



DVV International

Education for Everyone. Worldwide.
Lifelong.

Annual Report 2023



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Introduction



Annegret Kramp-Karrenbauer

Dear readers,

Last year saw more war and violence than any other year in recent history. Russia's terrible war of aggression against Ukraine continued relentlessly. This violence was compounded on October 7th by the inconceivable terrorist attack carried out by Hamas against Israel, and the bloody aftermath we have witnessed ever since. Other violent conflicts such as the war between Armenia and Azerbaijan, ongoing fighting in the Sahel region or the Horn of Africa and the Taliban's reign of terror in Afghanistan all add to the terrifying picture.

DWV International is active in each of these regions. Moreover, it is clear that our work is particularly important in these extreme situations. Adult education programmes give people an anchor and a sense of hope, they open up new opportunities and impart skills that are often literally essential for survival. Dialogue formats and other offers are also important building blocks in overcoming the effects of conflicts and addressing their causes. This requires extraordinary commitment. We have an enormous amount of respect for the work of our partners in Afghanistan and Ukraine, in Palestine, Mali and other regions, and we are glad to have the opportunity to provide support in acute crisis regions!

Today we are also confronted with major challenges beyond areas affected by war and violence: The buzzword "transformation" does not adequately describe the changes that people around the world are facing. The climate crisis, migration and digital transformation are examples of the profound upheavals in people's lives. New knowledge, new skills, and new perspectives are in demand, and it is adult learning and education that provides individuals with new opportunities. Our annual report offers some memorable examples of our work.

The work of DWV International is based on the experience and commitment of the approximately 850 adult education centres (Volkshochschulen – vhs) in Germany. Many of them are involved in international projects. The potential for cross-border cooperation is becoming increasingly important for international understanding and joint work on solutions to current problems since, according to one of our basic convictions, these can only be overcome together, on a global scale. In addition to the exchange of practical experience, these opportunities also provide the chance to get to know each other better, to develop an understanding of each other's life situations as well as worldviews, and thus contribute to breaking down the unfortunately growing barriers between people and their environments.

I wish you an enjoyable read!

Yours,

Annegret Kramp-Karrenbauer

President of the Deutscher Volkshochschul-Verband e.V.

Foreword



Uwe Gartenschlaeger

Dear readers,

As we look back on 2023, we remember a challenging year beset by crisis and upheaval. More and more people faced conflicts and violence in their everyday lives, while the consequences of climate change reverberated in the form of migration movements and greater existential threats. Around the world, including in Europe and Germany, people sought refuge in extremist attitudes and hate messages. At the same time, the consequences of the COVID-19 pandemic continue to impact many areas of life.

At our institute as well, where I took over the leadership from Christoph Jost in March 2023, the situation has not always been simple. Our partners around the world are suffering from dwindling public funding and in many countries, limited opportunities for civil society organisations, which are the primary providers of adult learning and education. In light of these challenges, the commitment and professionalism of many organisations and networks is all the more remarkable. Their projects provide important educational opportunities, in particular to disadvantaged members of the population. Their lobbying efforts lay the foundation for improving the legal and financial framework for adult learning and education. In some partner countries, new educational institutions have been founded and existing ones were able to expand their services and adapt them to changing needs. In the first part of this annual report, you will find examples that show how DVV International has been and remains active in providing support.

Imparting expertise is equally important to us for the further development of our field. Studies, training formats and participation in global, regional and national policy processes play a crucial role in this process. The Marrakech Framework for Action (MfA), the final document of CONFINTEA VII, provided an excellent springboard in 2023. A study we commis-

sioned under the leadership of Prof Anke Grotlüschen impressively demonstrated the role of adult learning and education in overcoming current crises and challenges. However, the study also showed the limitations that adult learning and education still faces, for example, in terms of funding.

Last year, DVV International succeeded in promoting the internationally-oriented work of the German adult education centres in a variety of ways. Two large-scale projects tackled concepts of “Urban Diplomacy” and “Education for Sustainable Development” in a cross-border framework. For the first time, partners from the USA, Great Britain and Japan were also involved. The intention is to continue working together, despite the adverse budgetary situation, since practical international cooperation can serve as an important building block in counteracting the nationalistic tendencies, which are also gaining hold in Germany.

Finally, I would like to take this opportunity to thank our staff in Germany and abroad, as well as our partners from civil society, academia and the government sector. We cannot imagine our work without your commitment. Our gratitude naturally extends to our donors, above all the German Federal Ministry for Economic Cooperation and Development (BMZ), whose unflagging support makes our work possible.

Warmest regards,

Uwe Gartenschlaeger
Director DVV International

I. Adult education projects worldwide

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

Uganda launches first national adult learning and education strategy

More than 10 million adults in Uganda are illiterate. That number represents 27% of the total population, and the trend is rising. In light of this urgent situation, DWV International is supporting the government of Uganda in establishing a well-managed and resourced system for adult learning and education (ALE). In 2023, the first national ALE strategy was launched.

In 2021, DWV International and the Ministry of Gender, Labour and Social Development conducted an ALE system assessment under the Adult Learning and Education System Building Approach (ALESBA), which was developed by DWV International in Ethiopia. One crucial result of the analysis was the lack of a well-defined strategy outlining the definition and focus of ALE and contributing to the implementation of the existing national ALE programme at all levels.

All stakeholders prioritised this issue and a team of experts was selected to formulate the first national ALE strategy. The team of experts was put together in such a way that the strategy incorporated the views of all interest groups: academia, civil society, local governments, relevant government ministries, departments and agencies, the private sector and above all, the learners themselves.

Strategy supports planning, implementation and evaluation of education programmes

The jointly developed Non-Formal Adult Learning and Community Education Strategy (NALCES) was officially launched on International Literacy Day, 8 September 2023, in Kampala. It provides a mechanism for planning, implementation and evaluation of adult learning and community education programmes and seeks to streamline coordination and collaboration among the different stakeholders. The strategic areas of intervention for this strategy are:

- a) Designing inclusive, equitable and sustainable quality education programmes and learning spaces with a focus on Community Learning Centres.
- b) Establishing an assessment and accreditation framework for promoting flexible alternative learning pathways.
- c) Strengthening governance and coordination structures and mechanisms for effective delivery of non-formal adult learning and community education services at all levels.



The Minister of State for Youth and Children Affairs and the Deputy Chief of Mission of the German Embassy Kampala launch the National Adult Learning and Community Education Strategy

- d) Promoting evidence-based policy formulation, planning, budgeting and implementation of non-formal adult learning and community education.
- e) Strengthening the capacity of stakeholders for effective NALCE service delivery at all levels for effective lifelong learning.
- f) Establishing and operationalising an effective and compliant monitoring and evaluation system.

With the launch of this strategy, Uganda made a resounding commitment to transforming adult learning and education service delivery beyond basic literacy skills and to offering a wide range of learning opportunities that meet the diverse needs of adult learners. DWV International will continue to support the implementation of the strategy and further strengthening of the ALE system. ●

Empowerment of women and new masculinity: cultural transformation through education in South America

Inequality, discrimination and gender-based violence – especially femicide – are part of the social reality and collective consciousness throughout Latin America and the Caribbean. This is mostly due to asymmetrical gender relations that begin in early childhood and are reinforced by institutions such as the family, schools and workplaces. Through its educational initiatives in South America, DVV International is committed to cultural change in order to empower women and transform men’s understanding of their roles.

There are many contextual factors which favour discrimination and gender-based violence, including dysfunctional justice systems and impunity for offenders and perpetrators. Many women, especially from vulnerable groups such as indigenous communities, are unaware of their rights. Moreover, there is often a lack of support services, political measures and cultural change to promote respect and equality between men and women.

How can cultural change succeed, and how can life stories and educational trajectories be influenced in such a way that people can pursue their life goals independently of gender-specific categorisations? The current gender work of the South America region addresses precisely these questions. For many years, various partners have been committed to empowering women: for example, the supra-regional women’s network REPEM (Red de Educación Popular Entre Mujeres de América Latina y el Caribe) developed a toolbox for the prevention of sexual violence. In Ecuador, the partner FUNDER (Fundación Educativa Monseñor Cándido Rada) is empowering women through financial education and the development of start-ups. And at the regional level, educational needs of women are being systematised using feminist popular education methods and incorporated into international conferences and decision-making bodies. In addition, a gender add-on module has been created for Curriculum globALE, DVV International’s framework curriculum for the teaching and learning of adults worldwide. Instructors are role models and have the power to create safe and unprejudiced learning spaces in which all people feel equally seen and valued by employing gender-sensitive language and breaking down power relations.

A new look at masculinity in Colombia

When it comes to gender equality, men play just as important a role as women, including in adult learning and education. Consequently, DVV International in Colombia, together with the Department for Culture, Leisure and Sport in Bogotá, launched a cooperation in 2023 on education and cultural transformation in the area of “New Masculinity.” The aim is to distribute care work more fairly and promote a cultural change in gender roles. This also includes redefining manhood and strengthening men’s caring skills – for themselves, the community, their families and environments. In the Cultural Department’s projects, for example, men learn how to change nappies, recycle and talk about their feelings. The projects are based on the understanding that in addition to the economic dimension of the unequal distribution of care work, there is also an emotional dimension.

In order to find out how the narratives associated with masculinity affect interpersonal relationships, educational choices and life goals, the partners also conducted a survey in 2023 among men and women in rural areas. The results show that masculinity in rural areas is complex. On the one hand, there are perceptions of masculinity that display a clear sense of responsibility for the community and family. At the same time, the narrative of the strong man as an independent breadwinner and conqueror prevails. Participant Rafael C. comments: “I have seen a lot of toughness [...], a large proportion of men identify themselves as the top dog: the one who decides, who manages, who always instils respect and sometimes fear [...]. Many men in the countryside are still trapped in their macho role.”

Many of the interviewees related how difficult it is for a man to live outside the codes of traditional masculinity. These masculine ideals have been passed down for generations and are reproduced in children’s education and upbringing, often through the parenting style of mothers as well who raise their children to be macho. Feelings and weakness are rejected, according to participant Guillermo V., “because emotionally you were taught that you are weak if you cry, and everyone says don’t be a baby: only women cry [...], be a man like your father [...], these things make you shy away from your feelings, and of course that’s frustrating sometimes, when something hurts you.”



As part of the project in Bogotá “Hombres al Cuidado” (Men and Care), participants learn how to change nappies

Education and gender

Over 90 per cent of those surveyed stated that education is fundamental for both women and men, and see it as a means of accessing employment and income opportunities. According to the survey participants, entrenched images and expectations have limited their educational path and career choices. Many men originally had career ideas that differed from the traditional male professions of farmer or lorry driver, for example. “But [...] in the rural area, [this] is one of the requirements to fit into the society of dominant alpha males,” says Guillermo V.

The survey results show how valuable reflection and learning processes on the topic of gender are. For many of the interviewees – both men and women – talking about masculinity was a new experience, one that sometimes caused discomfort, but also provided new insights. The collected experiences form the basis for a regional discussion and training process in which new, innovative perspectives on gender and adult learning and education are being developed. ●



Publication of DVV International and the women’s network REPEM on the prevention of violence against women

A decade of successful prison education in Tajikistan

Since 2014, DWV International has been working to improve the social and economic situation of one of the most disadvantaged population groups in Tajikistan: prisoners and ex-prisoners. Together with its partners, the institute advises and networks various stakeholders in the penal system, trains prison staff, and supports prisoners through vocational training.

