with the European Association for the Education of Adults EAEA, and with other institutions, repeatedly has a positive impact here. DVV International initiates not only networking and cooperation, but also itself works at all levels to formulate political positions with the prime goal of improving the participation of marginalised groups. In cooperation with networks of civil society players on the one hand, and acting as an advisor to state bodies on the other, DVV International is frequently able to have its determined approach, namely to place non-formal youth and adult education in the spotlight in order to improve the situation of poverty and a lack of societal participation of the target groups concerned, included in the various final declarations.

The formation of structures, public relations work, marketing and networking with regional and international processes, are the core elements of the lobbying and advocacy work of DVV International. The examples below from Asia with regard to the process of the Post-2015 Agenda, from Mozambique on improving the adult education system, and from Macedonia on enhancing the capacities of a central governmental partner, illustrate the goals described above and the modus operandi of DVV International.



Figure 2

Impact chain for the MACRO LEVEL



The macro level

Political dialogue and lobbying at local, national, regional and international level lead to greater consideration of adult education in policies and budgets.

The result

The adult education system is more efficient and effective, and contributes towards poverty reduction and sustainable development.

The meso level

The micro level

CAROL DONOYAN

Longer-term, overarching development policy impacts

Poverty reduction as a consequence of improved access to higher-quality adult education opportunities.



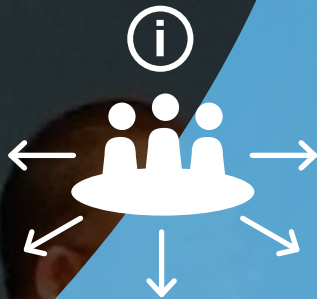
Short- and medium-term development policy impacts

Adult education activities are adjusted in line with the standards and improved in order to react better to needs and frameworks; the State supports educational activities for adults at policy level as well as financially, or implements (improved) activities.



Making use of the services

Government representatives draw up policies, legislation, strategies, etc., and thus ensure high quality in the long term, and broad access to adult education as well as the necessary funding for educational activities for adults.



The services provided

Government representatives are informed of the experience, potential, etc., of adult education as a tool for poverty reduction and made familiar with quality criteria for effective adult education.



Activities

Lobbying government representatives at different levels to take account of adult education in policies, legislation, strategies, etc., as well as in the public budgets; advising government representatives in order to find well-defined, coherent legal and regulatory frameworks for adult education.

QIAN TANG

RASHEDA K. CHOUDHURY

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Framework

Lobbying for a holistic educational goal in the post-2015 Agenda

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Region >	ASIA
Project >	“Promoting adult education in Asia-Pacific” Towards a holistic concept of education in the Post 2015 agenda (The first title is the official project title, whilst the second relates to this component.)
Term >	2009–2016
Donor >	Federal Ministry for Economic Cooperation and Development

.....

The background of the project

The influence of global goals and obligations on national policies and development cooperation can no longer be overlooked. This has been the case since the year 2000 at the latest. Generally-valid goals were agreed at that time in the shape of the Millennium Development Goals (MDGs) which characterise the activities of governments and donors to the present day. For the educational sector, on the occasion of the World Education Forum in Dakar, Senegal, the renewed “Education for All” Agenda was added in the same year, the influence of which was however noticeably less pronounced. Particularly the stipulation of the educational goal in the MDGs to “Achieve Universal Primary Education” led to a tangible restriction being imposed on the commitment of the states and of the community of donors in content terms, which in turn had a negative impact particularly on non-formal youth and adult education since necessary funds were held up in the long term.

The goals and actions of the project

DVV International is therefore strongly committed in an association with its partners within the process of reformulating the global “Sustainable Development Goals (SDGs)”, and in particular the new educational agenda. This is taking place, firstly, at central level through active, creative cooperation for instance in the International Council for Adult Education (ICAE) as a global lobbyist, or through its involvement in diverse advisory processes at the German Federal Ministry for Economic Cooperation and Development. These efforts have focussed and continue to focus in Asia, where in the partnership with the Asian adult education umbrella association ASPBAE (Asian South Pacific Association for Basic and Adult Education), and through our own efforts, much has been done to pave the way for the successful implementation of an educational goal based on life-long learning, albeit the precise share of the efforts accounted for by DVV International and its partners in the success is naturally difficult to define.

Impacts

As a partner of DVV International over many years, ASPBAE has been able with contributions from DVV International to be centrally represented through its Secretary-General, who is a member of the “Open Working Group (OWG)”, in the process of reformulating the SDGs, and specifically the educational goals. However, it also represents international adult education in the civil society council which advises the participating UN Agencies when it comes to formulating the educational goals. The primary goal here was to ensure two things:

- that the goals adopted in 2015 – based on an understanding of life-long learning – cover all educational sectors;
- that (unlike in 2000) the global educational and the global development agendas are not formulated in such a way as to contradict one another.

The decision of ASPBAE, supported by DVV International, to devote its 50th anniversary celebrations in 2014 to the debate on the new educational agenda was important. In particular the central event, the Festival of Learning in Yogyakarta, Indonesia, in November was used to debate on the goals and indicators with the more than 200 participants from all over Asia and the Pacific area and to determine positions (cf. on this <http://www.aspbae.org/50th/>, where information can also be found on the national consultations organised by ASPBAE).

The regional office of DVV International in South and South East Asia guided and accompanied these efforts through many efforts of its own. The financial and specialist support for ASPBAE should naturally be mentioned first and foremost here. This enables the association to carry out effective lobbying work, which has focussed closely on the post-2015 process in the last three to four years. What is more, there were specialist exchange measures, evaluations and joint participation in conferences. Above all the joint efforts within the Asia-Pacific Regional Education Conference

(APREC) in Bangkok in 2014 should be stressed here, which was able to entrench a holistic educational concept in the final declaration (cf. at <http://www.unescobkk.org/education/conference/asia-pacific-regional-education-conference-aprec/>). Additionally, the regional office organised national consultations with its partners on the educational and development agenda in Laos and Cambodia, aiming to offer fora which enable opinion-forming among decision-makers at national level, particularly in those countries in which tangibly too little exchange and discussion takes place.

The efforts were accompanied by two publications from the regional office which documented the current discussion and made documents available:

- Chris Duke, Heribert Hinzen (eds.): Lifelong Learning, National Development and the Future; Vientiane 2014;
- Maria Cecilia Fernandez, Heribert Hinzen, Maria Lourdes Almazan Khan: On the Eve of EFA and MDG – Shaping the Post-2015 Education and Development Agendas: Contributions to the Debate and a Collection of Documents; Vientiane 2014;
- as well as by many contributions from the Regional Director in the specialist press, in the newsletter and on the website (www.dvv-international.la).

The World Education Forum held in Incheon, Korea, in May 2015 confirmed the inclusive educational goal of Muscat and of the UN's Open Working Group (OWG) on the SDGs (see

below), as did the UN General Assembly in New York in September, at which the SDGs were formally adopted. It will certainly not be possible to finally judge what the precise share of DVV International's efforts in this context has been. It is however clear that the proposals that are available for the global educational goal presume a right to life-long learning. The "Muscat Agreement" of the Global Meeting on Education for All of May 2014 stated: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030". This approach is also well represented in the seven proposed educational goals. It is particularly gratifying that the SDGs have largely adopted this approach, so that it is possible to be cautiously optimistic that there will be a coordinated educational and development agenda after 2015 which takes the concerns of non-formal youth and adult education into consideration. There is certainly no disputing that there will be a long way to go from here until concepts of life-long education and learning become the norm in practice.¹

¹ An indication of the difficulties involved in putting the adopted approach into practice, including in terms of non-formal education, is provided by the disappointing results of the 3rd International Conference on Funding for Development held in Addis Abeba in July 2015.



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Framework

Reaching the goal together – Strong partnerships with governmental stakeholders in adult education in Macedonia

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Country >	MACEDONIA
Project >	Enhancing the capacities of the Centre for Adult Education
Term >	2009–2014
Donor >	Federal Ministry for Economic Cooperation and Development

.....

The background of the project

DVV International¹ has been active in Macedonia since 1997, and is regarded as one of the main supporters of adult education in the country. One of the focal points of the project work of DVV International is support for the development and implementation of national adult education policies. Close, intensive cooperation exists here with the competent state institutions.

In 2006, DVV International provided the initiative and the first impulses for the development and adoption of a statutory framework for adult education. This process, which encompassed the establishment of a group of experts nominated by the Ministry of Education and Science, an exchange with Croatia and Bulgaria, as well as intensive work on the draft Act, led in January 2008 to the adoption of the Act on Adult Education. This act is vital to adult education in Macedonia because it contains the vision and the steps to be taken to regulate the foundation on which this system is to be built. These have a positive impact at several levels and are to set the stage for open access to high-quality educational services for all citizens. One of the prime goals here is to effectively combat unemployment.

One of the objectives defined in the Act on Adult Education was the foundation of an institution which is responsible for the design and implementation of adult education policies in Macedonia. In line with the Act, the Public Institution Centre for Adult Education² was founded in 2009, and became the main partner of DVV International in Macedonia in the same year.

¹ More information on the work of DVV International in Macedonia can be found at www.dvv-soe.org and www.lifelonglearning.mk.

² Information on the work of the Public Institution Centre for Adult Education can be found at www.cov.gov.mk.

The goals and actions of the project

DVV International and the Centre for Adult Education have been working since 2009 on the implementation of the project entitled Enhancing the Capacities of the Centre for Adult Education, the goals of which are:

- to increase the efficiency and effectiveness of the work of the Centre for Adult Education;
- to support policy implementation on adult education and the resulting action plans and processes;
- to support networking for the Centre for Adult Education at national, regional and European level.

All these goals are to make an indirect contribution towards successfully developing adult education in Macedonia.

The project consists of the following components:

- enhancing the infrastructure of the Centre for Adult Education;
- enhancing the capacities of the staff of the Centre for Adult Education;
- promoting and supporting the recognition process of the programmes and providers of non-formal adult education;
- information on the significance of adult education and the concepts of life-long learning.

The technological framework of the Centre has been continually improved and modernised through the activities to strengthen the infrastructure since 2009.

The continuous further training of the staff and their participation in training activities in the country, in the region and abroad which DVV International has facilitated help enhance the capacities of the staff so that they can develop according to their needs. They are also provided with knowledge and skills that they use in their everyday working lives.



Impacts

As a consequence of the experience and results gathered in the implementation of these measures, the team of the Centre for Adult Education had grown from five staff members in 2009 to become a well-qualified team of 18 staff members in 2014³

With the support of DVV International, the Centre for Adult Education held a number of training courses for providers of non-formal adult education all over the country. The Centre explained its work and the responsibilities with regard to the process of recognition of adult education programmes in detail to roughly 300 participants, and provided them with further training for the development of the programmes for training adults. 120 programmes and 36 providers of non-formal adult education have been recognised so

far. This measure aims to safeguard and increase the quality of the range of courses for adults and to enhance participants' confidence in the educational system in order thus to increase their number within adult education.

In 2012, the Centre for Adult Education joined DVV International as the organiser in implementing the campaign "Days of life-long learning". This campaign has reached more than 3,000 participants all over the country in recent years, and informed them of the significance and benefit of life-long learning for individuals and for society.

The project entitled Enhancing the capacities of the Centre for Adult Education is a good example of the work of DVV International in South Eastern Europe, and is proof that structure-promoting, close cooperation as well as joint, targeted planning and focussed commitment, creates synergies and achieves effects.

³ Increasing the administrative capacities of the Centre for Adult Education by strengthening the staff is regarded as positive progress in the European Commission Progress Report 2014.

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Framework

Further development of the adult education strategy in Mozambique

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Country >	MOZAMBIQUE
Project >	Promotion of adult education in Mozambique
Term >	since 2009
Donor >	Federal Ministry for Economic Cooperation and Development

.....

The background of the project

Mozambique is one of the poorest countries in the world, and ranks 178th out of a total of 187 countries in the Human Development Index (2014). The latest statistics that are available show an illiteracy rate of 43.9 percent (UNESCO Institute for Statistics, 2012), roughly two-thirds of the women affected living in rural areas in particular. The Mozambiquan Constitution guarantees the right to education for all (Article 88). It has elevated overcoming illiteracy to become a goal for the State (Article 113), and contains an undertaking to promote vocational basic and further training. Challenges which had previously been identified nonetheless remain: high dropout rates, low course attendance on the part of juveniles and men, a large number of unqualified teachers, a lack of a curriculum that is orientated in line with needs and target groups, a paucity of material and financial contributions on the part of the Government (this sector currently only receives 1.4 percent of the education budget (MINED 2013) in comparison to the internationally-recognised objective of six percent), weaknesses in national data collection and in monitoring, as well as the political instrumentalisation of the programmes.

In 2009, DVV International supported the development of the National Adult Education Strategy 2010-2015 by the Directorate of Adult Literacy & Education (DINAEA), together with other international stakeholders. The Strategy was adopted in 2010 by the Ministry of Education and Human Development (MINEDH). An evaluation was commissioned at the end of 2014, supported by DVV International, UNESCO and ICEIDA, which already reveals initial improvements that have been achieved in the literacy promotion sector; the above challenges however remain.

