



Education and Science for Innovation and Development

GIZ: an innovative partner for the global challenges of tomorrow

The comprehensive range of services offered by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH are based on proven regional expertise, wide-ranging technical know-how, and professional project management. As a federally-owned enterprise, GIZ offers its commissioning parties field-tested solutions that are sustainable and effective in supporting the processes of political, economic and social

change. The company implements a large proportion of its commissions on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). It also undertakes commissions on behalf of other German ministries, the European Commission, and public and private sector clients both in Germany and abroad, supporting these organisations in achieving their goals.

Education and science as a core area of GIZ's competence

GIZ offers technical, management and systems expertise across a wide-ranging portfolio in the education and science sector. It also provides comprehensive advice and support in the areas of

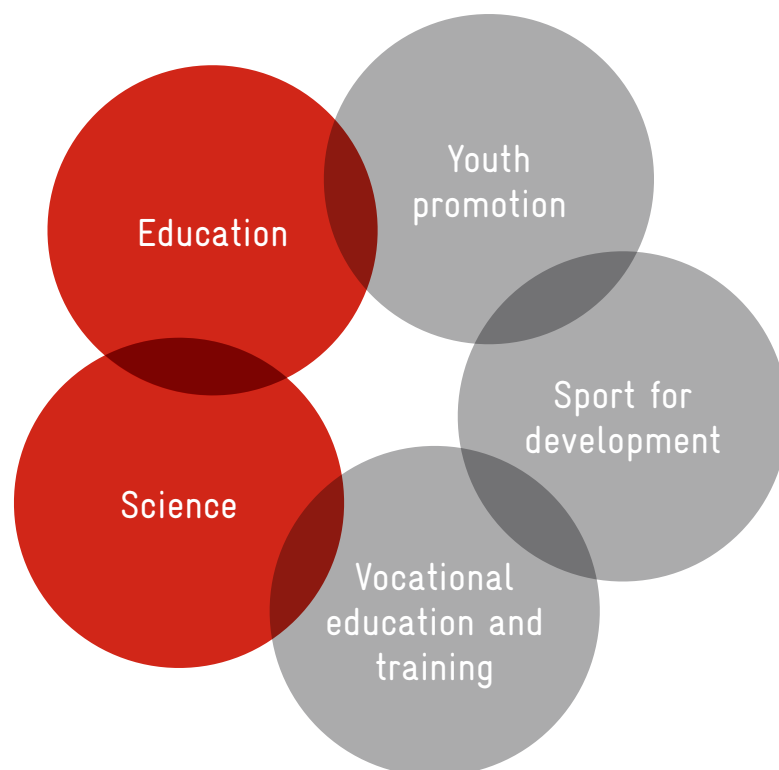
vocational education and training, youth empowerment, and sport. Its particular strength lies in the holistic interlinking of differing areas and needs- and practice-based implementation.

Education

- Educational governance (planning, management, administration, monitoring, etc.)
- Development of educational standards, curricula, as well as teaching and learning materials
- Initial and in-service teacher training
- School development
- Advice on cross-sector approaches (environmental education, school health, etc.)
- Education in fragile settings
- Boosting numeracy skills among pre-school and primary children
- Information and communications technology and mobile education formats and provision

