

81  
2014

vhs

DVV International

Adult  
Education  
and  
Development



# Communities



Sponsored by

BMZ



Federal Ministry  
for Economic Cooperation  
and Development

# *Gerd Müller*

## “Education is a basic human right for everyone”

*Interview*

**Interview** by Johanni Larjanko & Ruth Sarrazin for DVV International  
**Photo** by photothek.net



*Dr. Gerd Müller has been Federal Minister for Economic Cooperation and Development since December 2013. He has been a member of the German Bundestag representing the constituency of Kempten, Lindau and Oberallgaeu since 1994 and was foreign and European policy spokesperson for the CSU*

*in the German Bundestag until 2005, among other duties. From 2005 to 2013, he was Parliamentary Secretary to the Federal Minister of Food, Agriculture and Consumer Protection with responsibility, among other things, for international relations, development projects and global food security.*

**Why does the Federal Ministry for Economic Cooperation and Development (BMZ) support Adult Education projects in developing countries?**

Education, for me, is the key area for progress. The importance of education for sustainable social development and fighting poverty and hunger is beyond question.

**“Education is a basic human right for everyone and an essential foundation for all forms of development cooperation!”**

Without education, people continue to be dependent; with education, however, they can take their lives into their own hands and give them shape. Education is a basic human right for everyone and an essential foundation for all forms of development cooperation!

German development policy is guided by the principles of holistic *Lifelong Learning*. This means education from early childhood through primary and secondary school, vocational education, higher education, and on to further education and training. It means not just academic learning, but also and above all non-formal education, of the kind that DVV International implements in its projects. Take Afghanistan, for example: In its local education and community centres in Afghanistan, DVV International is contributing in an outstanding way to ensuring that women in particular, who would otherwise have no access to the formal education system, are able to get an education and thus have the chance to earn their own living.

**What is your personal connection to the topic Adult Education?**

Adult Education was a major focus of my studies. The institutions involved in Adult Education are important pillars of further education and training in Germany and within development cooperation.

I am convinced that Adult Education, especially in developing countries, is making a very essential contribution towards sustainable development and poverty reduction, for example, in Africa, where DVV International, with the support of the BMZ, is operating in nine different countries. We want to and will continue to strengthen and expand this work.

**What, in your view, can Adult Education accomplish in developing countries?**

Adult Education as part of Lifelong Learning is an important key to being independent and earning money. Often, in addition to reading, writing and arithmetic, quite practical life skills are also taught. I am thinking here, for example, of areas such as health, nutrition, family planning or basic legal knowledge.

The wide range of activities carried out by DVV International in Africa stretches from literacy projects to training in skilled crafts, and from courses for entrepreneurs, ranging from production to marketing, to courses for young mothers. At the same time, DVV International advises local and national governments on ways to improve the learning environment and on developing curricula. This contributes to a long-term improvement in the situation! Especially important to me is promoting equality for girls and women.

“The point is to create a humane and just world order, which at the same time also provides a set of values and offers hope for the future for all people.”

**What will be your focus for German development policy in the coming years?**

The world is facing enormous challenges: poverty and hunger, wars, conflicts and refugee flows, environmental degradation and climate change – these are key questions for human survival, and we need to act jointly and consistently here. The point is to create a humane and just world order, which at the same time also provides a set of values and offers hope for the future for all people. The reality is different: 1.4 billion people worldwide still live in absolute poverty. The richest 20 percent of the world’s population claim 80 percent of the world’s resources for themselves whilst causing two thirds of all damage to the environment and the climate. One billion people have nothing to eat and must go hungry. There are 51 million displaced persons worldwide.

For me, this means that I would like development policy to start where fundamental changes are necessary. Development policy must contribute to overcoming poverty and malnutrition; to environmental and climate protection; and to education, health care and fair working conditions. My vision here is of an ecologically responsible social market economy.

**What are the most important changes you have made so far as minister?**

I have set up four new special initiatives: “One World – No Hunger” to stabilise food security; an initiative for regional development in North Africa and the Middle East; another for refugees; and one for climate protection.

The situation in Syria alone has driven nearly three million people out of their homes. For Syrian refugees and the communities which take them in, we have therefore made 50 million euros in emergency aid available, and other significant amounts will follow.

Similarly, we have resumed development cooperation with South Sudan and, working together with France, we have become involved in the Central African Republic for the first time. In a new strategy for Africa, we are setting new development priorities.

**You want to change global structures. Must we, in the industrialised countries, also do a rethink?**

Yes! For example, for me, fair trade and complying with social and environmental sustainability standards are very high on the agenda. At my initiative, companies, associations, trade unions and civil society have come together to form an alliance for sustainable clothing production. The goal is that, in the future, consumers will be able to see if a suit or dress

has been produced using environmentally and socially sustainable methods.