The goals and actions of the project

Since commencing its commitment in Mozambique, DVV International has coordinated its goals and envisioned impacts with the Education Ministry and other national and international stakeholders. At a national colloquium which was initi-

ated by DVV International in 2008, the demands were presented to develop high-quality teacher training for adult education and to better orientate the literacy promotion curriculum towards the learning needs of juveniles and adults.

The priorities have been accordingly identified with the MINEDH for DVV International's main levels of action:

- **the macro level:** advising in implementing the valid adult education strategy,
- **the meso level:** establishing academic training centres for adult education staff and promoting dialogue between governmental bodies and civil society organisations, and
- **the micro level:** spreading innovative approaches and practices in the adult education sector.

Impacts

The measures and advice provided by DVV International have contributed towards improving the basis for adult education in Mozambique. This includes for instance creating a new legal form for the adult education training centres, which led to adapted statutes and legal security. The national training institute and the three regional ones were granted the same status and were given budget security by a ministerial decree in November 2010 as Institutes for Training Teachers in Adult Education (IFEA – Instituto de Formação dos Educadores de Adultos).

In order to fulfil this mandate, the IFEAs need a relevant, suitable curriculum. To this end, a new curriculum with modular skill stages was planned and piloted in 2011.

The improvements which DVV International has been striving to bring about in the adult education system at macro level must be reinforced by successful practices at micro level, including by providing basic and further training to non-governmental providers on these new methods. The promotion of diversity and innovation in adult education therefore formed a further cornerstone in the work of DVV International. The broad impact of the joint work leads from identifying and pro-

moting best practices via taking up such methods in the IFEA curriculum, as well as in the literacy promotion curriculum, through to continuing the Adult Education Strategy from 2016 onwards.

All in all, DVV International has made varied proven contributions over the years towards improving access to and the quality and relevance of the courses for illiterate students. This was possible with a variety of different methods and in diverse projects such as Families without Illiteracy and HIV/AIDS (PROFASA), Female Literacy Angola Mozambique (FELITAMO) and Inclusive Adult Education. All the projects were implemented in a partnership with local NGOs and governmental agencies. The IFEAs are involved in the supervision of new project methods.

Recognition is found in the draft evaluation of the Adult Education Strategy for 2010-2015:

Several literacy programmes are currently being implemented, the most outstanding of which are the Alfa-Regular, Alfa-Radio, Alfalit, REFLECT and PROFASA programmes. These represent the efforts of both the Ministry of Education and Human Development and of the various national and international partners, including non-governmental organisations, religious organisations and others.

The preliminary outcome of the 2014/2015 evaluation shows that the greatest progress can be recognised in those areas in which DVV International is involved. For instance, the new curriculum of the IFEA includes components such as “community development”, REFLECT (Regenerated Freirean Literacy Empowering Community Techniques) and local languages which have been tried in courses organised by DVV International projects. REFLECT is a method linking literacy promotion with a self-determined search for solutions for social and community problems. It was applied in the FELITAMO and Inclusive Adult Education projects.



Interview

“DVV International is a strategic partner of the Government of Mozambique”

This text is based on an interview with David Uamusse, Head of Directorate-General for Methodical Guidelines and Normative Regulation at the Mozambiquean Ministry of Education and Human Development (MINEDH).

DVV International plays a major role when it comes to developing institutional capacities and principles in youth and adult education (YAE). The Institute has been able to provide technical and financial support in this field since commencing its operations in Mozambique in 2009.

When DVV International came to Mozambique, there were a total of ten literacy promotion centres in the country in the ten existing provinces, according to Uamusse. However, these institutions were not legal and only offered short-term courses. “It was impossible to mobilise resources for the literacy promotion centres outside the country because they were not legal. DVV International learned about this situation, and encouraged the Government to put this right. We therefore tackled the topic and remedied this error, which had been in existence for decades”, says Uamusse, stressing that this was the first important step which DVV International took and that it proved to be very useful for the country.

Once the institutions had been legalised, DVV International applied pressure on the Government to transform the

ten training centres, which so far had only offered short-term courses, into professional adult education institutions – “Institutes for Training Adult Educationalists” (IFEAs). The Government followed this recommendation, and now there are five training centres in the Provinces Maputo, Gaza, Sofala, Zambézia and Nampula.

DVV International furthermore provided technical and financial support to the development of a suitable curriculum for training professional teaching staff, drafting manuals (for trainers and students), and instruction for all teachers at the IFEAs in the correct application of the new methods. “The development of the institutional capacities is a major priority for DVV International. The organisation for instance funded the training of adult education experts at various levels in order to pursue our strategic goals”, explains Uamusse.

The adapted curriculum is in the pilot phase in Chongoene IFEA in Gaza Province. There are prospects that it will be implemented in all the IFEAs. This curriculum also encompasses components of inclusive training, so that graduates of the



IFEAs will be well prepared to operate professionally in a facility for inclusive youth and adult education (enabling them to work with people who have special educational needs).

Uamusse also regards the adapted curriculum as being very good because it promotes critical, self-reflected learning among the students. "It (the curriculum) makes the future teachers open minded and encourages them to take the initiative. The proof of this lies in the active participation on the part of the students in the revision of the modules applied in the IFEAs", says Uamusse.

DVV helps reduce illiteracy

According to Uamusse, a further contribution on the part of DVV International consists in support for a strategy development for adult education in the 2010-2015 period. The implementation of the previous strategy came up against three problems: access, retention and quality. The strategy, which runs out next December, focussed on these problems, and there have certainly been improvements in this regard.

"Whilst the Adult Education Strategy (2010-2015) was being drawn up, the illiteracy rate in Mozambique was 48.1 percent, and today has fallen to 43 percent according to figures from UNESCO. This improvement is due in part to the contribution made by DVV International towards the development and implementation of the principles for youth and adult education in Mozambique", he says, stressing: "The previous strategy did not define the measures as clearly as is the case today."

DVV International furthermore supported the development of a communication strategy for literacy promotion teachers in the municipalities. In combination with the streamlining of the curriculum and with the REFLECT method, which made the circles more attractive for youth and adult education, it also helped to improve access, retention and quality.

DVV International creates synergies

DVV International supported the drafting of a list of non-governmental organisations which are operating in literacy promotion and adult education in the country. This has helped to create synergies. This list of NGOs also facilitated a rationalisation of the existing resources and helped avoid redundancies. "The list enables us to guide NGOs wishing to operate in youth and adult education to those fields which should take priority. NGOs complement government operations here and work parallel to them", explains Uamusse.



Chongoene IFEA wins prize

David Uamusse points out that Chongoene IFEA was awarded the prize in two consecutive years (2013 and 2014) as the best school for teacher training out of a total of 24 training facilities in Mozambique, including training facilities for primary school teachers. According to Uamusse, this award is also partly thanks to the relevance of the content and methods, as well as to the commitment of the school management, trainers as well as students, to the improved selection of components and to supervision and evaluation. And it is thanks not lastly to the training which the staff has undergone in this field at various levels, with technical and financial support from DVV International.

The most important challenges for the Government in this field at present are the introduction of youth and adult education programmes in the national languages, the decentralisation of youth and adult education and the development of a professional YAE programme, for which the executive would like once more to count on the assistance of DVV International.



David Uamusse



Capacity Development

Capacity Development

Increasing the capacities of the teaching staff in the adult education institutions

The goal pursued in the work done by DVV International at meso level is to enhance the institutional capacities of its partner organisations and networks in the project countries. Since the quality of the educational services and structures is decisive in determining their impact, local educational institutions are supported in their efforts to enhance the skills of their teaching and managerial staff, and hence to improve the educational services that they provide in a target group-orientated manner. The direct target groups here are the staff of both governmental and non-governmental adult education institutions. Consequently, more people are enabled to gain access to high-quality educational services, which help reduce poverty and improve the social participation of marginalised groups of the population.

Skill-building for teachers and managers in adult education institutions

Qualifications for the partners' staff are concerned to enhance their social skills in the medium term and to enable them to use modern teaching methods in their instruction and to develop high-quality education services. The positive impact of the teachers using this knowledge and these skills on students' motivation and skills has been proven in many coun-

tries and programmes by surveys carried out among students.

Methods and tools such as further training, seminars, workshops, coaching and counselling for specialist staff and adult education institutions are used by DVV International and its local partners in the skill-building measures. Curricula, further training modules, as well as teaching and learning materials, have been developed in cooperation between DVV International, the partners and both national and international experts. In individual cases, the local adult education providers are also given institutional support by providing assistance with equipment.

Advising partner organisations on the path towards sustainability

The partner organisations – above all local governmental and non-governmental education centres, self-regulation groups, initiatives, etc., – will furthermore advise on strategic planning and organisational development. Further training modules are being held on the topics of management, campaign work and fund acquisition for managerial staff. This not only improves the partners' internal structures, workflows and efficiency, but also better enables the organisations to sustain-

ably safeguard the range of adult education programmes offered, the diversification of their sources of income, and hence their livelihoods and independence.

DVV International also regards itself here above all as a specialist partner and catalyst, so that the focus of the activities lies on “training of trainers” in order to anchor methods and disseminate them, and to consolidate the partners.

Specialist networking and strategic alliances – including with the German system of Adult Education Centres

Moreover, DVV International is promoting in specialist and financial terms the alliance of relevant players, most of which are civil society and local stakeholders, at local, national and regional level, to form education networks. The Institute enhances their capacities to contribute towards the formulation of local and national development and poverty-reduction strategies, and to work towards appropriately improving the anchoring and financing of adult education at local and national levels.

The exchange and transfer of experience, as well as cooperation between different partner organisations, is systematically supported by DVV International. Here, the organisations support alliances in order to develop joint activities, primarily aiming to heighten the awareness of the human right

to education and the significance of life-long learning among the target groups and the broad public.

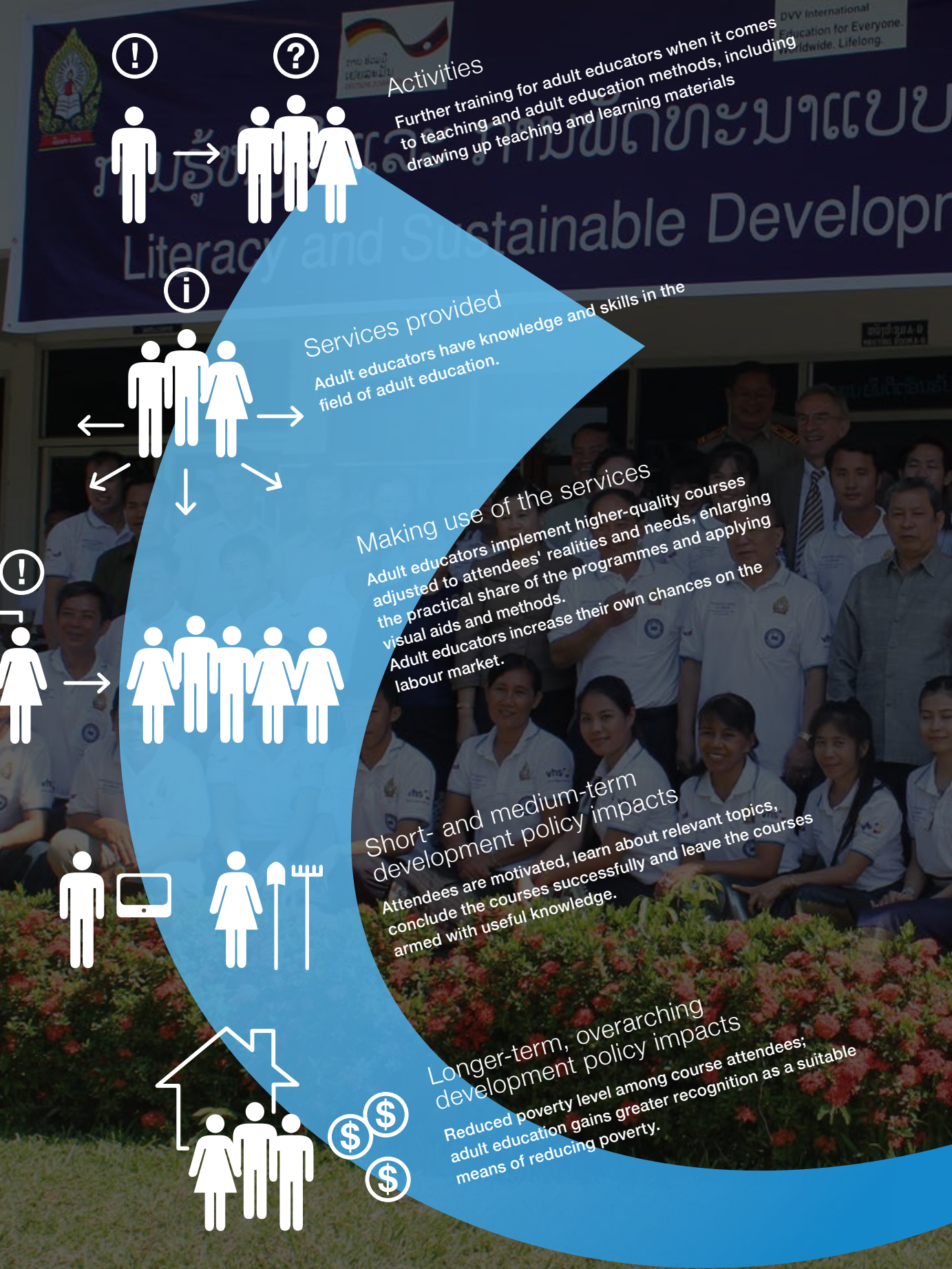
In doing so, where expedient and possible in light of the circumstances on the ground, the specialist skills and experience from the network of German Adult Education Centres will be used through exchanges and specialist events and by the short-term deployment of specialist staff.