Science

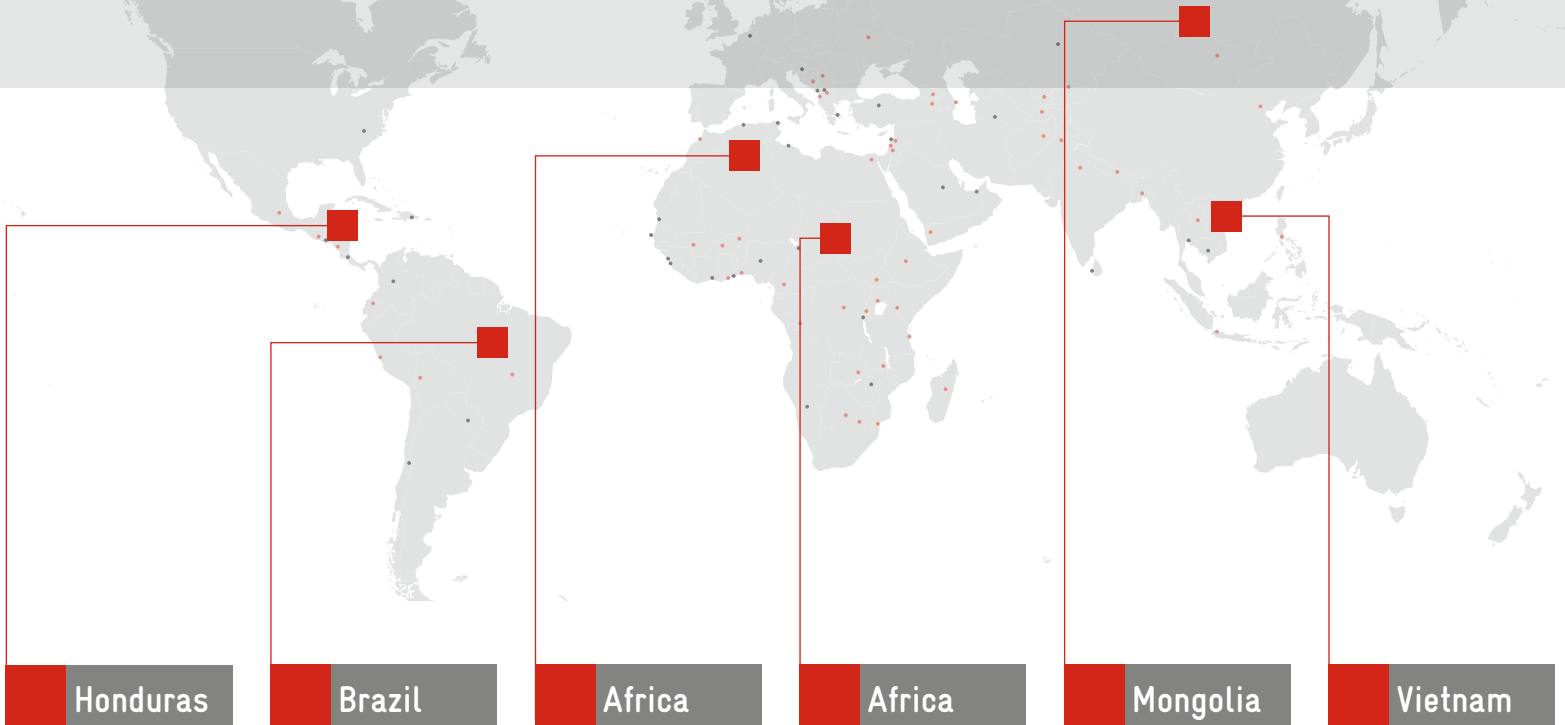
- Labour market-oriented higher education
- Reform of the higher education and science sector
- Developing quality-oriented study programmes and research institutions in future-facing sectors
- Application-oriented science and innovation transfer
- Cooperation between universities and the private sector, entrepreneurship education, and technology transfer
- International research cooperation and research networks
- Digital formats in higher education and science



GIZ is involved in reform of the education and science sector and in international education cooperation arrangements in more than 80 countries around the world.

GIZ operates in more than 130 countries around the world.

GIZ has more than 85 representations around the world.



Honduras

Promotion of the quality of basic education



The focus of this project is on strengthening good governance and transparency in the education sector at both national and district level. At individual school level, the focus is on improving the quality of teaching, thereby boosting students' learning.

Brazil

Academic cooperation on tropical forests and energy (New Partnerships) (NoPa)



This programme promotes demand-led research and creates systematic links between research projects and relevant partners from the worlds of policy-making and practice. The overarching objective is to stimulate research-based innovation for sustainable development.

Africa

regional cooperation – Supporting the Pan-African University (PAU)



This project boosts co-operation arrangements and quality in Africa's academic sector. The PAU Institute in Algeria conducts applied research and runs practice-based study programmes in the areas of water, energy and climate change. The aim is to build problem-solving capacity in these sectors.

Africa

regional cooperation – German BACKUP Initiative – Education in Africa



This project supports ministries of education and civil society organizations in submitting funding applications for education measures in African countries to the Global Partnership for Education or other international donors.