**What does the Charter for the Future “ONE WORLD – our responsibility” stand for? And how can civil society actors participate?**

With the Charter for the Future, we want to show that development policy for equitable sustainable development begins with us in our normal everyday lives: What shall I wear? What am I going to eat? How big is my own CO<sub>2</sub> footprint? Every day, with our actions, we can assume part of the responsibility for our planet!

We have started a broad discussion process across society – with civil society, the business and science communities, local government and the *Länder*, governmental and non-governmental organisations, and the general public. I say to all of these actors in our country: I would like to invite you once again to get actively involved. We want a broad discussion process in which you can participate directly in the online dialogue and in the various thematic forums. You can also organise your own events and bring the results into the process of the Charter for the Future.

As far as DVV International itself is concerned, through its “Global Learning” project it is contributing to raising awareness about global relationships among interested learners in Germany’s Adult Education Centres. There are outstanding courses and exhibitions in this programme, for example on decent work, or about soccer and its global background. They stimulate a change of consciousness in society, and I encourage you to share your experiences in our dialogue process!

The German government has made the Charter for the Future a flagship project for 2014 as part of its national strategy for sustainability. It will also be a strong German contribution for 2015, when it is time to take the UN Millennium Development Goals to the next stage.

On 24 November, in Berlin, at a conference about the future, I will present the Charter, which will contain the results of our public debate, to the Chancellor. I heartily invite DVV International to take part in this event!



# Community Learning in... Afghanistan



The younger generation learn how to repair mobile phones. After some training in the Community Learning Centre, they can open their own small repair shop

During the last two years, DVV International and its Afghan partner, the Afghan National Association for Adult Education (ANAF AE) have re-established seven Community Learning Centres (CLCs) in different urban districts of Mazar-e-Sharif City, in the northern Province Balk, bordering Uzbekistan.

These centres were originally set up on community ground by UN-Habitat as District Community Forums (DCF s) in 1995 during the Taliban era. They were meant to serve community needs and to provide a safe-place for women to benefit from social and education programmes. The programmes mainly focussed on literacy education and work opportunities, supported by small loans for illiterate women.

The DCF s operated a printing press, a taxi service and some act as health posts in times of urban development. After 2002, the UN HABITAT program ended. The DCF s were forgotten for years but managed, somehow, to continue some small activities with very limited resources and limited organisation capacities.

The new Community Learning Centres are deeply rooted in the fight against poverty. The centres promote skill and competence development for disadvantaged groups, empowerment, social change and new life opportunities.

With around ten million illiterate adults, literacy education, especially for women, is still crucial. Despite the success in building up the current Afghan education system, access to education is still a problem. At present well over 30% of children are not enrolled in school, most of them young girls. School education lacks qualified teachers. Less than 3% of the population have completed a formal vocational training. Access to higher education and vocational training is still limited. The future of the country critically depends on the training opportunities and the qualification of the younger generation. More than half the population is under 25 years old, their unemployment rate is high.

The number of school graduates will increase to about 500,000 in the coming years, but there are still insufficient vocational training opportunities. Young people that could make important contributions to economic growth lack new knowledge and skills.



Young women from traditional families find a safe place to learn in the Community Learning Centre and can actively take part in the literacy classes

“The objective here is to widen participation in education, as well as to increase educational chances by relevant community-based offers that develop skills and also provide an important bridge in the transition from school to university education or employment.”

The new Community Learning Centre concept takes this into consideration. The Community Education Programmes in Afghanistan still address the interests and needs of the traditional learners, but the education needs and challenges of the younger generations in these urban communities, especially of girls, have changed.

The objective here is to widen participation in education, as well as to increase educational chances by relevant community-based offers that develop skills and also provide an important bridge in the transition from school to university education or employment.

Complementary programmes support school education. More young people from the urban communities now want to join universities. Just recently, in one of the CLCs, 68 out of 90 learners who joined the preparation courses for the university entry test got the highest scores in the city.

The education programmes offered at the centres improve the opportunities of the younger generations in urban communities. It helps them to get a start in working life and it

supports their employability through IT and English language courses, offering technical qualifications, as well as business and office skills.

The centres provide the local infrastructure and resources for social development through community-based education. They make a key contribution to Lifelong Learning in a very comprehensive manner (informal, non-formal, formal). They also strengthen capacity building for social change and participation. Many of the young learners participated in the recent elections and now expect stability and change.

Community education, as ANAF AE does it, is a way for people to enhance their lives through learning and collaboration. The new community learning concept emphasizes increased involvement of parents, businesses and local NGOs to become partners in addressing educational and community concerns. For example, the owner of a local mobile phone repair shop provides practical technical trainings in one of the centres. Women's groups meet and discuss women's rights.