The establishment and expansion of institutions and the professionalisation of teaching and managerial staff are central elements of DVV International’s efforts to strengthen the capacities of partners and networks in the adult education sector. The project examples described in detail below from **Afghanistan** on skill-building among educational practitioners and management in adult education centres and associations, from **Georgia** on the poverty-reducing impact of the range of local adult education centres primarily for disadvantaged population groups, from **Guatemala** on the role of adult education for food security, and from **Uzbekistan** on basic and further training of teachers in vocational education, make clear the modus operandi of DVV International on this level.



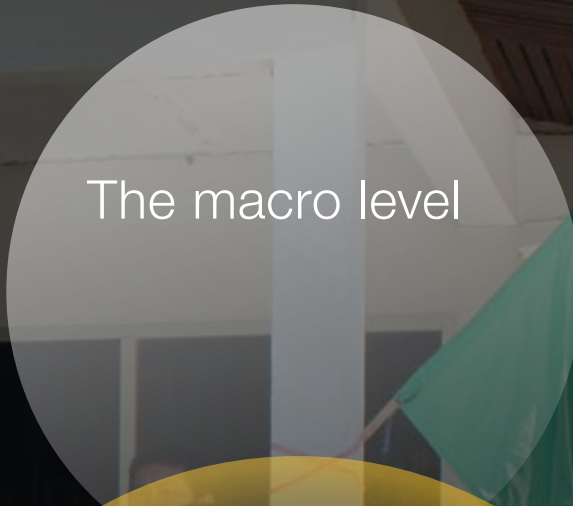
Figure 3

Impact chain for the MESO LEVEL





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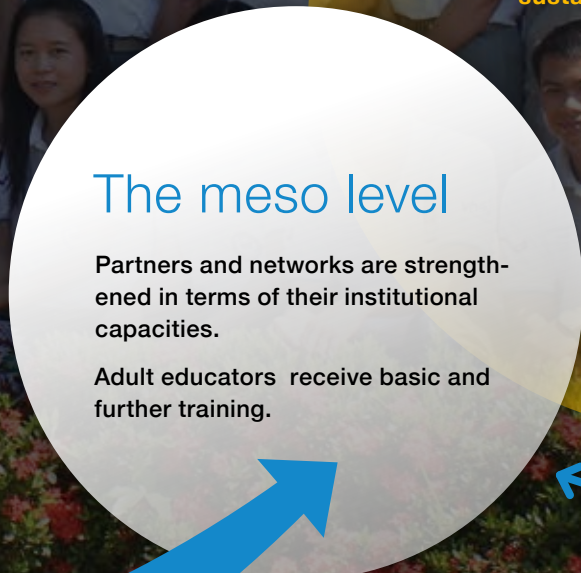


The macro level



The result

The adult education system is more efficient and effective, and contributes towards poverty reduction and sustainable development.



The meso level

Partners and networks are strengthened in terms of their institutional capacities.

Adult educators receive basic and further training.



The micro level



Capacity Development

Improved basic and further training conditions for teachers in Afghanistan

Country >	AFGHANISTAN
Project >	Promotion of adult education in Afghanistan
Term >	2010–2014
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	total of almost 700,000 students in educational services in this period

The background of the project

Despite the major successes that have been achieved in building up the Afghan education system, approx. 40 percent of school-age children and juveniles still do not attend school.¹ The quality of schooling and university education, as well as of teacher training, is very poor in comparison to the neighbouring countries, and this continues to show itself in the low educational level attained by large groups of the population. The current weaknesses in the formal educational system cause many young people to drop out of the overfilled schools without graduating. The illiteracy rate is still extremely high, at roughly 66 percent.² Up to 600,000 young people enter the labour market every year. The vocational training system is however unable to provide them with abilities and skills that can be used on the labour market and to further the development of the economy.

Young people want to see change

Development has been stagnating in the country since the presidential elections which were held in 2014; the economic crisis and social problems have worsened dramatically. The Taliban is on the offensive; extremists are gathering under the banner of IS. Unemployment and a lack of prospects lead young people into the arms of extremist groups. Young Afghans in particular are leaving the country because they have no prospects.

DVV International is committed to educating the largely young population (average age 18.2³). These people want to see change, and are hoping for not only political stability and security, but above all want to see economic recovery, better educational opportunities, qualified employment, opportunities for advancement and an outlook for a better future for themselves and their families. The hunger to learn is enormous.

¹ The National Education Strategic Plan (NESP) aims to have all school-age children in school by 2020.

² The National Literacy Promotion Strategy of December 2013 estimates the literacy rate at approx. 34 percent.

³ According to the Central Statistics Organisation, 63% of the Afghan population are aged under 25 (Statistical Yearbook 2013-14).

The goals and actions of the project

Earlier phases of the project focussed on relevant system-forming tasks such as institutional building in the shape of a national adult education agency, the Afghan National Association for Adult Education (ANAF AE). Moreover, DVV International and ANAF AE have taken an active part in drawing up the national literacy promotion and youth strategy, as well as in the vocational education strategy. Together, and promoted and implemented in accordance with the principles of social structure promotion, a network of 21 Adult Learning Centres (ALCs) and Community Learning Centres (CLCs) was established in twelve provinces. Complementary to German development cooperation with Afghanistan, DVV International and ANAF AE are providing services in this sphere focussing on basic and vocational education, as well as social and economic development.

The quality of educational practice

The quality of the educational programmes in the individual training centres is decisive in determining their impact. The professionalisation of the young, highly-motivated teachers, many of whom themselves are studying in higher semesters, therefore takes on a key role. Because of the need that has been identified in the ALCs and of the strong orientation towards vocational and employment-orientated educational measures, new requirements apply to the basic and further training of teachers. Above all, new practical links with the employment fields are gaining in significance. Cooperation with local enterprises and with the Afghan Chamber of Commerce and Industry are at the centre of the skill-building initiative, as is the additional involvement of experts from the labour market, and from companies.

Teachers' basic and further training

On the basis of specific recommendations that are contained in an external evaluation of the educational projects in 2012, a multi-level initiative was launched to build skills in educational practice. The basic and further training courses aim to build skills within the teaching and learning processes, as well as to safeguard the development of new educational programmes.

The focus is on the skill-building of Master Trainers, Field Master Trainers and approx. 400 young teachers every year. It is based on a framework concept and common standards borrowing from the “Curriculum globALE”⁴. Basic and further training passes through three stages: for new teachers (Entry Level), for experienced teachers (Advanced Level) and for teachers with many years of experience (Expert Level), and is concluded in each case with an examination and a certificate.

The trained Master Trainers provide further training to the Field Master Trainers who work in the centres as multipliers, where they both guide the young teachers in their instruction and hold additional short training courses. Master Trainers and Field Master Trainers also provide further training for the senior teachers for certain subjects. The relevant skills for the successful design and practical implementation of training and educational services are provided in several modules. DVV International is working very closely here with the managers in the individual training centres.

Both teachers and practitioners develop their individual and technical professionalism, as well as their methodical and educational and social skills, for employment-promoting, non-formal and formal training programmes, and can actively apply their newly-acquired teaching skills and actions in the educational programmes. The lessons are planned in advance; the young teachers wish to act more as a chairperson and to motivate more; they no longer wish to apply “chalk-and-talk” teaching and rote learning pure and simple. CDs and animations are used, and self-learning programmes are applied in the IT field. Self-learning constitutes a major challenge in the Afghan context, and has a positive impact on the quality of training.

⁴ “Curriculum globALE” is the global framework curriculum for adult instruction and learning. It was developed jointly by the German Institute for Adult Education (DIE) and DVV International (cf. <http://www.dvv-international.de/materialien/curriculum-globale/>).

Methods of learning planning also include subject instruction. Specialist further training courses on methodical concepts promote learning conduct, cooperative learning, learning in groups, team and conflict skills, as well as the formation of social skills such as for the so important transitional phase between school/training and employment/work.

Teacher evaluations

The evaluation of the work of the teachers forms an integral component of ANAFAE’s quality management system. It is implemented as a part of an ongoing participative process with the staff on a variety of levels in all centres.

Impacts

The systematic further training courses allow qualified teachers to improve the learning results. The target group orientation and the quality of the teaching and learning processes in the educational programmes increase, and so also do the sustainability and effectiveness of skill acquisition by the various target groups in the training courses.

The employment-promoting training programmes in the training centres help reduce poverty. School-leavers and college graduates obtain skills for the world of work, for instance through IT and English courses; they acquire qualifications for the economic and office spheres. This enables them to improve their chances to earn a living. The knowledge, abilities and skills gained nurture attendees’ self-confidence to start their own small businesses. The new abilities and skills enable them to make a major contribution towards economic growth, to the development of the country and to their families’ futures.

ANAFAE's Cascading Training System

Trainers	Attendees
Master Trainers from different learning fields	Field Master Trainers in the adult education centres
<i>Training courses in methods, educational methods and specialisms, as well as for dealing with teaching and learning materials</i>	
Field Master Trainers together with Master Trainers	Subject heads in the centres
Subject heads together with Field Master Trainers	Teachers in the respective specialist departments
Master Trainers and ANAFAE monitoring team	Monitoring and evaluation of instruction in the training courses by ANAFAE and additional training input, non-formal further training – systematic feedback from teachers for future development of teaching materials

Quality assurance in Uzbekistan's vocational educational sector

Country >	UZBEKISTAN
Project >	Enhancing the capacities of the Institute for Further Training of staff of the vocational education system as a contribution towards improving the quality of vocational training
Term >	2008–2014
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	150 direct participants

The background of the project

With approx. 30 million inhabitants, Uzbekistan is the highest-population country in Central Asia, and has a young population. The share of people who are aged under 15 is approx. 28 percent (2014).¹ High unemployment and under-employment, in particular in rural areas, and among young people, as well as a high level of labour migration (both external, seasonal labour emigration and internal migration from rural areas to the cities) influence the circumstances in which large sections of the Uzbek population live. Given the limited number of places on courses of study in the university sector, roughly 450,000 young graduates from the vocational schools need to be integrated into the labour market every year. The willingness of employees to give jobs to the 18-19-year-old graduates is however very small since the quality of the education which they receive and its relevance on the labour market is only guaranteed in rare cases.

The country's Government is striving to do justice to the needs of this young nation, and according to official sources is investing roughly 7.5 percent of GDP (2014) into education.² This relatively high level of educational spending however questions at the same time the efficiency and labour market relevance of the modern Uzbek educational sector at all its levels. Whilst considerable investment is being made in the educational infrastructure, the teaching staff have very little knowledge of modern teaching methods in most cases, and is also poorly paid, which does not heighten teachers' motivation. The qualification of the teaching staff is however one of the most important factors when it comes to providing high-quality educational services.

All staff of the formal education system must undergo training at least every three years. This is tasked to a separate institution – the Institute for Staff Further Training of the

Centre for Medium Specialised Vocational Training (SSPO Centre)³. Although the system's network provides further training to several thousand adults each year, there is not one single individual working in this sector with the academic qualification of "adult educator". Uzbekistan does not currently have a single university course devoted to adult education. The professionalisation of the specialist staff in the non-university field is taking place to only a very limited, isolated degree, in most cases within development cooperation projects.

The goals and actions of the project

Against this background, the project aimed to increase and sustainably guarantee the quality of vocational training. The first fields of cooperation were agreed in 2007 and coordinated with the SSPO Centre and its further training institute. The goal was identified to familiarise the further training staff of the Institute with the principles and modern methods of adult education. The knowledge and skills obtained were then to be used for the further skill-building of in-house staff and the teachers of more than 200 vocational schools which were involved in the re-training of the adult unemployed.

Cooperation with the further training institute then started from 2008 onwards, first of all in curriculum development. Two curricula were developed in the 2008-2009 period: "Socio-psychological characteristics of adult education" and "Curriculum for skill-building of adult education practitioners". These curricula were tested in pilot training courses and further adapted. As a next step, the goal was set of drawing up a complete further training course. After a study trip had been embarked upon, and a further training course entitled

³ The SSPO Centre is a structural unit of the Uzbekistan Ministry for University Education and Medium Specialised Vocational Training. It operates as an agency for the centralised administration of the vocational training system and basic and further training of its staff. The SSPO Centre is responsible for all academic lyceums and vocational schools in the country. It exercises supervision of a network of more than 40 further training facilities all over the country.

¹ http://bmz.de/de/was_wir_machen/laender_regionen/asien/usbekistan/profil.html (20 July 2015)

² <http://www.uza.uz/ru/politics/26083/> (20 July 2015)

“Fundamentals of adult education” had been drawn up in 2010-2011 with support from international experts, corresponding teaching materials and a manual (“Adult Education”) was included. A further publication entitled: “Vocational schools as adult education centres” was drafted and published in 2012.