Mongolia

Developing the German-Mongolian Institute for Resources and Technology



This project helps to meet the demand for specialists in the mineral resource sector and to increase the value added within Mongolia. Courses and university management are geared to international standards and developed in cooperation with the private sector.

Vietnam

Education on adaptation to climate change



This intervention focuses on developing school students' and teachers' awareness of the importance of climate change, environmental protection and species diversity. The aim is also to integrate 'green issues' and practice-based tools into the curriculum.

Why our clients commission us

1. Our practice-oriented expertise and multilevel approaches
2. Our support for education and science in future-facing sectors including energy, water, climate change, and nutrition
3. Our project management and methodological skills in a range of cultural and political settings
4. Our intensive dialogue with our partners and long-term involvement of local actors
5. Our regional know-how and local and global networks
6. Our skills in providing advisory services and with capacity development, including in fragile settings
7. Our ability to link international standards and global agendas with local needs
8. Our cooperation with the private sector, support for entrepreneurship, and provision of experts and managers in economic and social development

Cooperation with the private sector and boosting economic development

At all levels of education, we strengthen vocational orientation and the teaching of relevant skills for companies and social roles. Within the university sector, we support a wide-ranging approach to cooperation between the private sector and universities and research bodies, from involving business in curriculum development, facilitating practice-based learning in companies, anchoring cooperation in institutional transfer points and supporting technology and innovation transfer to promoting start-ups and establishing entrepreneurship labs within universities.