In partnership with the local non-governmental organisations “Jahon” and the “Bureau on Human Rights and Rule of Law,” DWV International is currently implementing the fourth round of its successful project “Social, Economic, and Cultural Rights of prisoners and Ex-prisoners in Tajikistan” (SECRET), which is funded by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ). For the past ten years, the project has been providing prisoners with access to education, strengthening their basic rights and opening up new prospects for life after prison.

Through networking and regular exchange formats, the project has increased access to penal institutions for civil society organisations, particularly DWV International’s partners. This has fostered transparency, accountability and oversight within the system. On the initiative of DWV International and its partners, a steering committee was set up, comprising representatives from various government ministries, CSOs and other stakeholders, to facilitate constructive dialogue, joint decision-making and the alignment of project activities with broader development objectives. The committee has developed various strategies and initiatives to improve prison conditions, promote the well-being of prisoners and support their reintegration into society.

At the administrative level, the project strengthens institutional capacity and collaboration among stakeholders involved in the management of penal institutions. Through workshops, trainings and study tours, prison staff have acquired new

skills and knowledge in areas such as rehabilitation, reintegration and human rights. This capacity-building has not only improved the quality of services provided within prisons but also fostered professionalism and accountability among staff members.

Breaking free from the cycle of incarceration

Through vocational training, a total of 654 inmates (346 female and 308 male) gained practical proficiency across diverse vocations, ranging from carpentry, gas-welding and culinary arts, to hairdressing and sewing. These skills not only support personal growth but also create opportunities for successful reintegration into society upon release. This helps formerly incarcerated individuals find employment, start businesses and contribute positively to their communities; recidivism rates have decreased significantly.

Moreover, in-kind grants provided by the project enabled selected inmates to set up small businesses, such as shops, carpentry workshops or agricultural ventures. They gained a sense of self-worth and confidence, enabling them to break free from the cycle of incarceration.

Addressing target groups on different levels, the SECRET project has ushered in a wave of positive change within Tajikistan’s penal institutions, contributing to a more peaceful and inclusive society. ●

Meeting of the steering committee in April 2023, established as part of the project



DVV International opens office in Sri Lanka

Political instability and an ongoing economic crisis pose major challenges for Sri Lanka. Through targeted programmes, adult learning and education (ALE) can promote social cohesion and support the population in times of crisis to create new opportunities. In 2023, DVV International opened an office in Sri Lanka to strengthen the ALE sector in the country.

The civil war in Sri Lanka, which began in 1983 between the Sinhalese majority and the Tamil minority, ended in 2009. But the country is not at peace. In 2021, mismanagement and instability undermined confidence in the ruling party, caused inflation to rise and plunged the country into an economic crisis. Imports were largely stopped, fuel was rationed and many goods are no longer available or only at inflated prices. Many people lost their livelihoods. The poverty rate doubled to 25 per cent.

After initial consultations about a possible engagement of DVV International in Sri Lanka, the Institute commissioned a comprehensive feasibility study in the summer of 2022. The study revealed that DVV International's approach was very well received by partners in dialogue from politics and civil society. Many stakeholders have high hopes for the potential of ALE to chart a path out of the crisis, equip Sri Lankans for current challenges and help them develop political, economic and social opportunities.

There are many points of contact for the work of DVV International in Sri Lanka. These include vocational training, supporting disadvantaged population groups, programmes for those who have not finished schooling, and measures for understanding and social cohesion.

Analysis of the ALE sector and initial pilot measures

At the end of 2022, the institute began by setting up an office in the capital Colombo, which officially opened on 2 February 2023. A preliminary country programme was developed based on the recommendations of the feasibility study, and the first measures were implemented in 2023. These included conferences in the provinces of Uva and Eastern as well as at the national level, during which representatives from the government, civil society and universities analysed the situation of ALE in the country. One important finding is that there currently exists no standardised and



Learning sewing techniques opens up new sources of income for women

comprehensive term for adult learning and education, and that it is associated with different ideas, experiences and expectations. In addition, supply and demand are often not well coordinated and the responsible authorities do not communicate with each other sufficiently.

In addition, the first training courses for adult education specialists have now taken place. Educational measures were piloted together with local non-governmental organisations to support women in generating income on the one hand, and to strengthen political participation and social cohesion on the other.

In 2024, the focus is on developing a common understanding of adult learning and education with key players from politics, business and civil society, as well as defining key points for strengthening the sector. The process is based on DVV International's Adult Learning and Education System Building Approach (ALESBA). ●

Adult learning and education in times of war and violent conflict

Wars and violent conflicts are significantly increasing in extent and intensity worldwide with serious consequences for the lives of millions of people. Adult learning and education (ALE) supports people and societies in the event of war and conflict in many ways: in conflict prevention, in overcoming and processing conflicts, and in integrating refugees.

There is an enormous, and diverse, need for ALE services in conflict situations: on the one hand, people require counselling services and socio-psychological support to help them continue their everyday lives despite the traumatic experiences of death and loss. There is also often a great need for people to acquire new skills and knowledge to secure their own survival or to help them pursue new opportunities.

However, the importance of ALE is not limited to immediate instances of conflict; it can also effect positive change in the lead-up to conflicts and in their aftermath. By broadening horizons and teaching about different perspectives and how to empathise with others, ALE can support the transformation of conflictual relationships between formerly hostile groups and thus promote sustainable peace.

ALE also forms a key component in the support and, if necessary, permanent integration of refugees. Adult learning and education institutions in the host countries offer services such as low-threshold counselling services, the opportunity to have professional skills recognised – often combined with vocational training – and language courses. ALE therefore makes an important contribution to all stages of dealing with conflicts.

Many of DVV international's partner countries are currently at war or embroiled in conflict, be it in the Middle East, Ukraine or Afghanistan. Together with its local partners, the Institute is therefore developing educational programmes to support affected groups and to deal with both the causes and consequences of conflicts. The following examples from Ukraine and Tunisia provide an insight into the Institute's global work.

Internally displaced persons participate in a cooking class in the city of Poltava



Ukraine: return to civilian life for traumatised people, refugees and veterans

Since the beginning of Russia's war of aggression against Ukraine, more than 6 million people have fled Ukraine and more than 5 million people have left their homes and sought refuge in other regions of Ukraine. In order to maintain civilian life, restore destroyed infrastructure and even now begin to shoulder the reconstruction of the country, people need personal, social and professional skills. There is therefore a great need for adult learning and education programmes.

As early as February 2022, DVV International's partner organisations in Ukraine – local adult learning and education centres administered through civil society – reacted quickly and developed new educational programmes for traumatised individuals, internally displaced persons and for other interested people. The adult learning and education centres are deeply rooted in their respective communities; they understand the mood and needs of the population well, and how to utilise the transformative role of ALE to help people in need to adapt to difficult living situations. Educational work, even in those centres which are at great risk due to their relatively short distance from the fighting, has hardly been interrupted. At the same time, the centres serve as places of support and coordination for civil society initiatives and volunteers to help those in need.

After two years of war, veterans and their families make up a significant target group in the local adult learning and education centres. Veterans face various challenges in transitioning to civilian life. These include physical and mental health hurdles, the need for legal advice, and difficulties (re)starting a civilian job. Family members of veterans find themselves in new roles, and often have to reorient themselves both within the family and professionally. With funding from the German Federal Foreign Office, DVV International and the local partner organisations began in 2023 to tailor and expand counselling and educational services specifically for these groups. These include regular (career) counselling and orientation services, vocational and general education programmes as well as financial support to help veterans in founding small businesses.

Participation of migrants in Tunisia

Tunisia has been impacted directly by crises and conflicts in sub-Saharan Africa since the hardship experienced by citizens of many African countries, often exacerbated by violent conflicts, is driving many people northwards. In Tunisia, the Association for Leadership and Development ALDA (Association pour le Leadership et le Développement), together with DVV International, supports migrants in adjusting to everyday life Tunisia and integrating both socio-economically and culturally.

ALDA offers migrants a wide range of programmes, including exchange events with the local population. In particular, new arrivals are trained in the Tunisian dialect. Even if many migrants have knowledge of French and/or Arabic, the Tunisian dialect as a mixture of both languages requires comprehensive training, for which a wide variety of materials have been developed. In addition to information campaigns, which are primarily aimed at the local population via social networks to sensitise them to the situation of migrants, other offers are provided for migrants. These include cultural activities such as theatre events, as well as practical training to enable them to become self-employed. In this way, migrants are given comprehensive support in building a new life in Tunisia.

The examples from DVV International's project work illustrate that even – and especially – in the midst of conflict, ALE has an important role to play. Together with its partners worldwide, the Institute is committed to ensuring that the positive potential of ALE in the context of wars and conflicts is recognised and maximised to a greater extent. ●



Further training for municipal managers on immigration and related policy matters, organised by ALDA, DVV International's Tunisian partner organisation

WEB

The expert paper Adult learning and education in times of war and conflict is available online at www.dvv-international.de/en/materials/publications/expert-and-position-papers

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ADULT LEARNING AND EDUCATION IN TIMES OF WAR AND CONFLICT
Findings from the work of DVV International

Wars and violent conflicts are significantly increasing in extent and intensity worldwide with serious consequences for the lives of millions of people. Almost always, access to formal education systems is interrupted or severely restricted – often for years. Schools and other educational institutions in many places are the first to be affected by closures, and many people migrate abroad and need further education there. Adult Learning and Education (ALE) makes an important contribution in the support of people and societies in situations of war and conflict. Its importance is not limited to immediate instances of conflict; it can also effect positive change in the lead-up to conflicts and in their aftermath.

ALE supports people and societies: 1) through conflict prevention, 2) through the coping with and 3) through the processing of conflicts as well as 4) through the integration of refugees. ALE thus makes an important contribution in all stages of dealing with conflicts. Many partner countries of DVV International find themselves currently in war and conflict situations. The Institute therefore works with its local partners to develop educational programmes to support those affected and to address both the causes and consequences of conflicts. The examples drawn from practical experience demonstrate the full potential of ALE.

Tackling the causes of conflicts
ALE enhances the ability of people to interact with one another in a nonviolent manner. ALE can contribute to the initiation of dialogue between people from opposing groups, to reveal prejudices and to help them reconsider existing stereotypes.

Nonviolent methods of communication can not only be used to deal with conflicts, but also to prevent escalation. For instance, ALE enables people to change their perspective in order to reflect on the causes of conflicts and work towards peaceful solutions. ALE can thus contribute to the transformation of conflict-ridden relationships. Gender-sensitive educational work, which focuses particularly on disadvantaged groups of the population, also makes it possible to mediate and reduce existing frustrations and fears at the local level. It thus embodies a broader range of people to get involved in society. An investment in ALE is therefore a long-term investment in conflict prevention.

Through its work in more than 30 partner countries, DVV International strengthens dialogue between the state, civil society and various societal groups. Constructive relationships are built which are based on participation, active involvement, transparency and accountability and thus create mutual trust. We support civil society actors to participate in political and societal processes that strengthen the common good. Through dialogue initiated by these actors, state institutions develop a stronger orientation towards citizens.

In conflict situations: support those affected
During wars and violent conflicts, many educational institutions are faced with major tasks and challenges. Staff and teachers are often directly threatened and are then not available to continue teaching. Rooms for teaching are no longer available or are unsafe. ALE structures can often adapt more flexibly than formal systems to volatile conditions, offer niches and supply possible substitute programmes.