The focus was placed in the following years on cooperation on further skill-building of experienced staff of the Institute in order to train them to function as multipliers. More than 100 individuals from Tashkent and other regions completed further training courses and expanded their skills. Another four selected trainers of the SSPO attended the international “Curriculum globALE” programme on basic and further training of adult educationalists, from which they graduated successfully. A Resource Centre for Adult Education was established at the training centre at the end of 2014. It formed the project conclusion. This made it possible to make modern technical equipment available, as well as teaching materials and foreign specialist literature.

Impacts

The SSPO Centre operates today as a specialist agency for further training and advice for the staff of the further training institute. It hence makes a direct contribution towards im-

proving the quality of further training, and therefore also indirectly promotes the quality of vocational training in the country. The course that was drawn up by the project entitled “Fundamentals of adult education” has now received state approval as a further training module, and has been included in the programme of the further training institute in the field of vocational training. Approx. 35 individuals every year receive further training from specialist staff in two groups each, with funding from the state budget.

An independent external evaluation that was carried out at the end of the project particularly stressed the selection of the partner organisation and the high level of efficiency of the measures that were carried out:

“The cost/value ratio is very good and the activities and the outputs are consistent! With very limited resources, DVV had a rather high impact. Without doubt, the Teachers Training Institute of the SSPO-center is a key player and strategically also a very effective partner. Any investment into the Teachers Training Institute has a very high multiplication effect. As the national center is responsible for the training in the regional centers a trickle-down effect is to be expected.”



Enhanced ability to act for sustainable resource use in Guatemala

Country >	GUATEMALA
Project >	Promotion of adult education in Guatemala
Term >	since 1995
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	roughly 1,200 farming families from 200 village communities, as well as 500 multipliers

The background of the project

Guatemala has 14,636,487 inhabitants (according to the ENCOVI 2011 census). The country is broken down into 22 departments (departamentos) with a total of 333 municipalities (municipios). Approx. 41 percent of the total population belong to various indigenous groups. Roughly 50 percent of the population in all four departments in which DVV International's project partners are operating (Alta Verapaz, Quetzaltenango, Totonicapán and San Marcos) belong to various Maya groups. The poverty rate is particularly high there (e.g. Alta Verapaz 78.24 percent, as against Guatemala City with 18.64 percent), and a large number of children are classified as being undernourished (58.6 percent, CEPAL report 2010). DVV International has been working since 1995 with five civil society partner organisations which have been doing educational work for many years in rural areas with the various groups among the indigenous population. These organisations are also strengthening and representing the interests of the indigenous population, and consider themselves as a link to the various local municipal administrations which are responsible for distributing resources to develop the municipalities. This creates a dialogue enabling the needs from the point of view of the rural indigenous population to be formulated and input at institutional level. It was also possible to influence the legislation in some cases.

The goals and actions of the project

The project work with the partners is focussed on improving the supply of staple foods and living conditions of those communities in Guatemala that are particularly badly affected by poverty. Important goals relate to food sovereignty and the implementation of a sustainable economy built on solidarity. Moreover, the partners are particularly concerned to enhance the rights of the indigenous population, in particular those of women, in the thinly-populated rural regions of Guatemala.

The project measure of DVV International in Guatemala, which was developed jointly with the partners, encompasses literacy promotion plans in various Maya languages, as well as village development and political education measures, including through the formation of self-regulatory groups at local level. A variety of measures are being implemented using adult education methods and social participation in order, firstly, to make agricultural production more environmentally-friendly and efficient, whilst at the same time involving local politicians in the processes to ensure that the progress in development is lasting.

Impacts

On the basis of a baseline study which was carried out in the 200 municipalities concerned and in the roughly 1,200 participating families, it was possible to measure a variety of positive changes as the project progressed between 2009 and 2014. Progress at micro and meso level was one of the basic prerequisites for also achieving successes at macro level as the project continued. This is particularly confirmed in an evaluation which was carried out from 2012 to 2014 on the work of DVV International in Mexico and Guatemala:

The basic and further training of leaders in cooperation with local development organisations has improved gender relations and women's leadership skills. Furthermore, the organisations have learned to judge the quality of agricultural products, and apply adapted sales strategies. Moreover, the possibilities have improved which are open to the partner organisations in terms of exerting political influence on participation in local budget planning in the field of food sovereignty. The use of the adult education methods by the partner organisations was strengthened. The educational strategies were involved in the State's educational programme. Furthermore, several cooperation agreements were concluded with municipal governments, which has led in some cases to support for food security measures being forthcoming from

public funds (Guatemala/Mexico BMZ Programme Evaluation report, 2012-2014).

At meso level, and with the explicit goal of strengthening partners and networks in the region, and countries in terms of their institutional capacities, the project shows a particularly significant impact in Guatemala. All in all, the educational and training programmes in the predominantly indigenous regions involved show positive impacts at economic, social and cultural levels. Local groups and organisations perform better in both qualitative and quantitative terms. This enhances the ability of the target groups to act in areas related to sustainable resource use, more efficient use of monetary income and participation on the part of young people and women at decision-making levels. Particular significance at meso level attaches to the fact that, at the end of the project period, village authorities will have knowledge and tools enabling them to make proposals and form negotiation strategies on the topics of food security and sovereignty and to insist on them in the municipal councils.

The following outcomes in the period under report are traced by the Guatemala/Mexico BMZ Programme Evaluation report (2012-2014) to participation in networks:

1. It was possible to take up a uniform political position in particular topical areas.
2. Spaces of learning, exchange, reflection and alternatives were created.
3. Working together and forming partnerships was able to heighten the institutions' efficiency.
4. Resource use was optimised and the influence exerted by the work was increased.

It was for instance possible to document the following concrete impacts:

- 50 members of staff from the partner organisations have improved their knowledge of, amongst other things, agri-environmental production, an economy based on solidarity, as well as the implementation of baseline studies, and both broadened and improved the consultation that they offer to the target groups. An organisation development process has been used to improve work processes in all partner organisations.
- Nine newly-established women's committees, eight youth committees and 18 base groups are operating in 20 villages. The educational quality of the education provided at ten project schools has improved on the basis of their newly-published principles for intercultural education. Advice by one of the partner organisations has enabled five Maya Mam village councils to consolidate their organisational structures.
- On the basis of five new further training modules on the topic of management, the trained leadership personalities from 170 village communities and local organisations are contributing to the commissions on food security (COMUSAN) and to the local development councils (COODES), and are proposing projects.
- 150 village communities and local organisations have formed alliances with other organisations in order to jointly develop activities and exert an influence on the

National Council for Food Security (CONASAN) and the corresponding bodies at municipal (COMUDE) and departmental (CODEDE) level.

- A new consortium that was formed in 2014 from various organisations is developing modules on an economy based on solidarity, and hence institutionally ensuring that the knowledge is passed on.

The SERJUS partner organisation writes in the 2014 annual report on concrete success in its work:

"Both local administrations have also learned how important citizens' participation in budget planning is in order to implement the statutory stipulations. The participation of the indigenous populations in budget planning is evaluated positively in both municipalities. Public funding has been allocated for the women's committees, as have subsidies for small economic initiatives to support the family budget."



Capacity Development

Establishing non-formal training systems through Adult Education Centres in Georgia

Country >	GEORGIA
Project >	Promotion of adult education in Georgia
Term >	since 2005
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	total for 2012–2014: 18,308 individuals

The background of the project

DVV International's national office in Georgia has been involved in the formation and establishment of adult education centres since 2005. A total of nine such centres have been successfully cooperating in six regions in the country since recently. The Georgian Adult Education Centres are open to all, but target disadvantaged population groups in particular. In Georgia, these are above all internal migrants from the contested territories of Abkhazia and South Ossetia, non-Georgian citizens (particularly including people from Armenia and Azerbaijan), the long-term unemployed and the rural population. As well as direct vocational training courses aiming to generate income, the target groups are offered a broad range of courses which primarily aims to improve subjective well-being. The adult education centres constitute an active contribution towards rural development, and are attempting to counter emigration to the capital Tbilisi.

The goals and actions of the project

The project's primary aim is to combat poverty in Georgia. This relates above all to improving the quality of life of the local participants. This is achieved via life-long learning services and adult education. Furthermore, as well as creating a viable family income, further training of the target groups to become active citizens is a major project goal. In the long term, furthermore, rural population groups are to be familiarised with European values in order to make a sustainable contribution towards the European neighbourhood policy.

Impacts

One of the greatest successes of the adult education centres, which has a major influence not only on the lives of individuals, but also has a positive influence on the country as a whole, is the large number of participants who thanks to attending vocational and key qualification courses can work on a self-

employed basis, who have been promoted or simply enabled to keep their jobs. Short-term vocational and key qualification courses which are offered by the centres provide employment opportunities to those who have specific goals and little time. They obtain new skills. An average of eight percent of participants finds a job after they have attended the courses at the adult education centres. If one takes the high unemployment rate in the entire country into consideration, this percentage can be regarded as a major success.

The adult education centres have helped many individuals and families in their efforts to achieve a better life and a livelihood. Probably the most important impact is, however, that the centres have sown hope and self-confidence once again in communities which previously had lost all hope and self-confidence. The work done by the centres has helped to enhance residents' well-being and to improve their quality of life, given that previously passive communities have been changed to become more active, lively, energetic collectives.

The centres have played an important role in making the integration of different social groups in the local communities easier. Besides the ethnic minorities and internal refugees, it has also been possible to close the gap between other social groups. These are, firstly, different age groups, religious minorities and individuals with a different social status. Secondly, the performance of women is enhanced in the centres, and people with social disadvantages and with special needs are involved in the activities. Training courses are jointly attended by the representatives of different villages and municipalities. The adult education centres sometimes offer the only places in which the above groups meet. The community and the interactive events held in the centres build bridges between them and enhance bonds. Consequently, the centres' educational programmes have become a tool for interaction between members of different social groups.

The training activities of the adult education centres help internal refugees to deal with their traumatic experiences. The involvement of internal refugees in training programmes lends a certain structure to their everyday lives and gives them the feeling that they can return to a normal life.

Since social life in the localities in which the centres are situated is not very active or varied, the centres become meeting places where people come together to exchange information and take part in different public activities. The centres act as places for the growing energy in the communities in civil, educational, societal and artistic spheres. The adult education centres thus become a source of positive energy around which people's attitudes change; communities become livelier and more joyful.

The centres have become a link between governmental and non-governmental organisations and the local population. Representatives of the municipalities, as well as of various national and international organisations implementing projects and activities in these neighbourhoods, often come into the centres. They come to gather information about the population or to mobilise the locals. For other organisations, the adult education centres represent a stable institution from which it is possible to obtain advice regarding the situation in the neighbourhoods and via which contacts can be established with the local population.

And finally, the centres have also become social catalysts which exert a major influence on the development of civic activity. Civil commitment in the neighbourhoods is fairly frequently associated with the names of the adult education centres. The members of the "Active Citizens" clubs, youth and in general terms the users of the centres, become more self-confident, assume greater responsibility for their actions and learn to fight for their rights and assert them in society.

It is important to stress that the establishment of the adult education centres by DVV International has introduced a certain system into non-formal training in Georgia. The holistic approach followed by DVV International with regard to training measures creates a positive learning environment at the locations of the adult education centres, and lends non-formal adult education a systematic character.



Interview

“Our ambition is to develop a new understanding of teaching”

Interview with **Naseer Ahmad Bayat** (Programme Manager, Capacity Building at ANAF AE) and **Sayed Mohib** (Head of the Quality Team at ANAF AE)

You are responsible for skill-building among educational practitioners in all the training centres of the Afghan National Association for Adult Education (ANAF AE). I'm sure that this involves a lot of challenges?

Naseer Ahmad: Our ambition is to develop a new understanding of teaching. We want modern teaching practices which focus on the student. Our goal is independent learning. This isn't simple, given that our educational system is traditionally characterised by a strict teacher-student relationship, by rote learning and repetition.

Sayed Mohib: Tens of thousands of teachers are still needed in formal education. Most teachers have not graduated from a higher teacher training college. Once they have completed 12th Grade, they are taught their trade in a two-year course at a teacher training institute. The traditional perception of teachers is only changing very slowly here.

Despite the poor quality of teaching, young people want to keep up with the standard of knowledge in other countries. More knowledge means one thing above all for them: advancement and a better future. This is why they come to our training centres.

Naseer Ahmad: Most of our young teachers are University students in the higher semesters or graduates from a wide variety of subjects. This means that they directly apply up-to-date, new knowledge in their teaching. Many of them have also attended our training programmes. They already see themselves on the ladder to success; they want more and are highly committed to contemporary, student-orientated instruction. However, they need the right didactic and methodical foundations and skills. We have developed a three-stage skill-building initiative which reaches all 400 teachers. It is orientated



in highly practical terms towards developing preparation for, as well as implementation and evaluation of instruction. We impart both the “how to teach”, and particularly also the “how to learn”, given that independent learning is the key to success in economic life. Learning is a highly-individual process with a complex and long-term impact. We start by focussing on the direct results of the educational processes (outputs) in the training centres, that is on improving the educational practice of the teachers and the learning processes.