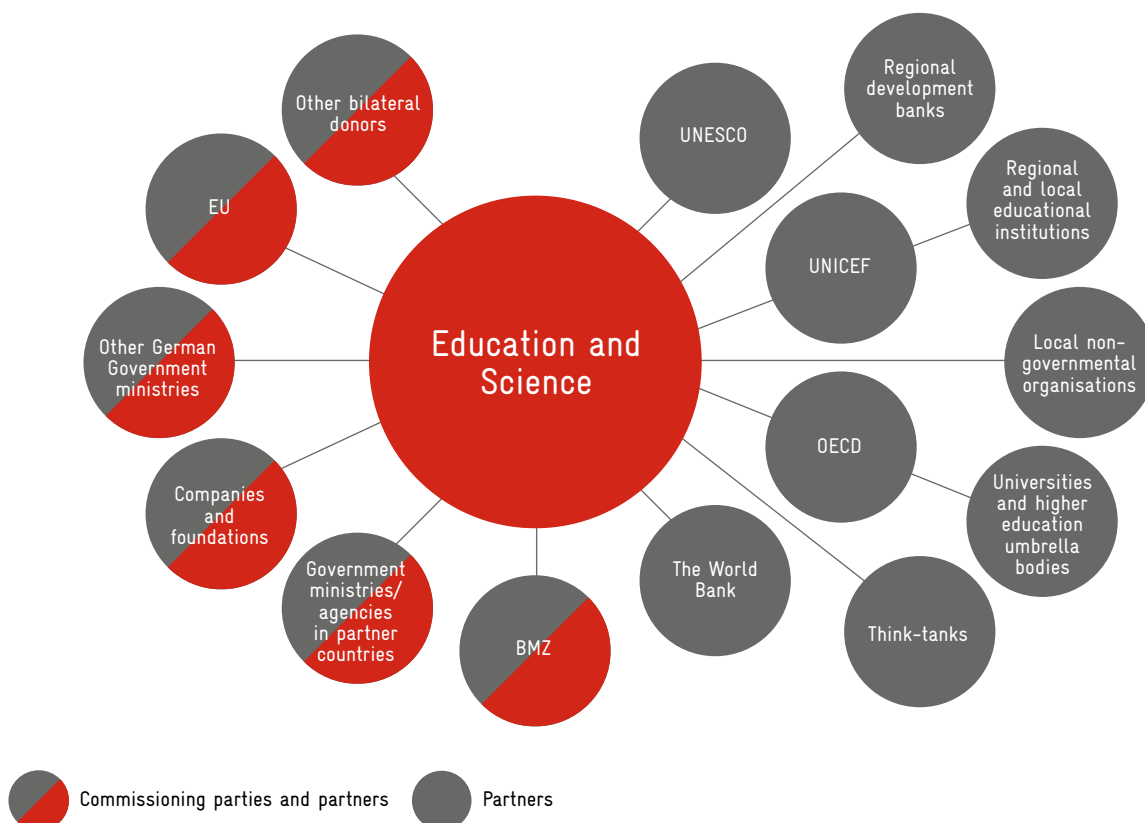


Advisory and capacity building skills

We advise our partner countries on developing and implementing national education strategies, including boosting the capacity of decentralised bodies at province, district or individual school level and putting monitoring systems in place. Another key area is the development of education information systems. These support services help education systems to achieve strategic targets for improving teaching quality and for equal opportunities in access to education.



Our partners and commissioning parties



How education and science have an impact

1. **Education and science boost innovation:** education and science promote skills in innovation and an innovative mind-set. They free individuals to think and act entrepreneurially, stimulating productivity and making businesses and entire economies more competitive.
2. **Education and science stimulate the economy:** research demonstrates that there is a link between a country's level of education and its economic growth. Systems for innovation and the transfer of applied research to companies are essential conditions for sustainable economic development.
3. **Education and science stimulate sustainable thinking and action:** they highlight the links between lifestyle, environmental quality, and the equitable distribution of resources, paving the way, for example, for technological solutions and models for using scarce resources, such as water and energy.
4. **Education and science boost democracy and help prevent conflict:** education is a human right. A functioning democracy creates positive attitudes to the rule of law, pluralism, and freedom of opinion. Education and science that disseminate knowledge about social development promote political and social participation.
5. **Education improves health:** a child's level of education influences that child's attitude to health. In relation to HIV/AIDS, education is the most effective 'social vaccine' against the spread of infection. Educated parents make more considered decisions about family planning and about their children's nutrition and health.
6. **Education and science reduce poverty:** inadequate education is the key cause of poverty. Education and training boost labour productivity, and improved labour productivity has a positive impact on individual incomes.
7. **International cooperation in education and science helps meet global challenges:** intercultural learning experiences boost young people's skills and willingness to cooperate to solve problems. Research within international knowledge networks boosts the transformative power of knowledge in key areas of the future.



For further information what GIZ offers in these thematic areas, please follow the links below

Science

www.giz.de/higher-education
education@giz.de

Education

www.giz.de/education-and-youth
education@giz.de

For further information on related areas in GIZ's portfolio, please follow the links below

Sport for development

www.giz.de/sport-for-development

Youth empowerment

www.giz.de/youth-empowerment

Vocational education and training

www.giz.de/expertise/html/1985.html

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Academic Mining Education in Afghanistan

The challenge

Afghanistan has substantial potential for state income from its raw materials sector but has so far been unable to sufficiently exploit it for economic and social development. A central obstacle is the severe shortage of well trained technical experts, administrators and managers in the raw materials sector that the country so urgently needs and is often required to substitute through foreign expertise. Currently, the higher education sector is not in a position to remedy this situation. The main reasons are outdated curricula, teaching methodologies which have little relevance to practice or to the needs of the labour market, and the excessive demands being placed on the higher education system as a result of the country's demographic trends.

Our approach

In line with the support to mining governance, the German Government is now additionally supporting the development of higher academic education for Afghanistan's mining sector. Existing relevant courses, such as in geology and other mining related fields, are being fundamentally overhauled and new, specialised subsidiary courses, such as mining law, mining economy and mining administration, are being introduced to existing study programmes in selected universities. In particular, university courses are being academically improved and expanded to meet the needs of the private sector and administrative bodies. A strong emphasis on practical training as well as national and international academic exchange further improves the quality of the study programmes. In the initial phase, students are able to obtain a Bachelor's degree after four years' study.

Project name	Academic Mining Education in Afghanistan
Commissioned by	German Federal Foreign Office
Project region	Afghanistan
Lead executing agency	Ministry of Higher Education
Duration	April 2014 – February 2017

The benefits

The Academic Mining Education in Afghanistan programme is being implemented in close cooperation with the German Academic Exchange Service (DAAD) and the Freiberg University of Mining and Technology (TU Freiberg) as well as the Afghan Ministry of Mines and Petroleum (MoMP). The Afghan Ministry of Higher Education (MoHE), which has statutory responsibility for planning and approving new courses and setting up new faculties or universities, is the lead executing agency and implementing organisation.