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Chisinau, capital of Moldova, opens first municipal centre for adult learning and education

DVW International has been working in Moldova since 2010 to strengthen the national system of adult learning and education (ALE) and to contribute to the sustainability of local ALE providers. In 2023, the city administration of Chisinau and DVW International jointly opened the capital's first municipal ALE centre.

In 2020, Chisinau joined the UNESCO Global Network of Learning Cities and declared the creation of lifelong learning opportunities a priority for the city. A special unit for lifelong learning was established at Chisinau's Municipal Directorate for Education, Youth and Sports. In the summer of 2022, the city of Chisinau and DVW International signed a Memorandum of Understanding with the aim of establishing the first municipal ALE centre in the city.

The municipality committed itself to securing a building for the future centre. DVW International took over the task of renovating and equipping the site and, most importantly, to supporting the organisational development of the new structure and guiding it in creating needs-based educational offers. These offers were to target especially disadvantaged populations with limited access to education, including the unemployed, housewives or non-working mothers, immigrants and the elderly.

Finding a suitable building was challenging, as there are only few adequate spaces available in the centre of the capital. In the end, the centre was set up in a residential area in a separate wing of a lyceum, a public pre-university school. The 13 classrooms were renovated and transformed into modern multifunctional learning spaces. On 26 April 2023, the municipal ALE-centre in Chisinau (CMIEA) was inaugurated in the presence of Chisinau's mayor and deputy mayor, a representative of the German embassy as well as DVW International's director. Just one month later, the newly recruited teaching staff were able to start the first courses for adults.



Guests at the opening of the centre on 26 April 2023

Mannheim Evening Academy supports organisational development

In order to strengthen the centre's institutional capacities, DVW International initiated an exchange with the Mannheim Evening Academy, one of Germany's oldest adult education centres in Chisinau's German twin city of Mannheim. The cooperation between the two institutions began in February 2023 with a workshop on institutional development in Chisinau, led by the managing director of the Evening Academy. In September, a number of CMIEA employees and members of the municipal leadership then travelled to Mannheim for a study trip.

The centre is still in its infancy, but in 2023 already more than 2,000 adults participated in various educational activities at CMIEA. These educational offers will be expanded in 2024. In addition to the currently free courses, fee-based offers will gradually be introduced to cover some of the costs and ensure the financial sustainability of the centre. ●

From local education provider to national ALE advocate: an example from Jordan

DVV International and the Family and Childhood Protection Society (FCPS) in Irbid, Jordan, started collaborating in 2014 by creating adult learning and education offers for Syrian refugees and the local community in Jordan. The success of this project laid the foundation for an enduring partnership. Kazem Al-Kafiri, President of the FCPS explains how – with the support of DVV International – his organisation has developed from a small, local organisation to an active national and international player in ALE (adult learning and education).

Mr. Al-Kafiri, your organisation and DVV International have been working together for almost 10 years. How would you describe this collaboration?

Over the years, DVV International has supported us by offering counselling and trainings in areas such as participatory learning approaches, project acquisition and project management, as well as financial support to better equip our classrooms. This has empowered us to now become a self-reliant provider of ALE in Jordan. The Community Learning and Training Centre that we established during the cooperation stands as an independent entity, attracting projects from UN Women, Deutsche Welle and others. The centre not only sustains itself through fundraising but also provides accredited training programmes for trainers, contributing to the continuous development of adult educators. This underscores the enduring impact of DVV International's capacity development.

What is the main focus of your work, and how is FCPS contributing to the development of ALE in Jordan?

With our educational work, we aim to reach disadvantaged population groups in particular. We focus on vocational training for young people and educational programmes for women, many of whom have suffered domestic violence. On a national level – and as a result of the collaboration with DVV International – FCPS has established the Jordanian ALE network with two other partners of DVV International. It is the first initiative to bring together ALE service providers under one roof. The network symbolises the sustainability of efforts beyond individual projects. The advocacy on the part of the network for a broader understanding of ALE along with plans for an annual forum on ALE topics exemplify sustained

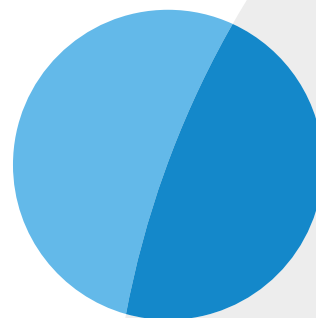


Kazem Al-Kafiri

efforts to drive positive change in the sector. With all its activities and offers, FCPS is now a nationally recognised ALE actor. Together with the Ministry of Education and the municipality of Irbid, we are also applying to become a UNESCO learning city. Furthermore, DVV International invited and encouraged us to participate in regional and international formats such as UNESCO's International Conference on Adult Education (CONFINTEA). Now we are even contributing to discussions on ALE on a global scale.

Where do you see your organisation in the future?

We will build on what we have learned to sustain our contributions to the development sector, utilising ALE as a tool for positive change. I am sure that DVV International will continue to support us in this endeavour. Concretely, DVV International's experience will be crucial for us in promoting and expanding the Jordanian ALE network. We also hope to further contribute to regional and international discussions on ALE. ●





II.

Expertise and advocacy for adult education



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

Preventing violent extremism in Central Asia: the Curriculum PreViEx

Violent extremism is one of the greatest security problems in Central Asian countries. DVV International Uzbekistan – together with experts from the region – has developed and piloted the Curriculum PreViEx, a modular training programme to prepare trainers who are working in extremism prevention.

A major challenge in Central Asia is the rapidly growing threat of international terrorism, which transcends the borders of individual states. The roots of violent extremism are complex and multifaceted. Examples include economic and political grievances, religious and ethnic tensions, proximity to conflict zones as well as online radicalisation and propaganda.

Finding ways to inform and educate the public is crucial in tackling violent extremism but there is often not enough funding for these activities and the countries are lacking professional and experienced trainers. Also, there are insufficient systematic methodological materials in local languages.

Training of trainers through a competency-based approach

In light of these challenges, DVV International Uzbekistan developed and piloted the Curriculum PreViEx (Preventing Violent Extremism). The curriculum follows a competency-based approach and builds on the main principles of DVV International's other curricula such as Curriculum globALE and Curriculum interculturALE. It offers tools and methods to plan, conduct and assess training sessions and contains many practical exercises. The Curriculum consists of two parts:

- A basic framework describes key competencies for trainers working in the field. The modules include topics such as risk and target group analysis, psychological aspects of trainings for extremism prevention, methods for developing critical thinking, alternative narratives to prevent violent extremist propaganda and recruiting, and more.
- An appendix offers additional informational material for each module, including recommended literature and QR codes for self-study materials as well as a glossary of important terminology.



Members of the pilot group during a Curriculum PreViEx training session

The way forward: implementing and institutionalising the curriculum

During the pilot phase, a group of 24 participants – among them representatives of civil society organisations and law enforcement agencies – tested the programme in offline and online formats over four months. The results were used to further improve the curriculum. An accompanying analysis confirmed the high relevance of the content and the effectiveness of the chosen methodology.

The participants now have the knowledge and tools necessary to work as PVE trainers in the future and to advance the fight against violent extremism in their respective countries. Next, DVV International Uzbekistan aims to institutionalise the curriculum in different educational institutions and is currently negotiating with the Law Enforcement Academy.

The curriculum is part of the larger project Preventing Violent Extremism in Central Asia (PREVECA), funded by the German Federal Foreign Office and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH from September 2020 until June 2023. ●

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The Curriculum PreViEx is available online in DVV International's ALE toolbox:

www.dvv-international.de/en/ale-toolbox

The “poor relation of financing”: findings of a study on adult learning and education worldwide

As part of the study entitled “Adult Learning and Education within the Framework of Lifelong Learning,” a team of researchers from Germany, the USA and Australia analysed the state of adult learning and education (ALE) in eight countries. The study was commissioned by DVV International and published in 2023 in the International Perspectives in Adult Education (IPE) series. Co-author Prof Dr Anke Grotlüschen, Professor of Lifelong Learning at the University of Hamburg, talks about the key research findings.

Prof Grotlüschen, in the study on the state of adult and further education in eight countries worldwide, you examined framework conditions and challenges. Why are these findings important?

There is a concern that adult and further education has been rendered rather invisible since the discussion on the sustainable development goals, in which “lifelong learning” is sometimes understood to mean school. That was not actually the case in the EU’s memorandum on lifelong learning, which was published a good 20 years ago. And now, we want to know whether this has had negative consequences.

What are the key findings?

Financially, it is more or less irrelevant what it is called: adult and further education is always the poor relation when it comes to funding anywhere. We also learned that adult and further education associations play an enormously important role – for example, they prepare continuing education strategies. Such associations also look for contact partners, introduce research findings to debates, and bring together the needs of education providers.

However, if things need to happen quickly, there is no waiting for the normal political process: adult and further education is organised very quickly. In Ukraine, for example, first-aid courses were rolled out immediately. In Thailand, they switch to silk production when fertile land is rendered non-arable by climate catastrophes.



Prof Dr Anke Grotlüschen

What role does adult and further education play in the societal and political discourses in the countries studied?

Some countries in the study had right-wing populist governments at the time of the survey. In these countries, adult and further education is important for maintaining critical standpoints. Most often, it is precisely under these governments that it is severely curtailed, which in turn shows that autocrats judge adult education to play an important role in democracy.

Adult and further education often takes place in less formalised, bottom-up contexts. Do you have a concrete example of this from your survey?

Good question! Yes, what impressed me was the activism in South Africa, where there was an immediate transition to informal learning stemming from the food shortages during the lockdowns: people taught each other via Messenger video calls how to grow filling foods and prepare them for soup kitchens. This trend has spread massively.

I was also impressed by the men’s shed movement. These are sheds located behind gymnasiums where older men build and repair things while their wives exercise inside. In

Australia, this movement is helping to repair the damage after bushfires, droughts, and floods.

Similarly, illiterate Indian women have depicted their experiences of sexual assault in drawings on the six metres of fabric used to make a sari. They delivered them to the deputy mayor in Delhi, and secured the creation of a complaints office for women who work unprotected in the informal sector. Such examples are enormously encouraging and empowering.

In your opinion, adult and further education is very much underrepresented in the discourse on education policy compared to school education. Why is that? And what should it provide in a society based on lifelong learning?

It is because school education wins or loses elections, which is why school and childcare policy is always top of the agenda. But if you are not thinking about re-election first, you need to expand adult and further education so that it not only explains plug-in solar power plant construction but also hosts post-fossil fuels leadership training. The positions must be equal to school-based teaching positions; otherwise, we will continue to lose our staff in the teacher shortage.

In the study, you provide a summary of recommendations for policymakers and practitioners. Which of these are relevant and valuable for adult and further education in Germany? Are there best practices from other countries?

We should also make it clear that adult and further education is the core component of lifelong learning. Life expectancy around the world ranges from 51 to 88 years and is constantly increasing. This means that we have 30 to 60-plus years of life after leaving school, and the education system is simply not in line with this. Germany also needs to improve in this respect. ●

Interview conducted by Bente Gießelmann for the University of Hamburg.