First of all, Master Trainers were given further training at national level, as well as Field Master Trainers in the provinces. They apply their newly-acquired skills in the educational and methodical planning and design of target group-oriented learning units in the further training of the departmental teachers. These in turn continuously train the teachers in the training centres in twelve provinces.

During the further training, the teaching staff developed their individual abilities and professionalism, and obtained both social and communicative skills. They were furthermore provided with skills to shape teaching and learning processes in non-formal training programmes, as well as to implement learning tests. In their work, they use the new learning materials which we developed as joint standards. We are examining this in practice.

Sayeed Mohib: The focus is also on specialist topics. We are concentrating on the successful completion of formal training, access to higher education and the transition to the world of work. This means that we have to cover a much larger specialist area in terms of requirements than in schooling. Islamic instruction, social and artistic education, literacy promotion and health education are also among our tasks. We offer a broad repertoire of English language courses, for beginners, advanced or specific occupational deployments. Our IT area is highly varied, ranging from a typing course through normal Office applications to network installation. Application training, economics and accounting are also part of the education which we offer. And (...) we always want to be up to date.

When visiting the training centres, many of the specialist teachers were proud that their ideas and initiatives were also being used in other training centres.

Sayeed Mohib: That’s right, the mutual exchange of content has led to an intensive transfer of experience between the individual training centres. The mutual professional exchange is a highly-motivating additional resource for skill-building in teaching practice. We are also supporting it systematically via Facebook. That’s what works best.

As well as teachers, you are also providing further training to managers from the training centres.

Naseer Ahmad: Yes, the two belong together in order to develop the indirect and the long-term impacts in the interest of promoting social structures. The focus here has been on developing skills for sustainable self-management in our training centres.

The two further training streams, the development of learning materials and learning modules, have been brought together in a joint organisation development process of the network of Adult Learning Centres (ALCs) and Community Learning Centres (CLCs). It forms the framework for:

- lending a fresh motivation for continually-adapting teaching practice;
- jointly-supported, committed quality development in a changing living and working environment;
- the long-term impact of the training programmes in close cooperation with schooling, other training partners, civil society stakeholders and stakeholders on the labour market.

Sayeed Mohib



Naseer Ahmad Bayat



Education for the Disadvantaged

Broadening access to education for the disadvantaged

Everyone has a right to education. The right to education is a human right, and it is actually entrenched in the constitutions of most countries. Nonetheless, very many people in the world are unable to exercise this right. Whilst creating access to formal education was previously in the focus both of governments and of the international donor community, above all socially-disadvantaged adults have virtually no chance to catch up on their basic or further training.

Creating access to education for the disadvantaged is an indispensable component of the work of DVV International worldwide. The educational services themselves benefit the course attendees, and have a positive impact on the lives of each individual. In combination with measures to improve the quality of education-providers and programmes, as well as advocacy work and lobbying for adult education, long-term systemic impacts are achieved.

The direct target groups of high-quality educational services and the indirect target groups of the activities performed in capacity building and creating conducive frameworks are above all illiterate young people and adults, as well as disadvantaged women in Latin America, Africa, Europe and Asia; prison inmates in Latin America, Eastern Europe and Central Asia; refugees in Turkey, Armenia and Jordan, as well as internal expellees in Georgia and Mali; senior citizens in Eastern Europe and Central Asia; and indigenous population groups in Latin America.

More than 632,000 women and men attended the training that is supported by DVV International in 2009–2014. The broad structure-forming work in adult education helps combat the causes of flight in many regional and country contexts.

Literacy promotion is one of the foci of the work of DVV International in **Sub-Saharan Africa**¹. Here, DVV International is pursuing an integrated approach together with its partners, linking literacy promotion with non-formal vocational training, income-creating measures, agriculture and healthcare. This is guaranteed by using the REFLECT method (see also the article on Mozambique for more information on the REFLECT method).

Literacy promotion is a major focus in **Afghanistan** too. In cooperation with the nationwide adult education centres of a local partner, DVV International supports appropriate programmes in the country, particularly emphasising participation by women. Moreover, employment-promoting educational measures for young people are also being organised.

DVV International is supporting the partner organisations in **non-formal vocational training measures and income-creating measures in transformation countries in Eastern Europe, as well as in the countries of Central Asia**, the

¹ Literacy promotion as a key to development in Sub-Saharan Africa/DVV International Annual Report 2014

Middle East and **South East Asia**. Courses are offered here above all for the unemployed and for people with special needs in order to improve their chances on the labour market. As in other areas of the work of DVV International, here too synergies are created by coordinating the measures at all three levels (three-level approach: micro, meso, macro).

DVV International is supporting local approaches of **ecological farming** and **sustainable economic systems** in **Latin America** and **Africa**. Amongst other things, this is also being done by creating an awareness and through education campaigns regarding challenges which apply in the environmental sphere.

A broad spectrum of **literacy promotion, ranging from non-formal vocational training** through to **political education**, forms the approach taken by DVV International and its partners for **refugees and internal expellees**. By establishing access to education in local adult education centres, DVV International contributes towards the integration of internal refugees in Georgia, as well as of Syrian refugees in Turkey, Jordan and Armenia. A broad range of courses is offered in the centres in order to help people gain access to the labour market, create a small income for themselves, become orientated in their new situation and integrate into a new country.

Educational services for **prison inmates** and for released convicts form part of our work in **Central Asia** (Kirgizstan, Tajikistan and Uzbekistan), **Eastern Europe** (Belarus, Macedonia and Ukraine), **Bolivia** and **Morocco**. A broad range of vocational training activities is offered here. Moreover, a major element of the work here consists of courses on health and hygiene, as well as courses and advice on detainees' rights. The capacities of the administration and staff of the prisons, as well as of the public agencies responsible for carrying them out, are enhanced within these projects.

Three examples will be used below to present the impact of DVV International's commitment in educational work for the disadvantaged:

The article from Bolivia – on **the right to education, including for people in detention** – demonstrates the positive impact emanating from enhancing the capacities of adult educators and staff of Education and Justice Ministries in educational work in prisons. The article on the **development of senior citizens' education in Belarus** also shows the creation of sustainable structures and impacts by, firstly, older people being given access to educational services in line with their needs, and secondly through an intensification of exchange, networking and further training in educational institutions on the subject of working with senior citizens. Awareness creation in society as to general rights of senior citizens, as well as the right to education, were further major results of the work in Belarus. The example from **Ethiopia** presents the impact of the **Integrated Women's Empowerment Programme (IWEP)**. An integrated approach to enhance women was tested and implemented in the whole country for more than 30,000 women. The IWEP project helped improve the quality of life of female attendees at literacy promotion and skill-building courses. Many of the IWEP women's groups that were established as part of the project are still operating after the project has come to an end, and are achieving a sustainable income.



Figure 4

Impact chain for the MICRO LEVEL

The macro level

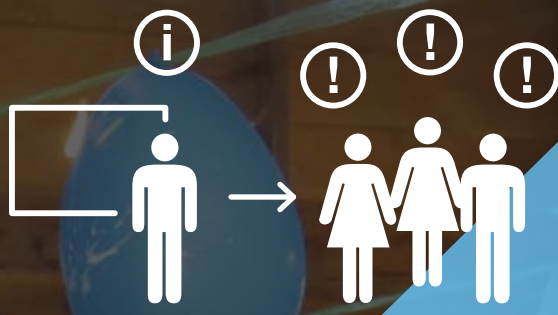
The result

The adult education system is more efficient and effective, and contributes towards poverty reduction and sustainable development.

The meso level

The micro level

Adult education services are improved and increased in scale.



Activities

Vocational training, imparting practical job skills



Services provided

The attendees have a basic knowledge of cooking, secretarial work, welding, computer applications, in agriculture, etc.



Making use of the services

The attendees are successful in their applications or are able to go self-employed; they market their products successfully.



Short- and medium-term development policy impacts

The attendees and their families improve their income and are made aware of the importance of education.



Longer-term, overarching development policy impacts

Poverty reduction, improvements also benefiting family members (health, children attending school) as a result of the higher income achieved.

Creating integrated literacy promotion and adult education in Ethiopia

Country >	ETHIOPIA
Project >	IWEP (Integrated Women's Empowerment Programme)
Term >	2006–2012
Donor >	Government of the Netherlands
No. of participants >	30,000 poor and illiterate/semi-illiterate women in Ethiopia 1,000 women's group leaders Staff from partner organisations (local NGOs and sectoral governmental authorities)

The background of the project

The reason for the initiation and implementation of the Integrated Women's Empowerment Programme (IWEP) was the fact that DVV International knew of the disproportionate burden of poverty for women in Ethiopia. It is the women there who are responsible in most cases for helping in agricultural production, looking after the cattle as well as shouldering the household chores. An overwhelming number of poor Ethiopian women only has a limited chance, or no chance at all, to benefit from formal or non-formal education. This fact has certainly made a considerable contribution towards poverty in the country.

DVV International's regional office in Eastern Africa/Horn of Africa launched the IWEP in accordance with a bilateral cooperation agreement with the Ethiopian Education Ministry. It was financed by the Embassy of the Kingdom of the Netherlands. The IWEP promoted an integrated approach combining three traditionally-separate components: instruction in reading and writing skills for adults (via the functional literacy promotion or the REFLECT approach), non-formal vocational training services as a precondition for creating a livelihood, and the support of entrepreneurship (imparting commercial skills and economic support via savings and credit programmes). At the same time, the newly-established models and structures were to form the foundation for an adult education system particularly focussing on women in Ethiopia.

The goals and actions of the project

Overall Goal

The poverty situation among women and their households in poor areas improved and vulnerability reduced.

Project Purpose

A comprehensive nation-wide approach to empower women and their households in selected poor areas of all regions of Ethiopia is developed, tested and implemented.

Project Outputs/Results

1. Strategy for linking financial and institutional strengthening with literacy and skills training for women is developed, piloted and made available.
2. Staff from partner organisations and intermediaries are oriented and/or trained.
3. Appropriate curricula, training, teaching and learning materials are developed, translated into relevant languages and made available.
4. Women are enabled through livelihoods skills/non-formal vocational training to become more productive.
5. Poor women have acquired skills in reading, writing and numeracy, integrated with practical knowledge and skills (FAL).
6. Economic conditions of women and their households are improved through financial support.
7. Monitoring and evaluation system is established and functioning.

The integrated approach necessitated an innovative implementation method for the IWEP. The key principles for this approach and the corresponding activities include the following:

- building capacities and applying participative approaches in all aspects of the programme,
- targeting sustainability from the start of implementation,
- scaling up best practice by developing models and action learning,

- supporting institutionalisation and ownership by ensuring that the Government and NGO partners embed the activities of the IWEP and the implementation approaches into their work, and into their existing strategies and plans.

In order to impart the three key components of the IWEP to the target group, the programme was based on “clusters” of partners at municipality, district, regional and national level in order to cooperate and integrate their implementation activities. These clusters of partners were composed of local NGOs and sectoral governmental offices (e.g. for women’s affairs, education, agriculture, technical and vocational education and training, etc.). Coordination and implementation structures were formed, namely technical teams (experts), by means of which all programme activities were jointly planned, budgeted, implemented and monitored. Each partner had a specific role to play and a responsibility to assume. The management of the sectoral governmental offices and NGOs formed steering committees which were to monitor the programme and provide strategic guidance.

The IWEP’s Central Programme Implementation Unit and Regional Coordination Units provided professional support in the shape of train-the-trainer workshops for the various methods and approaches which the IWEP used, and technical support and advice for the partner organisations. A number of materials were developed within the IWEP which were made available to the partner organisations in several local languages.

Impacts

According to the final evaluation report of the IWEP, it can be generally found that the programme led to tangible positive changes at individual, community, and institutional level. The specific outcomes and impacts which are worth mentioning include the following:

- Mechanisms were tested within the IWEP to implement the national strategy for adult education in practice. For instance, the approach of the IWEP steering committee and of the technical teams was adjusted and taken on board by the Government of Ethiopia.
- The integrated approach adopted by the IWEP was used as input for the conversion of the Ethiopian Functional Adult Literacy (FAL) programme into the Integrated Functional Adult Literacy (IFAE) programme, which enables a more integrated approach to be taken in literacy promotion and development for adults.
- DVV International is increasingly regarded as a specialist partner by the Government of Ethiopia.
- The skills that they gathered in reading, writing and arithmetic enabled the women to document their commercial activities, write their plans down, keep accounts of their expenditure, etc. Most of these women have savings accounts and understand their transactions.
- The women in the IWEP groups now have a better grasp of basic family planning and childcare, the use of energy-saving ovens, general healthcare and family nutrition, as well as hygiene in the household, than women who have not attended the programme.

- Another good indicator of the improved conditions in which the IWEP women are living is that roughly 90-100 percent of them were able to repay the credit which they received from their group. They have also developed a culture of saving.
- The majority of the women from the target groups has implemented sustainable income-generation activities which have helped them to create a livelihood for themselves and their families.

Visits to IWEP women’s groups two years after the end of the programme have shown that many of the groups are still in operation, saving and working together. They are continually expanding both the initiatives of their groups and their own commercial initiatives. In this context the literacy, technical and business skill training received from the IWEP partner organisations is of inestimable value.