The project is helping to modernise and enhance the relevance of university training for the mining sector in Afghanistan and to adapt it to local needs, thus making the country less dependant on foreign expertise. Employment prospects for young Afghan professionals are improved furthermore. Long term benefits are higher state revenues from the mineral resources sector as well as added value on the local level across the country which will contribute to economic and political stability.





Photos: © GIZ

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Target groups are the teaching staff and undergraduate and graduate students of mining related study programmes at Afghan universities, particularly at Kabul Polytechnic University and Kabul University as well as current and future experts and managers in the mining sector within the Ministry and line departments.

The project is supporting institutional capacity building at selected Afghan universities offering mining-related courses through four components:

1. Improving existing mining related courses of study
2. Mining related specialisation in existing study fields of Public Administration, Economic Sciences and Law
3. Strategic advising of the MoHE
4. Network development with academia, the private sector and administrative bodies

Success factors

Cooperating with the DAAD and TU Freiberg gives both teaching staff and students access to up-to-date technical knowledge and innovative teaching methods. Outstanding graduates receive a scholarship to enable them to complete a Masters in Mining Engineering at TU Freiberg or to participate in a three months practical training programme. Recipients will be partially

integrated into the Afghan academic teaching system after successful completion. A further success factor is the improved professional orientation of current and future students through e.g. the inclusion of practical phases in the curriculum and the involvement of guest lecturers from academia, public administration and the private sector. Study programme structures and curricula for existing bachelor courses with relevance to mining – particularly geology – are also being revised on the basis of a labour market-relevant needs analysis of companies and administrative bodies within the mining sector.

Furthermore, academia, the private sector and administrative bodies are being networked through strategic partnerships. These partnerships include academic networking and expert dialogue at both national and international level through summer schools and winter schools, conferences and colloquia on current trends in the mining industry. They also boost networking and dialogue with national and international businesses by means of field visits to mining companies and the involvement of entrepreneurs as guest lectures.

At national level, the Ministry of Higher Education and selected universities are receiving advice on implementing the institutional and policy framework, including developing national standards for courses relevant to the mining sector based on accreditation criteria such as labour market orientation and quality standards.

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Education for all

Promoting qualified teachers in basic education

Context

Education is a success story in Afghanistan: when the Taliban regime ended, over a million boys were going to school, girls were largely excluded from education. More than eight million children now attend general schools, including over three million girls, and the country has around 200,000 teachers. However, much remains to be done: 46 per cent of all school-age children and young people are still not going to school. Around half the

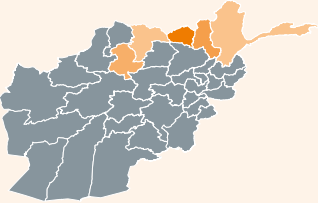
teachers are not adequately trained. By 2020, Afghanistan will need almost 100,000 additional teachers for its primary and secondary schools. It is just as important to ensure the high quality of classes, as well as motivated and able pupils. Curricula need to be geared much more closely to the needs of secondary schools and of the labour market.

Objective

Education is crucial to Afghanistan's development. Working on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Swiss Agency for Development and Cooperation (SDC), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is supporting the country in implementing its National Education Strategic Plan. The programme is improving the quality of teacher training centres and schools by providing further training for lecturers and teachers in teaching methods and lesson planning. The programme is also helping to integrate vocationally oriented learning into basic education. Furthermore it specifically promotes access to education for girls and women.

Results

- In 2013, more than 4,000 male and female teachers completed a course of study at a Teacher Training College (TTC) in one of the five northern provinces of Afghanistan. They now provide skilled teaching to 1.4 million students in 2,300 schools.

	
<i>Activities in the provinces of Sar-e Pol, Balkh, Kunduz, Takhar and Badakhshan (from left to right)</i>	
Programme:	Promoting basic education in Afghanistan
Commissioned by:	German Federal Ministry for Economic Cooperation and Development (BMZ)
Partner:	Ministry of Education (MoE)
Implementing organisation:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Provinces:	Badakhshan, Balkh, Kunduz, Sar-e Pol and Takhar
Programme objective:	The quality and relevance of basic education are improved as part of implementation of the National Education Strategic Plan.