About the study

For the study, researchers from the University of Hamburg (Germany), Rutgers University (USA) and the University of Technology Sydney (Australia) conducted interviews with 25 adult learning and education experts in Australia, Brazil, India, Jordan, South Africa, Kyrgyzstan, Thailand and Ukraine. The result was a model that illustrates how factors and stakeholders interact at different levels of society and influence ALE in different contexts. The study shows that adult education (with a few exceptions) is still the “poor relation” of the education sector. Associations and democratically structured ALE organisations are the driving force behind ensuring that lifelong learning receives any attention at all in politics and legislation. However, their effectiveness can be limited by factors such as a lack of resources, funding and expertise.

The findings from the study led to recommendations on how adult learning and education can be strengthened in the context of lifelong learning. The authors of the study recommended measures such as the establishment and support of sustainable networks

and associations as well as the collection and use of high-quality data (in terms of quantity and quality) on ALE to promote and strengthen its offers at local, state and national levels.



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The study is available online at www.dvv-international.de/en/materials/publications/international-perspectives-in-adult-education-ipe

Instruments for strengthening adult learning and education systems put to the test

DVW International is committed to strengthening adult learning and education (ALE) systems worldwide. To this end, DVW International has developed a series of instruments that are summarised in the so-called ALE Toolbox. Three of these instruments have now been analysed in Asia, and recommendations for further implementation have been formulated.

The freely accessible ALE toolbox currently consists of eight instruments that the international offices of DVW International can use and adapt according to local needs. The offices in Asia use three curricula in particular to qualify ALE teachers, strengthen ALE centres and professionalise ALE managers. These curricula and their application were evaluated by external experts in 2023.

Theory and practice smoothly intertwined, flexibly adaptable to local needs

The Curriculum globALE has been used by DVW International since 2012 to train ALE teachers. It includes modules on topics such as the scientific foundations of adult education, lesson planning, and measuring learning progress. The study emphasises the particular success of close integration of the training with the practical work of the teachers in their own teaching situations. The recommendations focus primarily on the type of teaching, for example, through the greater inclusion of local theories, concepts, materials and experts or through the expansion of online formats. The study also suggests that the Curriculum globALE be publicised and opened up to new sectors such as schools and vocational training.

The Curriculum institutionALE defines three essential tasks of ALE centres: providing orientation, organising education and encouraging participation. It also identifies seven core institutional competences required for this. These include, for example, embedding adult education in the organisational strategy, addressing target groups and recruiting teachers. The adaptability of the curriculum to different contexts is highlighted as a particular strength. The participatory

approach, involving ALE centres from the conception to the evaluation of the measures, is also rated as particularly effective and sustainable.

The Curriculum managerALE for the professionalisation of ALE managers has so far been tested primarily in Laos and Cambodia, and in parts also in Palestine and Kyrgyzstan. The study assesses it as an important tool for closing the gap between existing training opportunities and the requirements that ALE managers face on the job, with potential for application worldwide.

Overarching recommendations

The study stresses the importance of internal exchange and further training in order to develop a common understanding of the curricula and to communicate them professionally. It also emphasises the need, already mentioned in the curricula, to adapt them to local circumstances. Related to this need to incorporate specific needs arising from the local context, the study demonstrates that measures were particularly successful when they were planned together with the partners and supported by them. The study recommends supplementary measures for the future, such as the establishment of “communities of practice,” in which former participants can organise themselves in groups to advise and support each other.

In October 2023, colleagues from all Asian country offices met in Tashkent, Uzbekistan, to discuss the results and jointly develop plans for implementing the recommendations. ●



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All instruments can be found in the ALE toolbox: www.dvw-international.de/en/ale-toolbox

50 years of ICAE: “Our aim is to promote the well-being of people and the planet”

The International Council for Adult Education (ICAE), of which DVV International is not only a member but also a co-founder, advocates for adult learning and education (ALE) at a global level. It represents more than 800 non-governmental organisations in over 75 countries. In December 2023, ICAE celebrated its 50th anniversary at its world assembly in Bali. Jose Roberto Guevara, President of ICAE, talks about current developments and the council's global work.

Mr Guevara, ICAE has been promoting the interests of adult education for 50 years. In your opinion, what are the most important issues and challenges ALE is facing at the global level today?

One continuous challenge is the visibility of all types of ALE within lifelong learning. While formal, accredited and classroom-based ALE will continue to be relevant, there is a growing need for ALE in non-formal and community settings to be more visible if we are to acknowledge their significant role in responding to current realities, like the pandemic. Another point is the role of civil society. Civil society organisations (CSOs) are the main facilitators of ALE within the movement for change. Yet they are often first to be suppressed when they call for change and challenge power. Therefore, strong CSO networks, like ICAE, are essential to contribute to change. Finally, the withdrawal of the state from the education sector and the adoption of neoliberal policies expose ALE to the risk of being left to the free market.

Every 12 years, UNESCO organises the International Conference on Adult Education CONFINTEA, which took place for the seventh time in 2022. As a result, the participants adopted the Marrakech Framework for Action (MFA). What are the most important wins we achieved in Marrakech and what role does the MFA play in your work?

DVV International, ICAE and ASPBAE (Asia South Pacific Association for Basic and Adult Education), representing CSOs on the CONFINTEA VII Consultative Committee collaborated to ensure that CSOs were engaged at all stages of drafting the MFA. In Marrakech, we ensured that ALE continues to be visible within the lifelong learning discourse and secured key principles of a rights-based education and



Jose Roberto Guevara

ALE as a public and common good. Participants and member states recognised that ALE is essential to achieve the transformation envisioned by the UN sustainable development goals. The MFA highlights the funding and resources required to support transformative ALE, and asserts the valuable role of civil society organisations in ALE delivery and advocacy. The MFA is a guide for the kind of ALE we are committed to and that we aspire to achieve with our capacity-building and advocacy work. It is also a mechanism for holding governments to account as well as establishing a shared framework for cooperation across national, regional, and global civil society organisations.

DVV International and ICAE have been close partners for decades. How can the two institutions work together to advance the interests of adult education?

ICAE and DVV International are both significant global ALE actors. We have established a rich history of partnership in conducting projects and activities. We collaborate in advocating for ALE policy and in advancing the concept of ALE through initiatives like the We Are ALE campaign. Additionally, we have developed capacity-building tools such as Curriculum globALE and have engaged members of both ICAE and DVV International in various crucial actions, including CONFINTEA VII. Our aim is not only to advance the interests of ALE but also to promote the well-being of people and the planet. Our collective efforts strive for learning that inspires transformative change towards a more just, equitable and sustainable future. ●

Strategies for effective advocacy work in Europe

The establishment of favourable framework conditions for adult education is one of the core tasks of DWV International. Through lobbying and advocacy, consulting and financial support, the Institute engages in various efforts in its partner countries, such as ensuring that appropriate laws are passed, strategies are implemented, and that sufficient funding for the sector is guaranteed. In 2022 and 2023, DWV International organised two regional academies to support the advocacy work of its civil society partners in Europe.

In DWV International's six European partner countries – Armenia, Bosnia and Herzegovina, Georgia, Kosovo, Moldova and Ukraine – adult learning and education (ALE) is often understood in a limited way, comprising simply vocational training or programmes to help adults complete their education. This narrow conception underestimates the transformative power of ALE to strengthen people's competences and empower them to get involved socially and politically.

DWV International works in its partner countries with a number of civil society networks, associations and non-govern-

mental organisations which are committed to ensuring that the concerns of adult education are heard and considered by politicians and the public. To support its partners in these efforts, DWV International, together with the European Association for the Education of Adults and the International Council for Adult Education, has offered a multi-level training programme on "ALE Advocacy" as part of two regional academies.

Critically analyse the status quo and develop strategies

30 participants from DWV International partner organisations took part in each of the face-to-face meetings of the Regional Academy in 2022 and 2023. The first Regional Academy was held in Istanbul in December 2022. In the run-up to the meeting, all participants completed a reflection task by creating posters which showed an overview of ALE policies and structures, the most important challenges and actors in their respective countries. This activity resulted in a visual panorama of national ALE systems across the region.

During the academy, the participants discussed the strengths and weaknesses of ALE systems and analysed the political environments in their respective countries. They formulated messages for effective advocacy work, identified approaches that work well and developed ideas to improve their lobbying work. As a result of this first academy, the representatives of all countries agreed to develop and implement National Advocacy Plans (NAPs) over the following two years with the advisory and financial support of DWV International.

From joint learning to concrete implementation

The second Regional Academy was organised by the DWV International country office in Bosnia and Herzegovina in May 2023. The participants first presented their National Advocacy Plans and discussed their challenges and experiences while developing the plans. The trainers and the DWV International teams, as well as the other participants, provided feedback on the NAPs for each country. The event was complemented by inputs on successful campaigns, methods and creative tools for ALE advocacy.



"The Academy has given me a powerful toolbox for advocacy and to promote the concept of lifelong learning in my work. Adult learning and education is crucial when facing the challenges of war in my country. Advocacy tools that help us spread knowledge about the value of education are essential."

Victoria Furhalo, Head of the Network of Education Centres and manager at the City Institute in Lviv, Ukraine





Participants of the Regional Academy in Sarajevo develop a mind map on advocacy tools

Following the second academy, the participants were asked to draw up concrete action plans to drive forward the implementation of the NAPs which they had developed. These action plans will be coordinated with DVV International in the next phase, and should then be implemented by the end of 2024. DVV International will provide financial resources for this purpose. After the implementation phase, the regional academies will conclude with an online event during which participants will present the results of the implemented advocacy measures, discuss the challenges and experiences, and evaluate the Regional Academy format.

The Regional Academies were developed as part of the DVV International project “Continental Exchange Europe,” which aims to provide new insights and strengthen civil society organisations in the field of ALE. More regional academies on various topics are planned for the future. ●



“The comprehensive sessions and engaging discussions with experts and other participants have enhanced my understanding of adult learning methods and advocacy strategies. I am very interested in sharing the learning outcomes in my organisation and in collaborating with peers to implement innovative approaches.”

Granit Brajshori, Project Manager at the Kosovo Education Centre (KEC)



“Based on the findings from the regional academies, I will propose including the development of non-formal adult education programmes in my organisation’s strategic plan. By participating in national working groups on education, we will also support initiatives to develop lifelong learning and adult education strategies.”

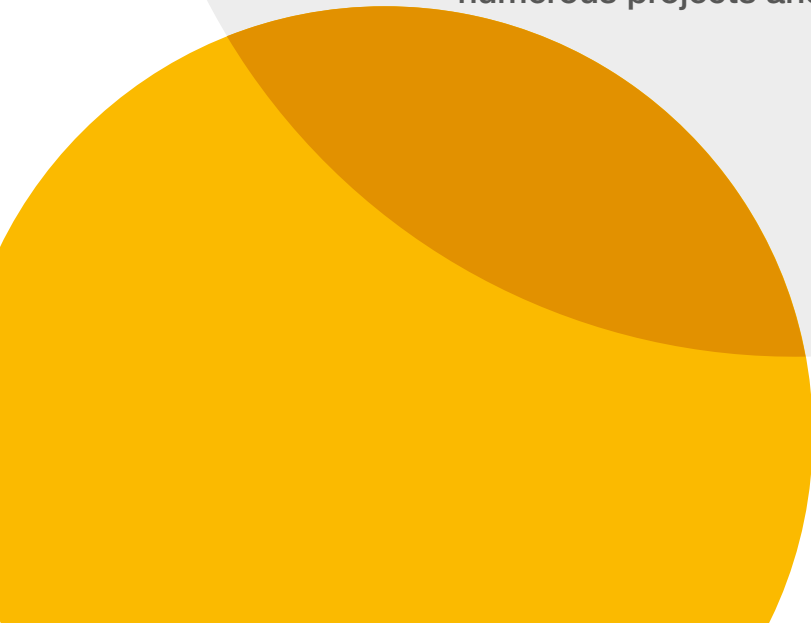


Tatiana Turchină, Head of the Resource Centre for Continuous Education and Training at the State University of Moldova



International engagement of the vhs

DVW 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 850 adult education centres (vhs) and their state associations, the largest further education providers in Germany. DVW International supports the exchange of experience between vhs and partner institutions all over the world through numerous projects and measures.