Education for the Disadvantaged

Ensuring the right to education for prison inmates in Bolivia

Country >	BOLIVIA
Project >	Promoting adult education in Bolivia
Term >	since 2005
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	approx. 9,000 prison inmates, 176 specialised instructors

The background of the project

Improving the educational opportunities of disadvantaged population groups is a central concern of the work of DVV International. People in prisons are among the most disadvantaged groups. The causes of this are complex, and they relate both to the circumstances which have led to their detention, as well as to the detention-related situation per se. The latter means not only social exclusion, but in most cases massive restrictions in terms of other rights too.

For instance, to the present day convicts in Bolivia frequently have very little or no access to education. Education is however a major prerequisite for successful resocialisation, whilst at the same time constituting an effective tool for offering prison inmates an outlook for a future life without crime.

DVV International is therefore actively committed to guaranteeing the human right to education also for convicts. It has done pioneering work in Bolivia in this regard. Experience from the very first initiatives revealed that structural approaches are called for in this regard. Neither the education nor the justice sector attach significance to the topic of education for convicts. A right to education for convicts has not so far been entrenched in the Bolivian structures.

The goals and actions of the project

From 2005 onwards, DVV International therefore initiated a series of measures aiming to offer Bolivians in detention the chance for an education. This took place in close cooperation with the Bolivian Education Ministry and with public education centres from the outset. In line with the respective needs, there was also cooperation with University institutions and civil society organisations.

Attention attached first of all to drawing up studies which initially concentrated on the educational situation and needs in Bolivian prisons. These revealed immense shortcomings: Roughly 85 percent of all inmates of the country's approx. 90 prison facilities had no access to educational services.

Sporadic offers had more of a humanitarian motivation and their quality was poor, so that they neither satisfied inmates' educational needs nor did they do justice to the conditions in prison.

The results of the studies led to the drawing up of a first national programme for educational services in prisons (2007). Developed together with responsible units at the Education and Justice Ministries, it levelled the path for the political recognition of education for convicts. In parallel, special further training services were developed for adult educationalists to qualify them to work with convicts, and action was taken to also structurally entrench appropriate services.



By 2010,

- 80 adult educationalists and staff of the Education and Justice Ministries had become familiarised with the specific requirements of educational work with convicts via special training courses;
- 70 percent of the instructors in Bolivian adult education centres who were working with convicts have obtained (additional) qualifications by completing a diploma course for educational work with convicts.

Impacts

As a result of the actions taken by DVV International and its partners, the right to education for prison inmates was included in the Bolivian Constitution as early as 2008 (CPEP 2008), and has been guaranteed at least in formal terms since then.

Instructors in local adult education centres and civil society institutions were motivated by the project measures to form two special education networks which since then have been actively supporting initiatives and the status of educational work with convicts.

All this together successfully helped to improve the educational opportunities of Bolivian prison inmates in both quantitative and qualitative terms, and to entrench education for convicts as a national educational mandate as well as institutionally.

- Whilst in 2006 only ten adult education centres were committed to working with convicts, and this only externally, in 2011 there were already 14 centres, five of which were operating as internal educational facilities in Bolivian prisons.

- This opened up to the inmates of 16 local prison facilities access to educational services which have been planned in line with demand and implemented by qualified educationalists (96).
- 1,470 convicts had completed a course in literacy, or in basic or secondary education, by the end of 2011, which furthermore motivated many to take part in reading or cultural groups whilst in detention.

The Bolivian Education Ministry is now also taking note of this field as a task, and since 2011 has amongst other things drawn up its own curriculum for educational work with convicts which is currently being implemented in cooperation with local adult education centres. Furthermore, an agreement with the Bolivian Ministry of State was signed, which facilitates above all an improvement of employment-orientated courses in particular. An in-house education centre in La Paz is developing a model service with support from DVV International in order to offer a chance of social reintegration to young offenders in particular.

According to information from June 2014, more than 2,000 inmates of Bolivian prisons are now taking advantage of the services provided by 16 adult education centres nationwide to obtain basic and further training whilst in prison. They now receive an official certificate from the Bolivian Education Ministry once they have successfully completed a course.

There is however still much to be done in this sector. Despite tangible successes, the educational situation of convicts in Bolivia remains extremely precarious as a whole, and the conditions in Bolivian prisons can only be described as degrading.



Education in the “third age”

Country >	BELARUS
Project >	Education promotion for senior citizens in Belarus
Term >	2009–2014
Donor >	European Union
No. of participants >	4,100 senior citizens as well as 861 education specialists

The background of the project

The trend all across Europe towards ageing populations also applies to Belarus: Average life expectancy and the share accounted for by senior citizens in society are increasing continually. According to the latest census from 2009, senior citizens account for more than 14 percent of society in Belarus, and almost 23 percent in rural areas. This poses highly-specific challenges in terms of the public healthcare system, social institutions, the economy and the labour market. Senior citizens continue to be regarded as a passive section of a changing society. At the same time, there are very many active senior citizens who are willing to engage in promoting the good of society, and who commit themselves to their personal development by acquiring new knowledge and skills or helping their contemporaries. Furthermore, the trend towards a rising level of educational attainment among the retired population (growing share with higher education) can lead to a situation in which this population group has a greater demand for educational services. At the same time, there were actually no non-commercial educational services especially for senior citizens from 2009 to 2010.

Senior citizens' education forms a major part of the work of DVV International in Belarus. It has been incorporated into a variety of long-term projects funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) or by the EU.

The goals and actions of the project

1. To ensure that senior citizens have access to educational programmes corresponding to their needs and interests, as well as to draw up and approve educational programmes (curricula).
2. To expand the capacities in state and private facilities offering educational services for senior citizens.
3. Enhance cooperation in networks and the exchange of experience between education providers¹.

4. To draw society's attention to the needs of senior citizens, including to the right to education, as well as in particular to their social inclusion.

All in all, more than 252 educational events for almost 5,000 attendees (senior citizens as well as specialists) were held in the entire project period in more than 15 towns, municipalities and settlements. Furthermore, five festivals and conferences were organised with 752 attendees. More than 30 organisations from a large number of different social areas were involved as major partners.

Two festivals that were held by 22 senior citizens' associations, a roundtable and an international conference in Grodno served to enhance the network and the exchange of experience between players in adult education.

Several high-publicity events were organised in order to demonstrate the advantages of high-quality education for senior citizens and to create an awareness among decision-makers and the broader public. More than 150 media publications on the topic appeared during the term of the project.

In order to enable fact-based decision-making and project development, the social study entitled “Education and social activity in old age” was implemented, containing first-hand information on the needs and the potential of senior citizens taking part in social and educational activities.

Impacts

It was possible to expand the spectrum of educational topics offered for senior citizens; the status of senior citizens in society was enhanced. New self-help groups on the spot were created, and existing self-help groups were (re-)activated. Voluntary initiatives have been established and implemented by some participants of the senior citizens' project in their municipalities (for instance two initiatives which organise a puppet theatre and a movement for sick children and orphans). The senior citizens have started to organise their own educational programmes, and civil society initiatives are in the process of being launched (for instance on the mainte-



nance and improvement of the source of drinking water in Dubrovno district).

New initiatives and organisations have come about making educational offers for senior citizens. Whilst in 2011 there was only one library in Minsk also offering services for senior citizens, there were already three in 2012. 16 libraries in Minsk have been regularly holding educational events for senior citizens since the summer of 2015 (roughly 30 clubs and study groups are using their premises). What is more, the governmental “Central system of state and public libraries in the City of Minsk” has decided to hold a further training course for their library staff on working with senior citizens.

The need to expand the capacities of education for senior citizens was emphasised not only by the specialists who themselves work with this group, but also by institutions for the basic and further training of such specialists. Consequently, more educational services were provided for specialists working with senior citizens at the Institute for Further Training of the Ministry for Labour and Social Security. As a result of these further training courses, some participants developed their own project ideas, which were integrated into their organisations’ work in 2015.

As a result of the lobbying work vis-à-vis decision-makers, the media and the broader public, several cooperation agreements between civil society players and state institutions were concluded in the field of education.

Several local initiatives offering training for senior citizens led to the establishment of specialised institutions: The new Centre for Adult Education by the name of “Your Opportunity”, which was established at the complex of the Regional Centre for Social Services in Kobryn in 2013, is an example. Kobryn

municipality decorated the premises for the Centre at its own expense and made them available free of charge. The Centre currently offers courses on topics which are in demand among senior citizens and people with disabilities. The work of the Centre is partly funded from the municipality’s budget. A “Social Adult Education Centre” opened in 2015 on the premises of the Regional Centre for Social Services in the town of Vitebsk.

One of the most important results among the networking events is that the players from various fields got to know one another and entered into long-term partnerships which are not restricted to an exchange of experience, but also lead to quite specific joint activities.

The spread of best practices in education for senior citizens in Belarus is being continued. The Brest model of the University for Senior Citizens was also implemented at the Regional Centres for Social Services in Molodechno and Soligorsk. The University for Senior Citizens in Soligorsk is particularly active, with 140 senior citizens currently attending lessons (and a total of 270 graduates in three years). The staff and premises for the University courses are paid for from the budget of the town of Soligorsk. All in all, governmental institutions are increasingly willing to be initiators or partners (for NGOs) when it comes to drawing up or implementing major projects.

The results which DVV International and its partners have achieved in this sector are now being incorporated into other professional networks with other educational organisations in Belarus. The research results of the study entitled “Education and Social Activity in Old Age” are being used by other organisations when planning educational events and projects.

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Interview

“IWEPE really changed my situation!”

.....

Interview with Alem Giday (46 years old), a participant in the IWEPE women’s groups (Integrated Women’s Empowerment Programme)

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Alem came to one of the IWEPE women’s groups in Ethiopia’s capital Addis Abeba at a time when making enough to live on and caring for her four children and her sick husband had become a major challenge. Because of his illness, her husband was no longer able to work, and the responsibility for their livelihoods was on her shoulders alone. Working as a day labourer took its toll and was affecting her health. When she was informed by the local government that a local non-governmental organisation (Vision New Life Development Association) was launching an integrated programme to support poor, illiterate women in the region with technical and financial support from DVV International, she decided to take part. She registered and became a member of one of the women’s groups (25 women participated in each group). Her group was in existence from June 2010 to December 2012, when the subsidy for the IWEPE Programme came to an end. The interview in this article was held in November 2014, almost two years after the conclusion and expiry of the programme. In common with many of the 30,000 other women reached by the IWEPE programme, Alem can still confirm the sustainable changes and impacts that IWEPE made possible in her life:



Women of an IWEPE Group, sharing microcredits



Alem Giday: “In the programme, we learned reading, writing and arithmetic. There were also many topics such as health, hygiene and the environment. We were encouraged to save as a group, and as the group’s savings grew, IWEPP provided the group with additional capital which we were then able to borrow and repay with interest to top up our own funds. Part of the fund was available as a loan for family emergencies and special burdens, and was managed differently. Our interest in commercial activity and our corresponding abilities were also assessed. On the basis of an evaluation of the local market and of the interests of the women, we were provided with both technical and business skills training.

With these opportunities that the programme offered us, we started doing business as a group, and as we gradually gained self-confidence, some of us tried to go it alone. I borrowed money from the group and opened a little shop in which I sell Ethiopian bread (njera), biscuits, snacks and other things. The profit now enables me to send two sons to college and two of my children to secondary school. I can pay for our daily food, travel expenses and other expenditure. I even built my shop myself and fitted it with shelves and furniture.

It makes me proud that my reading, writing and arithmetic skills, plus my commercial knowledge, enable me to do my own bookkeeping. I do the accounts every day, and I have three cash boxes to separate the different types of income. I can still rely on the support of the women’s group. I can for instance borrow money if I need some for medicine or for other emergencies. Our group is planning to increase the monthly savings rates so that we have more capacity to expand our businesses and are better able to secure our livelihoods.”

The regular savings and the assets of Alem’s women’s group form part of a social network and support system for all women. The IWEPP has registered all women’s groups with the local government so that they continue to have access to advice and support from the governmental authorities, and the local NGO partners of the IWEPP, such as Vision, remain available to help the women with advice and direction should they need it.



Alem Giday



“Focus Topic”

“Focus Topic”

Improving the lives of refugees and locals in Turkey, Jordan and Mali

Countries >	TURKEY, JORDAN, MALI
Project >	Youth and adult education in refugee contexts
Term >	May 2013–April 2015
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	12,000 persons

The background of the project

The major refugee crises of our time have also affected DVV International's partner countries. The conflict in Syria had displaced more than nine million people by the summer of 2014. Almost three million of these people sought protection abroad. At 1.8 million, Turkey is hosting the largest number of Syrian refugees. Roughly 630,000 people have fled to Jordan, where they now account for roughly ten percent of the country's population. About half a million people have left their homes in Mali in search of protection from fighting between government troops, Tuareg rebels and Islamists. Most of them have fled to the south of the country.

The local populations and the international community are attempting to alleviate the refugees' needs primarily with humanitarian aid. They attempt to provide sufficient accommodation, sanitary facilities and food, and to ensure that the refugees receive medical care. As a rule, education is only promoted for school-age children.