Left: Girls now receive primary education

Rights: Boys are keen to learn too



Teacher training at the
TTC in Feyzabad

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- In 2013, the programme gathered comprehensive data on the impact of the training measures for teaching staff. Experts sat in lessons and then gave feedback directly to the teacher concerned. This produced encouraging results: compared to a control group that had not received training as part of the programme, the qualified teachers performed significantly better in all key areas, including lesson planning and development, conduct in relation to students, and classroom management (such as seating arrangements, use of the blackboard, and use of materials that boosted the visual aspect of the lesson). Teachers who had received the additional training were typically rated as 'good' or 'very good', demonstrating the quality of the methodological and pedagogical training provided by the programme.

Services

The basic training programme operates in five provinces of northern Afghanistan: Badakhshan, Balkh, Kunduz, Sar-e Pol and Takhar. GIZ supports six Teacher Training Colleges (TTCs) in the provincial capitals, as well as their 43 district outposts.

41 reference schools are attached to the TTCs. They have 2,800 teachers, of whom two thirds are female, and 88,000 pupils, 47 per cent of whom are girls.

- The management of the TTCs and school advisory committees receive support in identifying their own needs, in developing strategies to meet those needs, and in applying for funding for the measures identified.
- Future teachers receive practice-oriented training in how to involve children and young people in shaping their education. Teaching placements are a new element in teacher training in Afghanistan and take place in the reference schools over a nine-week period. These placements offer trainee teachers an opportunity to gain initial experience of teaching.
- GIZ has supported the teacher training department in overhauling its curricula. The lecturers and teachers benefit from training in pedagogy and methodology, and in mathematics and science subjects. They are currently teaching 15,100 trainee teachers and 88,300 school pupils in the northern Afghan provinces. Support is also given to the department for the development of a course on gender equality and human rights.
- A course on peace education and human rights as part of initial teacher training is currently being devised in collaboration with UNESCO.



Teaching in the reference
school in Mazar-e Sharif

Photo: © GIZ

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Strengthening training in public administration

Effective, citizen-responsive public administration in Afghanistan

Context

Developing an effective public administration system is one of the central challenges facing Afghanistan. There is a severe shortage of trained staff able to develop and implement the procedures required and to set up the necessary institutions. Solidly based systems for initial and continuing training in the public sector, and in particular for experts and managers, are key factors in an effective public administration in line with the rule of law. These systems are not yet available to an adequate extent.

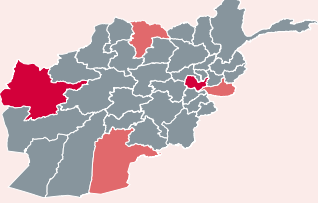
Objective

Working against this background on behalf of the German Federal Foreign Office (AA), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is supporting Afghanistan in developing a more efficient public administration that can provide citizen-oriented services. The objective is to lay the groundwork for standardised initial and continuing training for public sector managers in Afghanistan.

Results

Since 2012, GIZ has been advising five Afghan universities on setting up Bachelor of Public Administration courses and Faculties of Administrative Studies. This also includes the construction of new faculty buildings.

- Bachelor of Public Administration courses have been running at the Universities of Herat, Jalalabad, Kabul and Mazar-e Sharif since 2012 and at the University of Kandahar since 2013.
- A standard curriculum for Bachelor of Public Administration courses has now been agreed between the universities involved, the Ministry of Higher Education (MoHE), and the Afghanistan Civil Service Institute (ACSI) and put into effect.
- A complex of buildings is currently being completed for 800 students at the Faculty of Administrative Studies at the University of Balkh in Mazar-e Sharif, including lecture theatres, seminar rooms, offices and a library. It is due to open in the third quarter of 2014.