Volkshochschulen advise Bosnian adult learning and education institutions

In large measure thanks to the many years of commitment of DVV International, adult education laws and strategies now exist in almost all regions of Bosnia and Herzegovina. Nevertheless, adult learning and education (ALE) providers in the country still face major challenges, for example, in the implementation of legal stipulations, in quality management or in the development of demand-orientated educational programmes. German Volkshochschulen (vhs) have been established for decades and can serve as a role model in many areas.

In order to utilise the expertise of the vhs, DVV International promotes partnerships between Bosnian adult education providers and German vhs. In 2022 the Institute issued a call for proposals to adult education centres in Germany, asking for their support of Bosnian partner institutions in their organisational development. The vhs in Ahaus, Cham, Frankfurt am Main and Magdeburg were selected for partnerships with ALE institutions in Goražde, Tuzla and Sarajevo.

Self-evaluations and individual training programmes

First, experts from the German vhs travelled to Bosnia and Herzegovina in October 2022. They supported the Bosnian institutions in carrying out self-evaluations, using a diagnostic tool based on the Curriculum institutionALE from DVV International. Together, they analysed, for example, the management and organisational culture, educational programmes and the qualifications of teaching and management staff. This enabled them to jointly identify development needs and derive suggestions for improvement.

Based on these self-assessments, the vhs developed customised training courses for their Bosnian partners. Employees from the Bosnian institutions travelled to their partner vhs in Germany for a week each in the summer of 2023. The visits enabled an in-depth exchange of experiences and the Bosnian partners learnt about a range of approaches and practices for use in their own work, for example, in the areas of quality management or course administration.



Bosnian colleagues during their visit to the Frankfurt am Main vhs

Joint learning and eye-to-eye partnership

During their visits, the participants were highly interested in learning about the German concept of educational leave of absence and the corresponding offers of the vhs. DVV International and its partners will examine whether a form of educational leave can also be introduced into Bosnian law in order to increase the participation of adults taking part in educational offers in the country.

Building on this cooperation, further joint initiatives were developed. For example, some of the partner organisations submitted joint Erasmus+ applications and there were a number of follow-up visits in both directions. The temporary advisory assignments have resulted in longer-term partnerships, and further collaborations are already planned. ●

Sustainability: a driver of organisational development

As part of the International ESD Alliances project, twelve adult learning and education organisations from seven countries set out together to find out how organisational development can be implemented using the criteria of Education for Sustainable Development (ESD).

The method used in the project to implement sustainable organisational development is called the Whole Institution Approach. It is based on a holistic concept of sustainability as described in the 17 Sustainable Development Goals of the United Nations. In UNESCO's ESD 2030 Roadmap, this sustainable transformation of educational organisations is one of five priority areas.

Apply principles of sustainable development to all divisions within the organisation

The Whole Institution Approach aims to holistically embed ESD in educational organisations. In addition to strengthening ESD as an interdisciplinary issue in the curriculum, the principles of sustainable development should also be applied to other parts of the organisation, such as procurement, mobility and accessibility, the participation of employees and participants, or supply and disposal within the institutions. By adopting an all-encompassing approach to sustainability criteria, adult learning and education organisations can be drivers of socio-ecological transformation and role models for sustainable practice in their communities.

The International ESD Alliances project investigated how a Whole Institution Approach can be implemented in continuing and adult education. Since 2021, the twelve partners have initiated processes in their respective organisations to structurally anchor ESD criteria in various areas of work. In addition to six adult education centres from Germany, partner organisations from Japan, Austria, the Philippines, Switzerland, Slovenia and South Africa have also been involved.



Guidebook sustainabALE supports organisations with implementation

In 2023, these processes, experiences and examples of good practice were systematically analysed. This resulted in the “Guidebook sustainabALE,” which includes supplementary working materials and is available in both German and English in DVV International’s ALE Toolbox. The “Guidebook sustainabALE” provides educational institutions with valuable assistance for the implementation of a sustainable organisational development process and uses numerous practical examples based on the experiences of the twelve partner organisations in implementing the Whole Institution Approach.

International collaboration was an important catalyst in the project in order to compare the different experiences and process them in a way that was appropriate for specific groups. To this end, the partner organisation and the project team met every three months in virtual meetings to discuss individual processes and learning experiences as well as to plan activities. In addition, topic-specific working groups were set up to develop specific support materials. These materials are designed to support other educational organisations in implementing the Whole Institution Approach in the future, and will be published as part of the “SustainabALE Guidebook” in the form of supplementary working materials.

The project runs until April 2024 and is funded by the Federal Ministry of Education and Research (BMBF). ●

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The “Guidebook sustainabALE” is available online in DVV International’s ALE Toolbox:
www.dvv-international.de/en/ale-toolbox



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“Up until two years ago, I had never thought about the Whole Institution Approach: the idea that your institution can review all of your own processes and procedures, and ask yourself how you act as an institution. There are simple things like switching off the lights or collecting paper for recycling. But there are so many other points that I had never thought about: procurement, single-use plastic and the like. These are small steps we can take. In our adult learning and education centres, we plan to integrate recycling and upcycling into the existing craft courses. In addition to these practical courses, we also want to talk to students about more complex issues relating to resources and the environment. I have also been thinking about how we could transform our adult learning and education centres into ESD hubs. We could display a series of facts in specially designed information corners, show short videos, put together a small library to raise awareness and stimulate discussion.”



Ester Hakobyan, DVV International Armenia, a member of the project-accompanying resource network

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“In order to strengthen Education for Sustainable Development, I believe that cooperation at the international level is very important. You can share experiences and learn from the examples of others. Because ESD and sustainability are such broad and complex topics, different perspectives on them can be very enriching. Through international collaboration, I was able to share my experience and knowledge not only within my organisation, but also in my wider environment, both regionally and nationally. The exchange with my international colleagues also provided me with a kind of mental support. You realise that the problems you are facing also have to be tackled by colleagues in other countries, and that you are not alone in facing challenges and striving for sustainable development. That’s quite reassuring in our ever-changing and uncertain world.”

Mihaela Anclin, UPI Zalec, project partner from Slovenia



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“As an organisation and as part of the adult learning and education movement, we know that educational work is not an easy task. It’s not just about getting people to learn; it’s also about continuing to learn ourselves. This is especially true for those of us who are pushing for change. We need to change, too, and bring about change that is not just economic, but also affects our behaviour. Our educational system is determined by a dominant political and economic system, and has shaped us. We have reached a point where we need to question some of our premises. This is what we call critical thinking. That means that we aren’t just concerned with making learners think, but also about developing our own critical thinking. This is why we say: ‘Learning for change, and learning to change ourselves.’”

Ramon G. Mapa, People’s Initiative for Learning and Community Development (PILCD), project partner from the Philippines



Educational pathways: vhs Aalen charting a sustainable course

Bringing clarity into the thicket of global interdependencies and communicating practical steps to create a fairer and sustainable world were the goals the German adult education centre vhs Aalen espoused when it began designing educational pathways for Education for Sustainable Development as part of its course programme. The project was made possible by funding from DVW International's "Global learning in the vhs" programme.

The project was sparked by the realisation that, although vhs Aalen offered many individual courses on Education for Sustainable Development (ESD) in different subject areas, these had not yet been consistently interlinked. However, a topic as complex as sustainable development cannot be taught in a single course. Coordinated programmes, on the other hand, allow different perspectives and a differentiated view of the topic.

Based on these observations, the staff of the vhs Aalen jointly developed their concept of so-called educational pathways for ESD. The concept envisioned, on the one hand, a coordination of existing vhs programmes and, on the other, a (new) establishment of the topic of ESD in various subject areas. A coordinator appointed specifically for the project took the lead. Organised into the overarching themes of "Do-it-yourself sustainability," "Sustainable together locally" and "Sustainability worldwide," three educational pathways were designed, i.e. thematic clusters that bring together the programmes of the various subject areas. These educational pathways were identified within the course offerings at the adult learning and education centre, thus offering participants direction and the opportunity to deepen their knowledge through supplementary offers.

The linked programmes enable participants to recognise the connections between their local environment and the global impact of their decisions. The programmes not only impart knowledge, but also the skills needed to actively shape sustainable development. For example, the educational pathway "Do-it-yourself sustainability" included creative activities from the fields of health and art as well as lectures and workshops where debates on consumption and the growth-

oriented economy took place, and alternative courses of action were presented.

ESD as an interdisciplinary topic

Not only the course participants, but also the vhs employees from various departments learned to situate their topics within a global context. Sustainability aspects were integrated into existing sewing and cooking courses, for example. In this way, ESD became established as an interdisciplinary topic.

The search for suitable partners for new learning formats also brought vhs Aalen together with other organisations and stakeholders that it had not previously considered. In the community, it presented itself as a moderator for ESD topics and sharpened its profile. "The project has given our adult education centre more visibility by developing educational pathways for ESD," says vhs director Dr Nicole Deufel.

As part of the project "Global Learning in vhs," DW International supports adult learning and education centres nationwide in the area of global learning and education for sustainable development, including the vhs Aalen project. "Global Learning in vhs" is sponsored by Engagement Global with financial support from the German Federal Ministry for Economic Cooperation and Development. ●

"Sustainable living" : on its website, the vhs Aalen presents courses of its ESD educational pathways



Rethinking town twinning: Urban X-Change Network brings educational institutions and municipalities together

Global challenges can only be solved through joint, transnational cooperation at a political and social level. Cities and municipalities have a particularly important role to play in this regard. Urban diplomacy creates spaces for exchange and dialogue at the municipal level, which complement bilateral relations in an essential way, especially in times of crisis. Building on existing city partnerships, the Urban X-Change Network has brought together educational institutions and municipalities from four countries.



Final conference of the Urban X-Change Network in Berlin, October 2023

Town twinning is an important instrument for promoting exchange and cooperation. With their expertise in socio-political education, adult learning and education (ALE) institutions such as Volkshochschulen can create crucial linkages that enervate such town twinning relationships.

As part of the Urban X-Change Network project funded by the Federal Foreign Office, Volkshochschulen and ALE centres in partner cities in the UK, Ukraine and the USA formed a total of nine partnerships over the two-year period until the end of 2023. The aim was to carry out cross-border cultural and educational activities. The 2030 Agenda provided the thematic framework, with content ranging from racism prevention, sustainable lifestyles and resource management, to work with refugees. Two conferences devoted to ALE and networking complemented the cooperation between the participants from all four countries.