DVV International has filled a gap here: Youth and adult education activities help refugees and locals get to grips with their new situation, become organised and play an active role in the provision of goods and services, and in solving their problems. The activities were financed by special funds from the German Federal Ministry for Economic Cooperation and Development (BMZ) which help DVV International in assisting in emergency situations and in demonstrating that adult education is an important tool to react to one of the greatest social challenges of our time.

The goals and actions of the project

The refugee projects pursued the goal of helping people to integrate, and of preventing or dealing with conflicts. The activities of DVV International and its partner organisations in Mali focussed on internal refugees. This related above all to further training and advice on vocational orientation and business start-ups. In Jordan and Turkey, these were broad-based educational and leisure services targeting both refugees and locals in equal measure – in Jordan only women, and in particular young mothers who were looking after their families on their own since their husbands had died or remained in Syria.

All the measures followed the same principle: DVV International enhanced and supported local organisations in making educational offers for refugees (also for locals in the case of Jordan and Turkey). Depending on the situation on the ground, this led to different cooperation models.

In two focal points for refugees in Southern Turkey, DVV International together with the YUVA adult education organisation and the Diakonie Katastrophenhilfe disaster assistance agency saw to it that two new educational centres and meeting places were opened in Kirikhan and Nizip. These included the recruitment and skill-building of staff, drawing up curricula and funding courses and additional services. In Jordan, where there is already a dense network of educational centres, DVV International initiated intensive further training for roughly 35 staff members and volunteers from three local organisations in Mafrqa, Irbid and Zarqa. Further training focussed on participative and conflict-sensitive teaching and presentation techniques. The Institute furthermore supported the three organisations in implementing the courses and coordinating supply initiatives. DVV International supported five partner NGOs and a craft association in Mali in implementing educational and advisory activities for refugees, aiding them to become re-integrated into the educational system and the labour market.

Impacts

DVV International bases its programme work on a chain of impacts which distinguishes between results, direct impacts – subdivided into use of the results by the attendees and the benefits resulting from the measures – and long-term impacts as well as the development goal.

The first outcome of the work of DVV International in Turkey was the existence of two new, fully-equipped educational centres and meeting places in Kirikhan and Nizip. The centres used their possibilities to attract attendees, to provide language courses, computer courses, vocational training as well as careers advice, and to organise leisure services and psychological advice. Roughly 8,000 individuals took up the offers, about half of whom were locals. They learned Turkish and Arabic there, respectively, obtained skills relevant for their work, discussed and resolved conflicts and engaged in artistic activities. The attendees used their new skills in their day-by-day exchanges with one another, developed ideas on how to make an income, some of which have already been put into practice. Roughly 77 percent of the attendees reported that their subjective well-being had increased. About 40 percent of those who attended vocational measures stated that this had helped them to increase their income. In other words: The attendees have obtained key skills to improve the supply of goods and services, as well as their integration. Refugees' representatives and councils of elders furthermore report that the project has in fact helped improve the understanding between refugees and locals.

In Jordan, roughly 35 teachers and coordinators from three educational centres have obtained information on participative education and on conflict-sensitive dialogue-chairing methods with the aid of DVV International. Additionally, DVV International has provided the partner institutions with teaching materials and funding, so that the centres have been able to expand their refugee work, with which they had already started. The centres carried out further training courses and provided advice. Roughly 1,200 women attended the activities. In response to suggestions and guidance from the learning centres, in their mutual exchange they created an orientation in their current situations. They told one another their stories, talked about problems and developed solutions. Roughly 300 women with no school-leaving qualification have improved their reading and writing skills, whilst another 350 have attended courses on family and health education. Approximately 800 women have obtained craft skills with which they can make an income. The courses have enabled roughly 150 women to start up small businesses of their own. Another 160 have become committed to care initiatives on first aid, safety and transport and have become leaders and trusted individuals. Many report that they now take up more offers outside the learning centres such as schooling for their children, healthcare services in local clinics, psycho-social advice or distribution of goods since they have become familiar through the project with the structures that are available. The "benefit" of the project lies in better integrating refugees, improving the exchange and understanding between refugees and locals; many of the women taking part have the feeling that they are doing something useful again and that they have taken control of their lives once more.

They can express their needs better, discuss problems and solve them together. The project goal of improving the (self-) supply of goods and services to the refugees, enhancing cooperation between refugees and locals, and thus helping them to live together without conflict, has hence been achieved.

As a direct outcome of the work in Mali, at institutional level, increased resources and better advisory skills on the part of the partner organisations, in particular the FNAM crafts organisation, can be mentioned. The organisations have held catch-up lessons for juveniles, facilitated further training for student teachers and advised individuals on starting up in business. This enabled juveniles and student teachers to graduate with recognised qualifications and those interested in starting up in business to draw up informed planning to become self-employed. The measures reached a total of 3,000 people. This was four times as many as had been anticipated, which underlines the relevance and quality of the services that are on offer. As a result, many students enrolled in further educational facilities or immediately found jobs. Many women established micro enterprises, often in groups, in order to make an income. The attendees reported that the fact that they were once more able to do something useful enhanced their self-confidence and faith in the future. Many of them were even able to increase their incomes, which also stabilised families and individuals in psychological and social terms.

The projects provided valuable motivation for the integration of refugees and for reaching a common understanding with locals, and were able to provide a contribution towards a better supply of goods and services for the refugees. This was also taken up by external stakeholders. The Office of the UN's refugee aid organisation UNHCR in Southern Turkey for instance recommended potential donors to continue to promote these and similar measures.

More about the refugee work of DVV International in the Annual Reports of DVV and DVV International:

Adult education in refugee contexts, in: DVV International Annual Report 2014, p. 14.

Adult education can help instil new courage to face life – Interview with Dr. Ernst Rossmann, in: DVV International Annual Report 2014, p. 15.

Syrien: Erwachsenenbildung und Begegnung im Bürgerdialog (Syria: Adult education and encounters the civil dialogue), in: DVV Annual Report 2014, pp. 40–41 (in German only).

A training centre for Syrian civil war refugees, in: DVV International Annual Report 2013, p. 21.



Information & Communication

Information & Communication

Enhancing the South-South exchange – the specialist periodical entitled “Adult Education and Development”

Country >	WORLDWIDE
Project >	specialist periodical entitled “Adult Education and Development”
Term >	since 1973
Donor >	Federal Ministry for Economic Cooperation and Development
No. of participants >	more than 6,500 subscribers



Issue **80**/2013



Issue **81**/2014

With the periodical entitled “Adult Education and Development”, which was established in 1973, DVV International today has the most significant specialist publication on adult education and development in the world. The highly-practical specialist periodical primarily addresses adult educators as well as political decision-makers of the global South. It has become an important tool in DVV International’s development-orientated cooperation.

An information and exchange medium for the global South

“Adult Education and Development” is published as a free printed version in more than 160 countries, and has more than 6,500 subscribers. As well as private individuals, these also include institutional recipients such as adult education

centres, libraries, Universities, Ministries and civil society organisations. The actual dissemination is hence much greater. At roughly 85 percent, the lion’s share of subscribers are in Africa, Asia or Latin America.

Many colleagues in developing and transformation countries have only very limited access to relevant specialist literature, and even less to the Internet and to what is available there. The periodical, which appears on an annual basis, enables them to obtain information on major topics and current developments in adult education from an international perspective.

The specialist periodical is also a major medium for information and work for DVV International’s offices abroad and their partner organisations. It is used in DVV International’s worldwide projects, for instance for training courses and seminars, or at conferences.

The specialist publication furthermore enables specialists in the industrialised countries dealing with questions related to social development in Africa, Asia, Latin America, and in the transformation societies, to gain access to information and concepts from the target countries, and hence also helps enhance the South-North exchange.

Looking at different perspectives

Each edition is planned by a ten-member international advisory editorial council in order to bring together the perspectives of the worldwide readership and to guarantee that the content is relevant. Colleagues from the International Council for Adult Education (ICAE), as well as from the Asian, European, Latin American and West African adult education associations, amongst others, are represented on it.

The specialist publication is planned as a medium of the South-South exchange, so that the major share of the articles that are drafted come from authors from the global South itself. "Adult Education and Development" offers an independent platform for the transfer of knowledge and the exchange of experience, and would like to take up and present as many different perspectives as possible here. A special feature is that the periodical appears in three languages: English, French and Spanish. This facilitates an exchange over linguistic and country boundaries.

In order to reach as many authors as possible, each issue contains a call to submit articles. Readers are called on to send in proposed topics and articles from which the editors can make a selection. Colleagues working in the practical field repeatedly write who frequently have no other possibility to have their voices heard in an international medium. This enhances their skills, they have a readership for their work, and they can engage in an exchange with colleagues from other regions.

Evaluation confirms the high degree of relevance

An evaluation of the specialist publication from 2010 confirms its high degree of relevance. On the basis of a comprehensive survey campaign among its subscribers and readership, the evaluation reached the following conclusion: "The periodical 'Adult Education and Development' [...] is in a class of its own within the landscape of specialist publications on adult education. Also in an international comparison, there is no other specialist publication which discusses the topical area of adult education in such general breadth, covering theory and practice, interlinking it with the problems of development policy. Research on the Internet and queries among development policy specialists [...] confirm this statement" (final evaluation report, June 2010, p. 17).

Accompanying online seminars expand the dialogue

Although many subscribers in the global South are primarily reached via the print version, the online edition of the specialist publication is also intensively used. The top five articles receive several thousand clicks every month.

Adult Education and Development has been published since 2013 in cooperation with the International Council for

Adult Education (ICAE), which offers an online seminar following on from each printed edition. Here, individual articles are removed from the issue and discussed. This enables debates to be discussed in greater detail after the publication. The seminars are held by e-mail and have had considerable interest, with an average of 1,000 participants from all over the world.

Readers' Voices

Every year DVV International receives dozens of letters of gratitude and positive feedback in reaction to the AED journal. The following are some of the original statements contained in these letters:

"*'Adult Education and Development'* has for so many years been a source of vital information and continuing inspiration for us, the civil society workers for the cause of basic (adult) education in Pakistan." (Reader from Pakistan)

"Your magazine is great! I just finished *'Adult Education and Development 81'* and feel like there's hope left for the world [...] Thanks for the hard work." (Reader from Mexico)

"I am a lecturer in adult education and community development at Bahir Dar University, Ethiopia. The journal *'Adult Education and Development'* is highly related [to our work] and relevant for all staff and students in our department." (Reader from Ethiopia)

"*'Adult Education and Development'* is a useful document that enhances my contributions at monitoring & evaluation and planning sessions." (Reader from Ghana)

"I must say that virtual seminar is a learning platform for me to read so many interesting articles and to know different local context as well. Thanks for this initiative." (Participant of the virtual seminar 2015 from India)

You will find more information on the publication by following the link below:

<http://www.dvv-international.de/adult-education-and-development/>



DVV International and the German Adult Education Centres

DVV International and the German Adult Education Centres

Global Learning in Adult Education Centres

Country >	GERMANY
Project >	Global Learning in Adult Education Centres
Term >	since 1977
Donor >	Federal Ministry for Economic Cooperation and Development

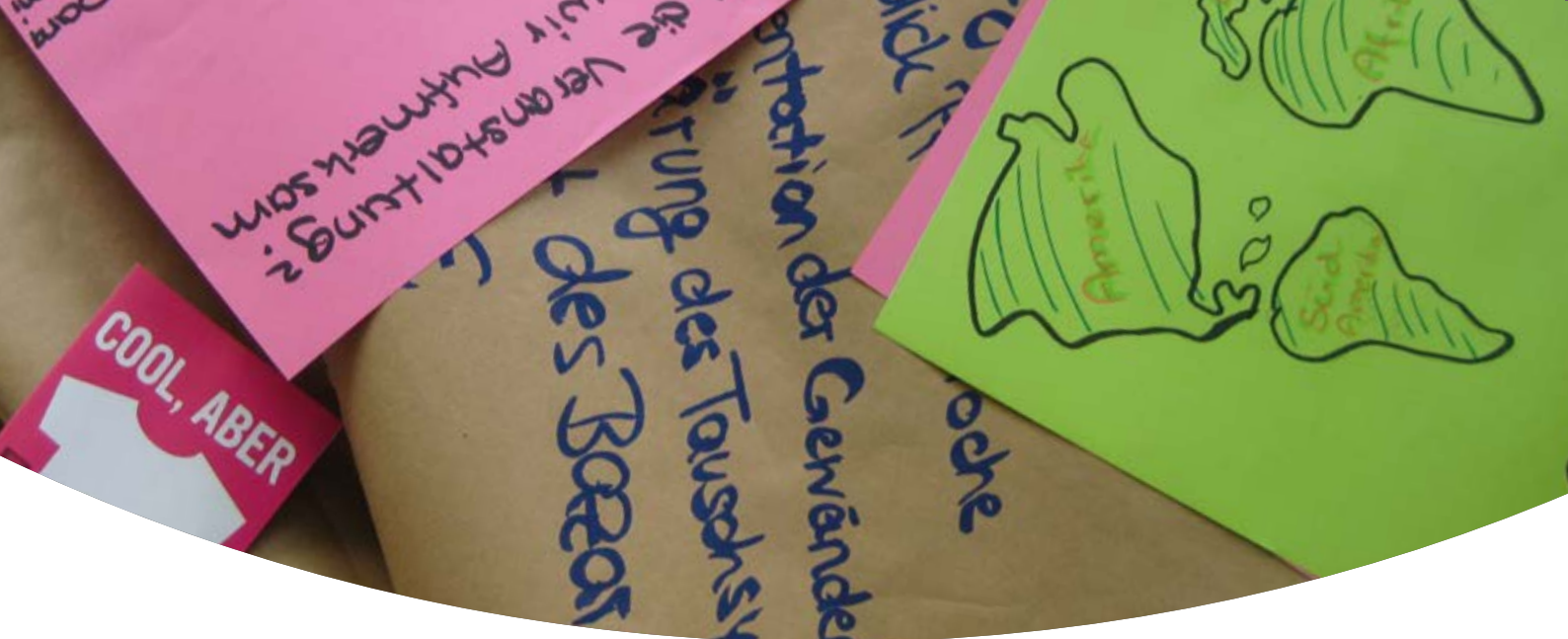
The project entitled “Global Learning in Adult Education Centres” has been promoted since 2012 by Engagement Global on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) out of funding from the FEB Programme (promotion of development policy educational work in Germany). In three funding areas (multipliers, juveniles and adults), Adult Education Centres or their national associations can apply for events related to global learning in all specialist areas. It was possible in 2014 for 158 applications – ranging from workshops to event series – that were organised by the Adult Education Centres to be promoted by the project. The events that were held in this context reached a total of 4,924 participants.