		<i>Activities in the provinces of Balkh (above), Herat, Kabul, Nangarhar (centre, from left to right) and Kandahar (below)</i>
Programme:	Strengthening training in public administration in Afghanistan	
Commissioned by:	German Federal Foreign Office (AA)	
Partner:	Ministry of Higher Education (MoHE), Independent Administrative Reform and Civil Service Commission (IARCSC), Afghanistan Civil Service Institute (ACSI)	
Implementing organisation:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	
Provinces:	Balkh, Herat, Kabul, Kandahar and Nangarhar	
Programme objective:	Creating the foundation for standardised initial and continuing training in public administration for public sector managers in Afghanistan.	



Left: The Dean of the Faculty of Public Administration and lecturer colleagues from the University of Jalalabad during a workshop in Kabul



Right: A lecturer from the Faculty of Public Administration at the University of Mazar-e Sharif delivers a course



First summer academy 2012
in Ankara

Suzanne Griffin

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- In the summer semester 2012, around 700 students completed a course in public administration, around 200 at the University of Mazar-e Sharif, some 100 students at the University of Kabul and 400 at the University of Herat. Evening courses are now also available for students in employment. Around 750 people embark on a course of study every year, so by 2014, just over 2,000 Afghan students were already studying for the Bachelor of Public Administration. 15 per cent of these were women.
- The theoretical training offered at five universities (Balkh, Herat, Kabul, Jalalabad and Kandahar) has been networked with the practical training offered at the ACSI, providing solid and sustainable training for young managers for Afghanistan's public administration at national and sub-national level.

At national level, GIZ is advising the Ministry of Higher Education and the Independent Administration Reform and Civil Service Commission (IARCSC) in devising a strategy for the initial and continuing training of public administration staff and developing shared training standards. It is also advising the ACSI on planning and implementing continuing training measures and developing lecturers' skills as well as supporting the networking of universities and the nationwide standardisation of curricula. In 2012, a debate was launched between IARCSC and the universities on concepts for initial and continuing training and on further development of the Bachelor of Public Administration courses.

Technical advice to the Afghan universities is being carried out in close collaboration with the University of Potsdam and in consultation with the Max Planck Foundation for International Peace and the Rule of Law and the Centre for International Migration and Development (CIM), all in Germany. Since 2012, German professors and lecturers have been offering technical coaching in Afghanistan prior to each semester, helping Afghan lecturers to prepare for their lectures in public administration.

Since summer 2012, an annual summer and winter academy have been held in Turkey and in India. Support is also being provided for participation in academic conferences. These occasions give Afghan lecturers an opportunity to exchange views and know-how with their German counterparts and international partner institutions.

Services

High-quality training is essential for efficient public administration. Five universities, in Balkh, Herat, Kabul, Jalalabad and Kandahar, are being equipped to develop and launch their own training courses in public administration and to conduct independent academic research. These universities are being networked with the Afghanistan Civil Service Institute (ACSI), the training institute of the Independent Administration Reform and Civil Service Commission (IARCSC). Thus enabling them to provide practical training in line with the requirements of the Afghan public administration. Meanwhile, ACSI is enabled to benefit from academic research findings.

GIZ is supporting the Afghan Government in

- creating the necessary framework for coherent training in public administration;
- developing the skills of decision-makers at university level;
- equipping the academic staff to teach and conduct research.

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Labour Market-Oriented Education and Training Programme

The challenge

On the basis of its per capita income, Ethiopia is one of the world's poorest countries. With an illiteracy rate among over 15 year olds of almost 60 %, this East African country faces the challenge of providing its population with high-quality education and training services that meet the needs of the labour market.

For this reason, the Ethiopian Government has set some ambitious goals in its Growth and Transformation Plan. Reform efforts are focusing on achieving sustainable economic growth, improving social and economic infrastructure, and reducing poverty. The education sector has a key role to play in this context: Ethiopia invests 23 % of its gross domestic product in education, 13 % of it in tertiary education alone. This investment is beginning to bear fruit, with 22 new universities established and some 600 new vocational schools opened over the last decade.

The massive increase in the number of vocational school and university students is presenting serious challenges to the education sector with its large number of actors. Educational institutions face both a quantitative and a qualitative shortage of teaching staff and, in many cases, lack the equipment needed to deliver practically focused lessons, while quality standards are not implemented across the board when it comes to training content that is relevant to the labour market. State ministries and supervisory authorities face the growing challenge of managing vocational and higher education reforms, an increasingly complex task, with very limited capacity. As a result, the Ministry of Education's resources are not being deployed effectively, preventing the reforms from having their full impact.