Standing up for queer rights and supporting refugees from Ukraine: the Cologne–Indianapolis and Freiburg–Lviv partnerships

Together with their partners, the vhs Cologne and the Max Kade German-American Research and Resource Center at Purdue University, Indianapolis worked to make queer life more visible in both cities and to network LGBTQIA+ communities. They facilitated numerous personal encounters and an intensive exchange between institutions of the LGBTQIA+ communities in both cities. They also organised events such as public socio-political discussions and art exhibitions.

The three project partnerships with the Ukrainian cities of Lviv, Kiev and Sumy were reorganised on short notice after the outbreak of the war. In particular, the partnerships developed concepts for the targeted support of refugees in the German partner cities. For example, the vhs Freiburg and the Centers Education Network from Lviv and other partners organised a comic strip workshop which took place in both cities on the topic of “What is my home?”. They also organised readings and discussions in public libraries to address the topic of everyday life during the war, and developed psychological support services for both refugees in Germany and participants in Lviv.

The projects have resulted in multiple close partnerships between the participating institutions, which have lasted beyond the duration of the project and thus revitalised and expanded the town twinning between their municipalities. ●

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More information and comprehensive project documentation can be found on the project website:

www.urbanxchange-network.org

Insights into German adult learning and education: delegation from North and West Africa visits Lower Saxony

At the invitation of DVV International, a delegation from Mali, Togo, Tunisia and Algeria travelled to the north of Germany in September 2023. During their visit to five Volkshochschulen (vhs) in Lower Saxony, the Lower Saxony State Association of Adult Learning and Education Centres and an industrial museum, the guests were given a comprehensive insight into the financing, organisational structure and course offerings of German adult learning and education (ALE). Dr Ayélé Rosalie Eklu-Koevanu, Director of Literacy and Adult Education department at the Togolese Ministry of Social Action, and Winfried Krüger, Managing Director of the kvhs Ammerland and Deputy Chairman of the DVV Board, share their impressions.



Dr Ayélé Rosalie Eklu-Koevanu

Dr Eklu-Koevanu, what motivated you to take part in the study trip?

The trip was an opportunity for me to better understand how German vhs work and how they run their educational programmes. I wanted to gain this experience so that I could then experiment with what I had learnt in Togo. It was also a good opportunity to share experiences and best practices with the other participants.

What were the most important things you learned from this trip?

One take-away for me was the fact that most vhs can look back on almost 100 years of experience and that they address the diverse needs of their respective communities: with educational programmes such as language and, above all, German language courses, digital learning, vocational training, tutoring for teenagers as well as young people and adults, offers for catching up on school-leaving qualifications, the training and further education of education specialists, and much more. Based on varied legal statuses (GmbH, association, municipally administered), the vhs are financed by participant contributions, third-party funds, municipal funds, federal funds, grants from the Federal Office for Migration and Refugees or funds from the European Union. Among other things, I was impressed by the integration of digital media into the educational programmes at vhs Wildeshausen, which offers courses on robotics, social networks, website creation, video production, etc. A studio

is set up for the production of podcasts, videos, books, 3D printing, etc. The services are open to the public and every six months, students from vocational schools come to strengthen their digital skills at the vhs. Other cities network with the vhs Wildeshausen to learn from their experiences in the field of digitalisation.

What challenges do the adult learning and education centres in Togo face? To what extent could the experiences drawn from this trip be helpful?

In Togo, ALE centres need to better integrate digitalisation into their teaching in order to make their curricula more attractive. A major challenge is the often inadequate human, material and financial resources of the centres. Among other things, we will use the knowledge gained from the trip to better operationalise a planned but not yet launched project to support the literacy of young people and adults in organised groups. Information and communication technologies play a major role in the project, and Togo can draw inspiration in this regard from the practices of vhs in Germany.

Mr Krüger, what was your impression of the delegation's visit to your kvhs?

We found the delegation's visit to be very constructive and fruitful, as well as extremely enjoyable. Every single person from the group of visitors was interested and eager to learn, which was evident from the numerous questions asked during the presentation about our organisation and the focus of our fields of activity, as well as in the many discussions during the breaks. The delegation offered very diverse perspectives, partly because the specific challenges in establishing or expanding adult education programmes in Togo, for example, are not the same as in North Africa and the individual roles and positioning of the colleagues in their respective systems also diverge greatly. At the same time, there was a strong overarching, quasi "pan-African" interest in progress of their own work in a solidary exchange with one other and with third parties.



Winfried Krüger

In your opinion, what are the strengths of German adult learning and education centres? What can other countries learn from the example of Volkshochschulen?

It is hard to give an answer to this question that applies across the board. The reason for this lies in the pronounced diversity of the German vhs landscape with a more or less varied "traditional open course programme" as the lowest common denominator. Elsewhere in the world, such a system could probably only be implemented on a relevant scale in a top-down approach, i.e. by political decision and with public funding. With a view to our specific work priorities here on the ground, which are essentially based on social work (financed from self-acquired "third-party funds") and consider "education and participation" as broad and inseparable concepts, some projects can actually also be implemented in a bottom-up strategy in the countries of origin. The members of the delegation also realised this and took it to heart.

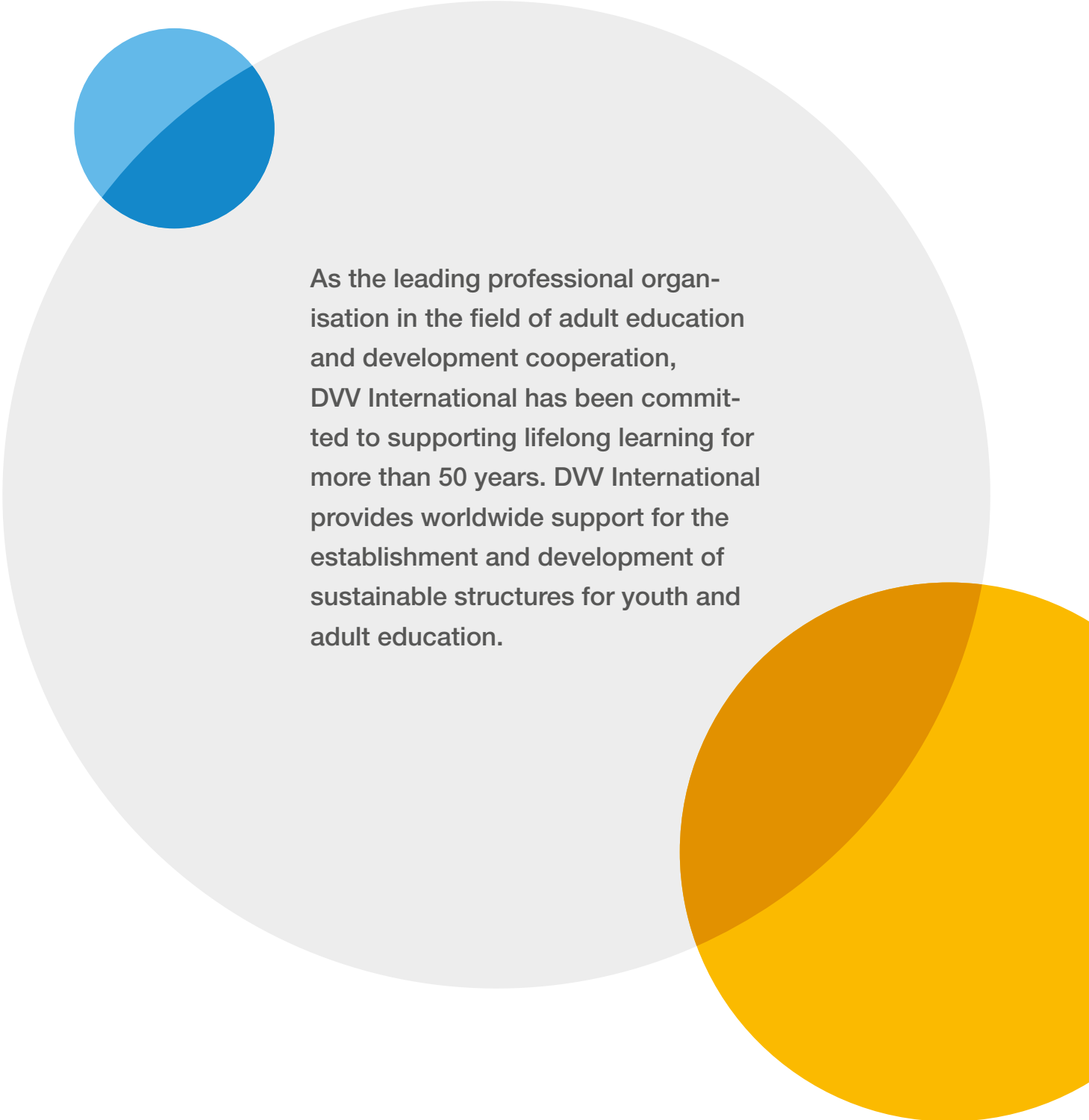
Conversely, were you able to draw inspiration for your own work from the dialogue with your African colleagues?

We definitely found the visit and the dialogue enriching. Based on discussions with the guests, I can personally imagine various scenarios for cooperation, especially in the field of social work in the broader sense. That is why we have also agreed with our colleagues to maintain communication, and I hope that we can actually develop one or more concrete ideas for projects together in the near future (with the involvement of DVV International). I would support a similar initiative again at any time and can only encourage every vhs to examine its opportunities to pursue transnational cooperation, especially with countries that are often not the focus of (public) attention, and to open up or expand those cooperative relationships if possible. ●



IV.

DVV International at a glance



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

Strategic fields of action for DVV International

DVV International is the only professional organisation in the world that focuses on the field of adult learning and education (ALE), collaborating on development and international cooperation. We work from a holistic concept of education that takes equally into account the economic, social and personal development of people. An important focal point of our work is on improving access to ALE for disadvantaged population groups.

DVV International is firmly convinced that ALE plays a key role in overcoming the multiple challenges and changes currently facing the global community and every individual. Inequality and discrimination – especially with regard to access to basic education –, violent conflicts and wars, tackling the climate crisis and the necessary changes to the environment, the digital transformation as well as the consequences of forced displacement and migration will not be overcome without sustainable investment in ALE. The dismantling of (post-)colonial structures and preservation of democratic values requires an increased level of ALE. It is precisely this last point that makes it clear that an intensified global dialogue is necessary in order to do something to counter the disturbing populist and xenophobic tendencies in Germany and Europe as well and to strengthen an awareness for global responsibility.

DVV International achieves its goals through interventions in three spheres of activity:

1 Through the **support of projects** that make the potential of ALE visible. In order to achieve longterm success in this area, an attempt is made, in cooperation with our partner organisations, to improve the legislative and financial framework conditions for ALE by engaging in lobbying and providing advisory services to governments. In parallel, we strengthen our mainly civil society partners with their organisational development and professionalisation.

2 DVV International, as a professional organisation, makes its **expertise** available. On the one hand, it is nourished by the more than one hundred years of experience of the German Volkshochschulen (adult education centres), and on the other hand by the work of our partner networks at the national, regional and global levels. Practice-oriented studies and publications as well as specialised events are carried out jointly. Another central building block is the development of curricula and guidelines for organisational and policy advisory services as well as the training and further education of adult educators.