Impacts

Not only arguing clear chains of impacts in educational work, but also proving them, is a challenge: A young woman who attended a simulated climate summit confirms in the evalua-

tion that she learned about connections in the national and international climate protection debate to be able to distinguish (better) among topical debates and events and to see what her own conduct has to do with these processes. It is virtually impossible to ascertain whether, when and how this individual then acts and/or becomes committed accordingly (be it as a consumer, as a political citizen or in discussions that are held in a private or work environment).

A proxy indicator of impact is hence amongst other things whether an event is received by participants in such a way that, perhaps because of the experience when it was first held, is applied for by the adult education centre once more with slight modifications. Or external demand is so great that an event is re-applied for. This happens a lot within this project. With regard to current developments such as displaced people, international processes such as the Agenda 2030 with the sustainability goals (Sustainable Development Goals – SDGs) and participants’ expectations as to the diversity of methods, it is all the more important to facilitate impacts



through new event formats which accommodate these aspects. Here too, the adult education centres show to a considerable degree that they are developing adapted services for which there is considerable demand among the participants. For instance, services relating to the group of topics flight and migration, fair trade and climate change are being constantly re-considered, and are regularly well attended.

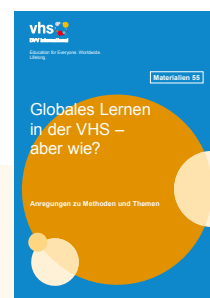
A further proxy indicator is cooperation between development policy cooperation partners. Here too, a strong rising trend is revealed which is positively commented on again and again by the participants when making their evaluations. Incorporating topical expertise in many cases enables participants to obtain new perspectives, motivating them to question their own ways of thinking and to transfer what they have gained to their own realities.

The funding area for multipliers takes on special significance in order to further entrench state-of-the-art development policy educational and information work in the Adult Education Centres: Within the system of Adult Education Centres, teachers, subject heads, heads of adult education centres or contacts from other areas are enabled to either integrate contents and methods of global learning into existing services, or to develop new offers. Here, this funding area exerts an impact over and above the individual frame of reference. An example: In the dis.kurs 3/2015, the quarterly magazine of the German Adult Education Association, the Director of Hildesheim Adult Education Centre describes her – positive – experience with global learning within multiplier training courses with refugees, asylum applicants as well as staff members of municipal and educational facilities. International processes such as that related to the Agenda 2030 or the presentation of our own international work are particularly well catered for in the funding area for multipliers. We regard the rising numbers of applications in this funding area as an indication that the topical and methodical potential of global learning is being increasingly taken up by the Adult Education Centres.

We refined our evaluation documents in 2014 such that we will be able in future to understand at least on a sample basis how many of the individuals attending such an event

are planning or implementing their own similar events. Hand-outs are helpful in this funding area for the colleagues in their efforts to develop in content and methodical terms services that are tailored to the needs on the ground, and which ensure sustainability over and above individual events or series of events: <http://www.dvv-international.de/vhs-koooperationen/globales-lernen/handreichungen/>.

Working in networks such as VENRO AG Bildung and EWIK (One World Internet Conference) furthermore ensures amongst other things incorporation into lobbying processes and the specialist exchange with development policy educators from other organisations.



Global learning in Adult Education Centres: Services which keep pace with the times

Climate change, globalisation, displaced persons, our own consumption conduct and world trade structures, UN Development Goals:

“Global Learning” can be understood as an interdisciplinary learning principle which is located within the context of “Education for Sustainable Development”, and which discusses contexts – social, ecological, political and economic – in our everyday lives. The important thing here is to make it possible to experience the interaction between the local and global levels, to use participative methods in a manner that is tailored to target groups, and to make action-orientated learning possible in order to provide an orientation in a globalised world and to live in a responsible manner.

You will find information on how to apply as well as further material at: https://www.dvv-international.de/en/vhs-cooperations/global-learning/?no_cache=1

“Know your Lifestyle” – Creating an awareness of sustainable consumption among young adults via second-chance learning

Countries >	GERMANY, ESTONIA, SLOVENIA AND AUSTRIA
Project >	Know your Lifestyle – Introducing Sustainable Consumption in 2nd Chance Education
Term >	2013–2016
Donor >	European Union
No. of participants >	approx. 1,000 young adults, 200 multipliers



DVV International has been carrying out the project entitled “Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education” since the beginning of 2013 together with adult education associations in Estonia, Slovenia and Austria. It deliberately targets young adults, enabling them to catch up on their school-leaving qualification in adult education facilities, such as the German Adult Education Centres (VHS).

In cooperation with NGOs and teachers, teaching modules have been drawn up on topics including “Mobile/smartphone”, “Sustainable energy”, “Water as a global good” and “Global goods production in the textile industry” (download at: www.knowyourlifestyle.eu). They are intended to create an awareness among the course attendees of the relationship between local, highly-personal consumption and its global impact in order to enable them to reflect critically on their own consumption conduct and to develop alternative, more sustainable actions.

In the very first two years of the project's term (2013-2015), a total of 20 training courses for multipliers were held in the project countries based on the teaching material that was developed within the project with more than 200 attendees. With in excess of 50 project events being held by teachers themselves within second chance learning, it was possible to familiarise almost 1,000 young adults with regard to the topic of sustainability and the global contexts of their individual actions.

A particular success of one part of the project was already achieved in Austria:

It was in this context that the new “Curriculum for graduation from compulsory schooling for adults” was adopted in 2012, independently of the “Know Your Lifestyle” project. The main new feature consisted of no longer orientating the subjects of instruction in line with the Hauptschule (secondary general school) curriculum, but with competence areas.

It is now no longer necessary for 14 examinations to be taken in the usual Hauptschule subjects, but four examinations are sat in the competence areas German – Communication and Society (DKG), English – Globality and Transcul-

turality (EGT), Mathematics (M) and Vocational Orientation (BO), as well as two examinations from the optional competence areas Creativity and Design, Nature and Technology, Health and Social Issues or an additional foreign language.

The vast majority of the Austrian trainers working in second chance learning were forced by these changes to also adapt the teaching materials which they had previously been using. “Know your Lifestyle” met the needs of these trainers with the materials and methods that were developed within the project. The methods are particularly well suited for application in the EGT area. Parts of the lesson materials that had been developed within the project were incorporated into the first EGT curricula and examinations as early as 2014, and it was actually possible to anchor the topic of “Sustainable Consumption” into the structure of the Austrian second chance learning programmes.



Anchoring digital learning in everyday further training – Model projects in Kosovo and Morocco

Countries >	MOROCCO AND KOSOVO
Term >	September 2014–December 2015
Donor >	Deutsche Telekom
No. of participants >	850–1,100 so far (micro level); plus partner structures at meso and macro level

The background of the project

DVV International launched its first model project on digital learning with financial support from Deutsche Telekom AG. From September 2014 to the summer of 2015 – currently extended to December 2015 –, model courses on the use of the learning platform entitled *ich-will-deutsch-lernen.de* were introduced in Kosovo and Morocco as part of the “Digital Learning in Pre-Integration” project. The portal was developed by the German Adult Education Association (DVV) on behalf of the Federal Education Ministry. The learning portal was deployed internationally for the first time in the model project, and hence also created for the first time a transition between pre-integration in the home country and integration in Germany. It offers immigrants and prospective emigrants free learning material that they can use to help them acquire linguistic, vocational and social skills. All stakeholders and partners benefit from the global system connecting this work and expertise in digital learning.

The project was accompanied by the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE). The research institute held structured interviews at the project locations and in Bonn, and obtained data through a questionnaire among participants.

The goals and actions of the project

Kosovo and Morocco count among the countries of origin of some of the largest numbers of migrants in Germany. They are typified by a high level of youth unemployment, few educational opportunities and low income. Many people would like to emigrate to Germany or join their family members who already live in Germany. The prospective emigrants include a large number of highly-qualified specialists who are in search of improved career prospects. The model project addressed the target groups of students facing disadvantages when it comes to education, well-educated young specialists, as well as teachers and partners in the project countries. The project stressed the goal of making a lasting contribution at the

project locations towards establishing ICT and e-learning skills at micro, meso and macro level, and broadening low-threshold access to education. The question was also explored as to the potential of the portal to reduce educational disadvantages in the project countries and to provide support for prospective emigrant specialists in pre-integration.

With the model project, DVV International faced the challenges of digital change in international cooperation. A major success factor was the close cooperation with regional and local partners. The Blended Learning courses took place in Kosovo, amongst other locations in the “Vocational Training Centre” in Pristina, a facility funded by the Ministry of Labour, as well as in the youth centre in Prizren, an independent facility promoted by the Ministry for Culture, Youth and Sport. In Morocco, the courses were held in partnership with the “*Universités pour tous*”. These Adult Education Centres are in the establishment stage, receiving advice and support from DVV International, and borrowing ideas from the German system of Adult Education Centres. The successful implementation of the model courses was supported by the creation of a high-performance classroom infrastructure.

Impact

The DIE praises the portal for being highly attractive as a place in which to learn, particularly for young, qualified prospective emigrants. Initial results of the accompanying study furthermore show: “As a service which is free to users and (...) easily accessible, the portal (...) can help improve access to learning opportunities for disadvantaged groups of the population.”

Several hundred students already registered on the portal in the first weeks at the location in Kosovo. The IWDL portal was used by a total of 7,000 people from Kosovo by the end of October 2015 – in the context of the two model classes organised by the project in Prizren and in Pristina (2,675 users), but also far beyond as a result of the spread via the pool of the total of ten separately trained tutors.



Approximately 85 students took part in the model courses in Morocco by July 2015. Many other users from Morocco registered with the portal without committing themselves to attending a course. These were primarily students, people working for German companies or business partners of German companies, relatives of Germans living abroad, as well as others who wished to migrate to Germany. The average age of the participants was 24.

In addition to the course participants' ICT and e-learning skills, the skills of the teachers have also been enhanced. Train-the-trainer measures have taken place in Pristina, Casablanca and Rabat aiming to train teachers for the model courses, to train multipliers and to entrench digital learning in the facilities' everyday further training. At macro level, DVV International managed to substantially increase the awareness of the supporting partners in the countries for the topic of e-learning in adult education. In close cooperation with the Ministry of Education, Science and Technology, the Ministry for Labour and Social Affairs and the Ministry for Youth, Culture and Sport, initial structures had already been successfully established in Kosovo by the end of the project for the introduction of e-learning into the adult education service.

The following results and original comments were provided in the provisional report after an evaluation of the project:

“As an Internet-based service, the portal promotes both students' and teachers' language acquisition and media and e-learning skills. (...) Given the high demand on the one hand, and also the high degree of acceptance among users on the other, it is recommended to ensure that the portal service is made permanent in the project countries.”

Susanne Lattke, DIE

“Learning is also an economic matter. Many people in Kosovo can't afford to attend a course. The free online service is very helpful here.”

Leonore Delija, model course in Pristina, Kosovo

“We have found in Deutsche Telekom a partner which effectively supports us in attaining our goals in digital learning and in reducing discrimination in education. The sustainability of the model project is considerably improved by the joint commitment of industry and civil society.”

Anja Thöne, model project leader, DVV International, Bonn

Evaluation report

Lattke, Susanne: The initial results of an as yet unpublished accompanying study on the model project. German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE). Bonn, 2015.

Further information on the project

Thöne, Anja: Marokko und Kosovo: Digitale Wege in der Voringegration. In: diskurs. Zeitschrift des Deutschen Volkshochschul-Verbandes e.V. Bonn, June 2015.

Sokolowsky, Celia: Zuwanderung vorbereiten und Deutschlernen ermöglichen. *ibid.*

DVV International Overview

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 920 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 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

We are a professional partner in dialogue with 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 with funds from institutional and private donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orientate ourselves towards the UN Millennium Development Goals (MDG), the global Education for All (EFA) programme and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our vision

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



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