The cooperation with the parents and the families is the strength of the successful education programmes. Parents and community elders influence the quality of the education programmes. Literacy programmes are provided free of charge. Most of the education programmes are supported by the families through the payment of moderate fees. This is contributing to the sustainability of the centres.

The number of learners from different generations is increasing, with the expectation of up to 14,000 learners during 2014. This will definitely influence the social transformation of the communities.

Another part of the new concept includes the suggestion to develop the centres as a hub for various community services. In particular social, basic health, vaccination and food distribution programs are on the list. The centres can also function as a platform for cooperation between governmental institutional and NGOs, offering a range of services within the community.

**More information**  
[www.anafae.af](http://www.anafae.af)

**Author**  
Wolfgang Schur, Project Coordination Afghanistan,  
DVV International, [wolfgang.schur@online.de](mailto:wolfgang.schur@online.de)

Do you dare to discover Afghanistan up close and personal? Turn page...





Photography  
by Jawad Hamdard Kia

# The other side of Afghanistan

Photo reportage

Young women want to study. English is a language that opens doors to IT knowledge and global know-how.



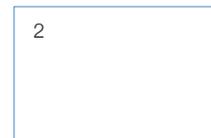
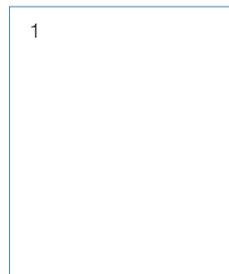




1 / Younger generations like to participate in education courses. Their perspectives on life are much different from 10 years ago.

2 / Waiting for the education programmes to start. Young boys meeting outside the Community Learning Centre on the outskirts of Mazar City.

3 / Producing yarn for carpets is part of the income generating programme that benefits groups of women from poor families.





4 / The community forum is a popular place. After school, youngsters join the education programme to improve their knowledge.

5 / Literacy is still a huge problem in the countryside and among poor urban families. Mothers and young grandmothers play an important role, motivating for more education in their families.

4

5





6 / The Community Learning Centres serve different needs within the community. Income generation activities for women are part of the programme. Women produce carpets in groups and participate in the literacy courses.

7 / The economy in Mazar-e-Sharif is booming. New computer and IT knowledge opens new opportunities for the labour market. Community Learning Centres provide a wide range of programmes for beginners and advanced learners.

8 / Women from traditional families produce noodles which they sell in their neighbourhood.



6	7
	8



9 / Completing a school education is so important. Complementary lessons, especially in science subjects, help one to successfully finish school and go to university or get employment.

10 / The Blue Mosque – the tomb of Ali, son-in-law of Prophet Muhammad – in the northern part of Afghanistan is a famous place for pilgrims. The white doves are a symbol of peace and sanctity.

9

10

# Artists of this issue

## Jawad Hamdard Kia

Photographer



### **Adult Education and Development: What were you looking for when taking the photos?**

*Jawad Hamdard Kia:* Being a student myself some years back, I have personal experiences from the challenges of the education system in my country and about how education can contribute to individual change. The level of the education system is one thing, for me education is also a very individual process. My focus was to catch these individual moments, where students enjoy and take their future in their own hands. I look for a set of common components that create beauty and a message together.

### **Why did you choose photography as your means of expression?**

I want to contribute to show the other Afghanistan, most parts of the world only see pictures of tragedies. This of course has been part of Afghan society for decades. At the same time, the dreams and especially the wishes of the young generation are different. People should know about and understand these hopes. In general, I am trying to show the subject that creates its own beauty, while I seek to connect the viewer with the subject and create a value for others. I believe that language, words and stories cannot always show what I hope to share with others. I illustrate ideas within an image, using accurate and complete information. When it works, it is a truly beautiful act of bringing people together.

**Jawad Hamdard Kia** was born in 1986 in the Urozgan province of Afghanistan. He now lives in Kabul.

Jawad graduated from Daqiqi Balkhi High School in Mazar-e-Sharif in 2004 and he then obtained a BA in Agriculture from Bamyán University, and an Associates Degree in computer science from Erfan Institute of Higher Education.

Jawad has worked with a variety of non-governmental organisations, mainly in the fields of education, media, election, development and social justice. He recently started working with the Afghan National Association for Adult Education (ANAF AE) in Kabul.

Since Jawad began photography in 2004, his works have been published in magazines, newspapers, calendars, and websites such as BBC and Kabul Press. He is a member of the Afghan Photography Network and 3rdeye Afghanistan.

### **Contact**

mj.hamdardkia65@gmail.com  
<http://jawadforchange.wordpress.com>  
<http://www.afghanphotographynetwork.com/jawad-hamdard-kia>