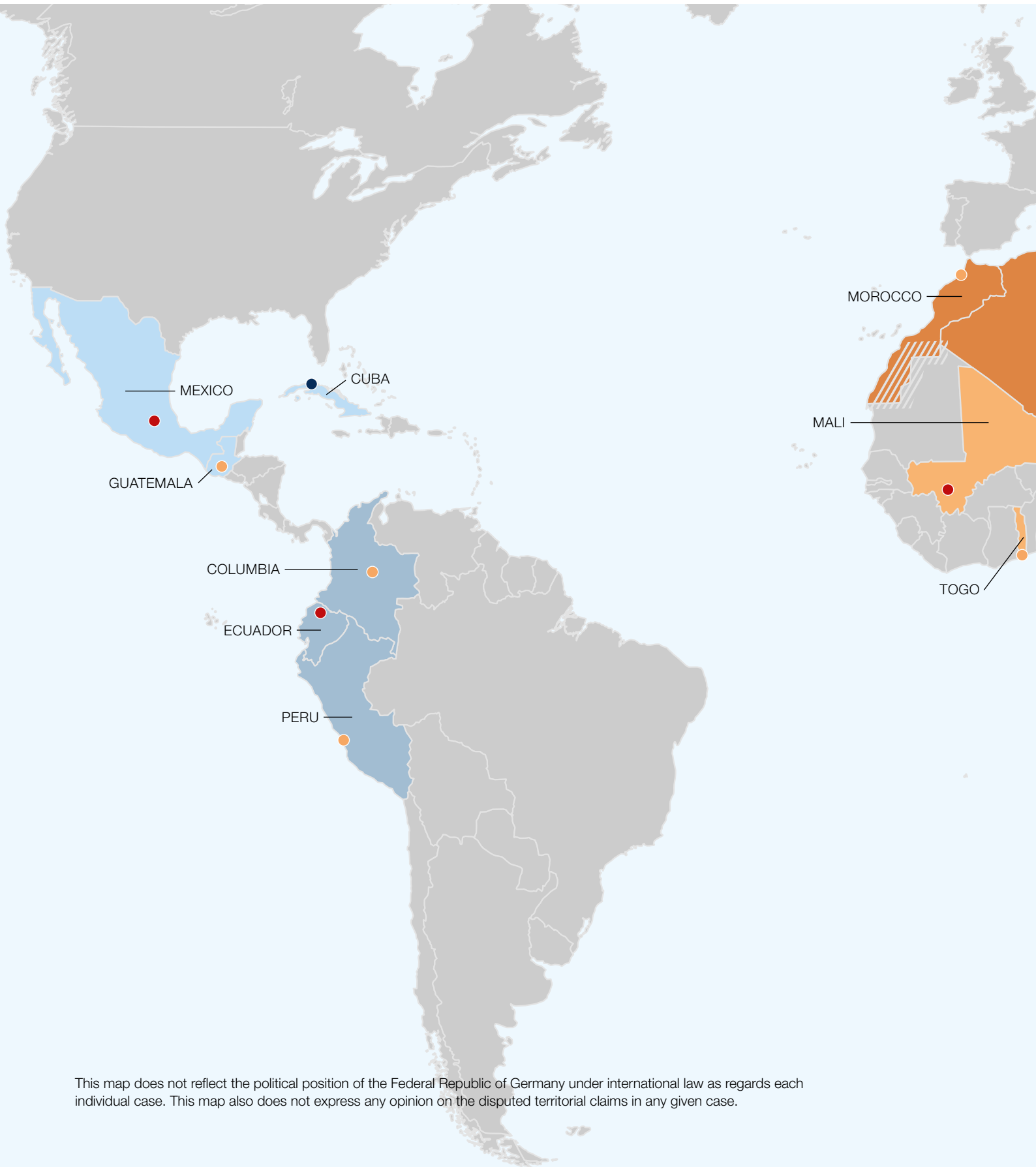
3 Ultimately, DVV International participates with its network partners in global lobbying to **improve the framework conditions for ALE**. Especially for many partners from the Global South, goals formulated by international organisations and large donors are important factors for shaping national policies. At the European level, DVV International works intensively for greater attention to be paid to a holistic understanding of ALE by the European Union in order to also improve the framework conditions for German adult education centres. ●

WEB

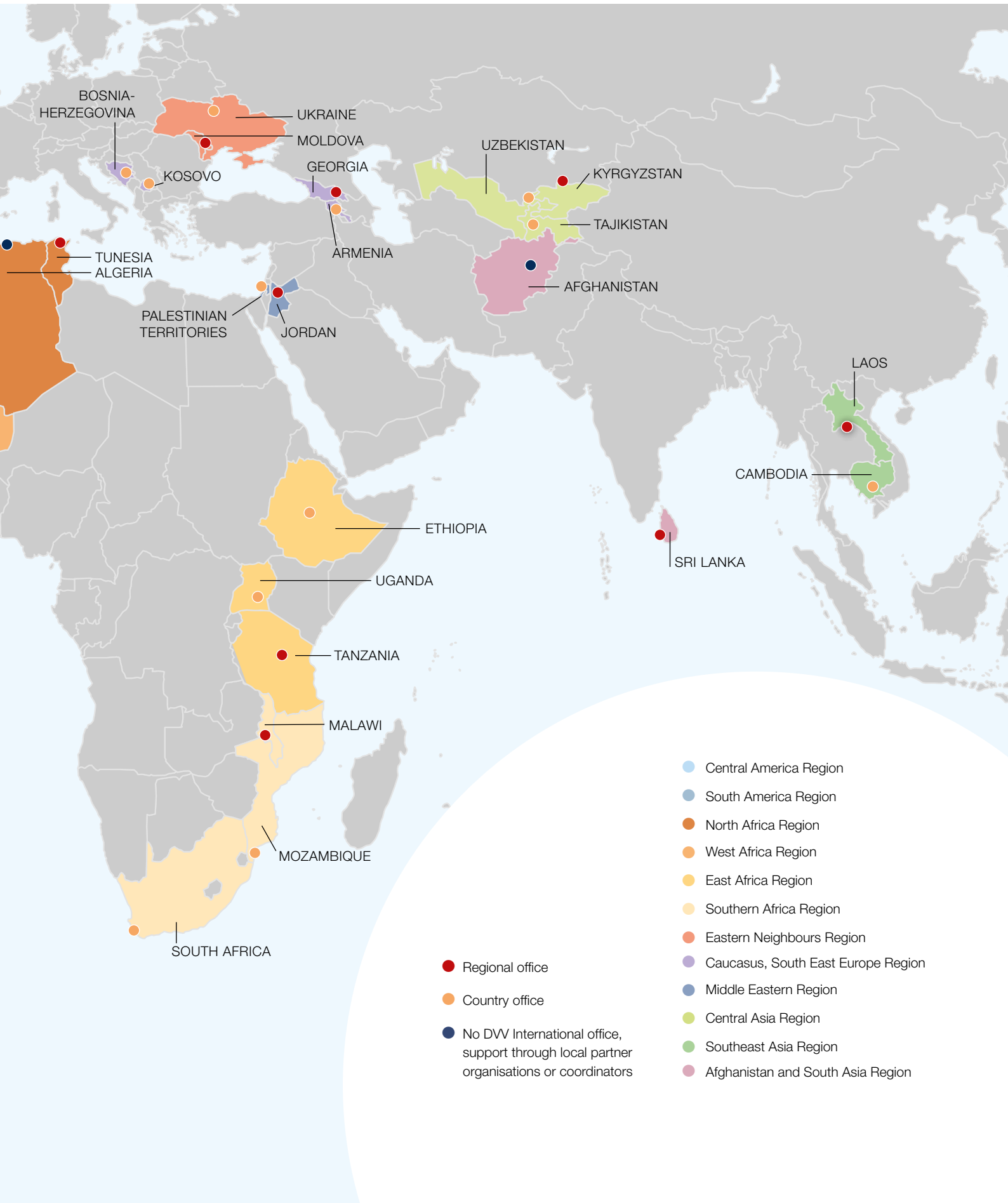
The detailed version of the strategic fields of action is available online at

www.dvv-international.de/en/our-work/fields-of-action

Our partner countries (as of December 2023)



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



Project topics in 2023

DWW International operated projects in more than 30 countries in 2023. The Institute usually develops and implements these projects together with local civil society partner organisations and in close collaboration with ministries and other governmental agencies. The diagramme below shows which topics were addressed in 2023 with the support of our donors.

AA

– Federal Foreign Office

- seeking to come to terms with history; remembrance work
- democratisation
- civil society engagement
- international cities dialogue
- media literacy
- migration and integration
- inclusion
- vocational education and entrepreneurship
- gender equality

BMZ

– Federal Ministry for Economic Cooperation and Development

- boosting adult education structures:
 - establishing, strengthening and further developing adult education systems
 - government advice in legislative procedures and policy development
 - promoting multisectoral approaches and structures in adult education
 - establishing and professionalising adult education centres
- supra-regional exchange of expertise, policy dialogue and networking in adult education
- advocacy and public relations for adult learning and education
- literacy and basic education
- vocational training
- global and intercultural learning
- environmental education; education for sustainable development
- migration, integration and refugee work
- health education
- gender equality
- community-building
- citizenship education

EU

– European Union

- vocational education
- youth education
- cultural education
- professionalisation of adult learning and education
- preventing extremism
- education in prison
- advocacy for adult learning and education

GIZ

– German Society for International Cooperation

- vocational education and entrepreneurship
- migration und integration
- preventing extremism
- environmental education and green economy
- professionalisation of adult educators
- gender equality

BMBF

– Federal Ministry of Education and Research

- education for sustainable development
- organisational development of adult education institutions

Stemsinger

- youth education
- education for indigenous populations
- creation of youth and adult learning and education centres

Strong together: global partners and networks

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

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

ASPBAE – The Asian South Pacific Association for Basic and Adult Education (ASPBAE) focuses on global and regional lobbying work as well as training key personnel. The association has about 250 institutional and individual members from 31 countries.

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

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

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

EAEA – The European Association for the Education of Adults (EAEA) represents non-formal adult education in Europe. It includes 120 member organisations across 43 countries in Europe, representing the interests of more than 60 million learners.

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

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

REPEM – More than 100 women’s organisations from 18 countries have come together in the Latin American women’s network REPEM (Red de Educación Popular entre Mujeres) to bring education for women and girls to the centre of attention and to support women in all areas of society.

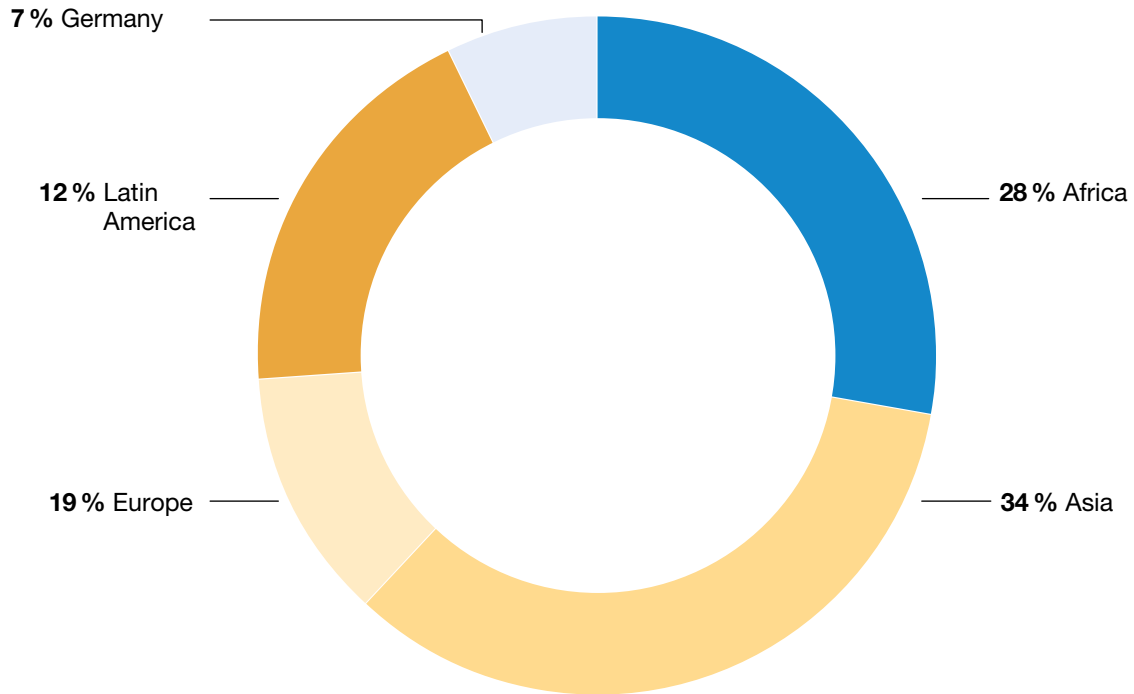
UIL – The UNESCO Institute for Lifelong Learning (UIL) is a non-profit, policy-driven, international research, training, information, documentation and publishing centre run by UNESCO. The focus of the Institute is on adult learning and education, especially literacy and non-formal education and alternative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

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

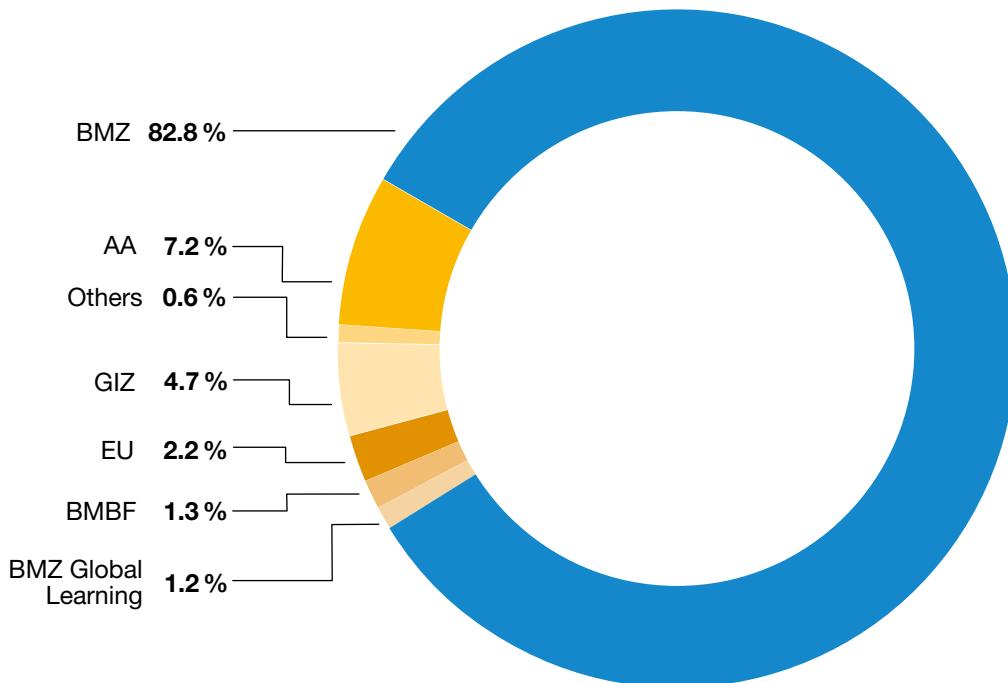
Profit and loss account for the period 1 Jan. 2023 to 31 Dec. 2023

Income	2023	2022
A. Income at headquarters	2,439,902	2,315,468
1. Administrative costs	2,270,545	2,241,740
2. Income from EU project cooperation	145,238	44,874
3. Other income	840	
4. Liquidation of provisions	23,280	28,854
B. Project grants	19,636,425	20,006,951
1. AA	1,420,473	1,167,592
2. BMBF	261,072	225,102
3. BMZ	16,494,390	16,731,391
<i>International projects</i>	<i>16,265,507</i>	<i>16,431,396</i>
<i>Global Learning</i>	<i>228,883</i>	<i>299,995</i>
4. EU	428,925	841,988
5. GIZ	921,196	937,451
7. Other projects	110,370	103,427
Total income	22,076,327	22,322,419
Expenditure	2023	2022
A. Expenditure at headquarters	2,439,902	2,432,468
1. Staff costs for central services	1,983,811	1,867,193
2. Building	194,773	187,653
3. Office equipment	83,812	142,297
4. Business supplies	16,359	15,152
5. Events/publications	19,900	29,296
6. Travel costs	27,689	46,749
7. Communication	39,672	26,272
8. Membership to organisations	20,296	20,080
9. Other administrative expenditure	53,589	97,777
B. Project expenditure	19,636,425	20,006,951
1. International projects	19,146,471	19,481,854
2. Global Learning in the vhs	228,883	299,995
3. BMBF project	261,072	225,102
Total expenditure	22,076,327	22,439,419
Result of the year	0	-117,000

Regional distribution of project funds in 2023 (19,636,425 euros)



Origin of project funds in 2023 (19,636,425 euros)



List of abbreviations

AA: Federal Foreign Office; BMBF: Federal Ministry of Education and Research; BMZ: Federal Ministry for Economic Cooperation and Development; EU: European Union; GIZ: German Society for International Cooperation GmbH

Evaluation of DVV International's work in Europe

DVV International regularly evaluates its projects and uses the findings to design new or continued projects. In 2023, three external evaluation teams analysed DVV International projects in Europe, focusing on the extent to which DVV International was able to improve the political framework conditions for adult learning and education in the respective partner countries through lobbying and consulting.

Since the early 2000s, DVV International has been active in Southeast Europe and the South Caucasus, most recently in Georgia, Armenia, Kosovo, and Bosnia and Herzegovina. Since 2010, the Institute has also been active in Ukraine and the Republic of Moldova. DVV International's work is funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) as part of its social structure promotion programme. In addition to its activities in the individual countries, the regional office in Chisinau, Moldova is implementing a transnational project that serves to promote in particular the exchange of expertise and professionalisation of key experts and develop their skills in the field of advocacy. In addition to DVV International's six European partner countries, the project addresses experts and decision-makers from other non-EU European countries – such as North Macedonia, Serbia, Albania, Turkey and Belarus.

An important focus of DVV International is lobbying and advocacy for adult learning and education (ALE) and lifelong learning. In the European partner countries, DVV International mainly seeks to sensitise political decision-makers to the importance of ALE and lifelong learning, and advises decision-makers on taking measures to create a conducive political framework for ALE. This can be done, for example, through the development and implementation of education strategies, the provision of financial resources for adult learning and education programmes, or the promotion of partnerships between government agencies, educational institutions and other relevant stakeholders.

In 2023, DVV International commissioned an evaluation to identify the successes, challenges and best practices of its work in Europe at the macro level – in the areas of legislation, strategies and standards for ALE and lifelong learning. The evaluation was carried out according to the OECD's six DAC evaluation criteria: relevance, effectiveness, impact, efficiency, sustainability and coherence. It covered the cur-



Launch of the national adult education platform in Moldova

rent three-year project phase (2022–2024) and also took into account results from the previous phase (2019–2021).

Experience, expertise and flexible consulting guarantee high relevance

The evaluation teams focused on identifying success factors, compiling lessons learned and deriving concrete and implementable recommendations. The underlying data consisted of the evaluation of project documentation, specialist publications, legislation, strategies and other relevant documents as well as interviews with representatives from civil society partner organisations and state adult education institutions as well as with decision-makers and experts.

The evaluation underscores the high relevance of DVV International's projects for strengthening the ALE sector, as they fulfil crucial needs among the target group, namely decision-makers at national and local level. These needs include gaining practical experience, drawing on existing expertise and obtaining flexible consulting on legislative processes. In particular, a clear strategy, but also continuous, long-term cooperation and support for partners and target groups, ensure that long-term impacts can unfold.

The evaluators found that DVV International and its partners have contributed to anchoring ALE in a holistic understanding in education strategies and legislation, and to opening up funding opportunities from public budgets, albeit on a small scale.

The evaluation teams particularly emphasised some of the successes of DVV International's work in their reports. In Georgia, for example, ALE was integrated into the new National Education Strategy 2022–2030 for the first time. In Armenia, data and statistics on ALE were collected for the first time with the support of DVV International; these then formed the basis for a consultation process with various stakeholders at different levels to develop an ALE concept.

Thanks to DVV International’s advisory services, ALE was included as a separate goal in Kosovo’s 2022–2026 education strategy. In Bosnia and Herzegovina, thanks to DVV International’s cooperation with all ministries of education, every canton now has adult learning and education laws whose necessary adjustments to current developments and needs are regularly reviewed. In Ukraine, after a participatory consultation process, a draft adult learning and education law was submitted to parliament in 2022. In the Republic of Moldova, a cross-sectoral national ALE platform for professional exchange was created, in turn influencing the country’s ALE policy.

Recommendations for the future

For future work, the evaluation team recommended further promoting transnational exchange and networking among ALE experts, strengthening national adult learning and education associations and networks, and giving them ownership of lobbying and advocacy for ALE. Another recommendation was to spread the holistic understanding of ALE and to systematically provide more advice to stakeholders and decision-makers at the local level in order to improve the framework conditions for ALE. ●

Evaluations 2023

Regular evaluations are an integral, accompanying instrument of DVV International’s work. In 2023, a total of eleven evaluations were carried out.

Country/Region	Evaluation title
Armenia and Georgia	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Bosnia-Herzegovina and Kosovo	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Ecuador, Peru, Columbia, regional project	Regional evaluation with a focus on gender of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Kyrgyzstan	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Mexico and Guatemala	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Region Asia	Evaluation/study: piloting Curriculum institutionALE
Region Asia	Evaluation/study: piloting Curriculum managerALE
Region Asia	Evaluation/study: piloting Curriculum globALE
Tajikistan	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Ukraine, Moldova, regional project	Regional evaluation of the BMZ-supported programme for the promotion of social structures in the period 2022–2024
Uzbekistan	Evaluation of the EU-funded project “Re-entry Pathways into Society for (Ex-)Prisoners”

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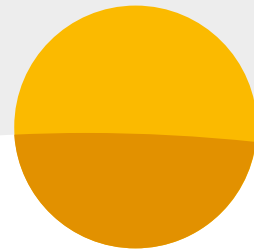
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Employee statistics

Employees DWV International (as of December 2023)

	Number of employees	Edu./Acad. staff	Admin./techn. staff
Regional and country offices	192	87	105
Seconded employees	14	14	–
DWV International Bonn	34	18	16
DWV International total	240	119	121



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Participants in a REFLECT circle in
the village of Kadji in the Gao
region of northern Mali.

The REFLECT method
("Regenerated Freirean Literacy
Through Empowering Community
Techniques") is a participatory
approach in which the participants
join so-called REFLECT circles to
learn to read, write and do maths
together, analysing and incorpor-
ating various aspects of their
everyday lives into the learning
process.

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