Project name	Labour Market-Oriented Education and Training Programme
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Ethiopia
Lead executing agency	Ministry of Education, Addis Ababa, Ethiopia
Duration	January 2012 – February 2015

Our approach

Germany is focusing its activities on the higher education and vocational education and training sectors. The marked increase in the number of vocational school and university students over the last few years is being supported by a range of measures to ensure the provision of high-quality, practically focused university teaching and vocational training that meet the demands of the labour market. Other goals include training suitably qualified teaching staff, professionalising the management of educational institutions, and building capacity at system level to improve management of the education reforms. For example, GIZ is helping to integrate labour market data into education planning to ensure that training provision is geared to labour market needs.

In this context, we are working on behalf of BMZ to promote equal access to education for all population groups and to offer targeted support to young women to help them succeed in higher education, training and teaching and to progress to management positions. GIZ is raising its partners' awareness of equality issues so that they ensure inclusive access to all education and training courses.



Photos: © GIZ

Our partners

The Ethiopian Ministry of Education is the policy partner for this education programme. The Federal TVET Agency is the implementation partner in the vocational education sector, while the main actors in the higher education sector are the Higher Education Strategy Center and the Higher Education Relevance and Quality Agency. In both of these sub-sectors, GIZ is collaborating closely with KfW.

The benefits

By taking a multilevel approach, GIZ's education programme is making a sustainable contribution to the development of the vocational training and higher education sectors, thereby equipping Ethiopia for the future.

Priority in the higher education sector is being given to addressing issues of staff development, technology transfer and educational management within the context of the engineering-focused reform of the sector. The structures of the Ministry of Education and the Institutes of Technology are being strengthened to create a functional management and implementation framework in which specialists can use their technical and managerial skills to implement reforms in the higher education sector. In addition to the training and professional development measures delivered in cooperation with our partners, we are assisting Institutes of Technology in setting up networks within the Ethiopian higher education sector and with local businesses and helping to establish international university partnerships.

All these initiatives are being implemented by a team consisting of specialists from our partner organisations and, from GIZ, seconded staff, national staff, experts from the Centre for International Migration and Development (CIM), and development workers.

Success factors

The education programme is carrying on the work of the Engineering Capacity Building Programme (ECBP) and, together with its partners, has so far achieved the following results:

Increasing the practical relevance of degree programmes

Over 80 practice-based and labour market-oriented higher education curricula have been developed and introduced in the Institutes of Technology. Systematically integrating work place-ments into curricula has enabled more than 10,000 students to gain relevant practical experience during their studies.

Enhancing teaching quality

Over 2,000 lecturers have completed pedagogical training courses, leading to significant improvements in teaching and learning.

Forging links between universities and businesses

University students in particular benefit from the systematic involvement of professional associations and local private sector enterprises in joint technology transfer and research projects. Platforms such as the Summer School on Entrepreneurship offer students the opportunity to tackle real-life business tasks and develop contacts with future employers at an early stage in their careers.

Generating success on the labour market

Around 90 % of all engineering students have found a job with an above-average income six months after completing their degree. Employers are also considerably more satisfied with the specialist skills and competence of graduates.

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Efficient education authorities – efficient primary schools

Improving state education and development provision for primary school children in Benin

The challenge

Benin's national education sector strategy is based on the Education for All (EFA) action plan and targets better-quality primary education and equal opportunities for girls and boys by 2015. Despite a plethora of measures at political level, however, there has so far been little change in the reality within schools in the country. More than half of all 16 yearolds are unable to read or write. There are still inadequate numbers of children – and particularly girls – attending primary school. The provision of education in Benin needs substantial quantitative and qualitative improvement. Moreover, curricula need to be geared to the realities of the lives children lead in order to make school more attractive both to children and to their parents.

Our approach

Our advice targets more than half of Benin's education authorities. The over-arching objective is to improve the skills and performance of the staff, to strengthen the education authorities' organisational and cooperation capacity, and to support cooperation with municipalities as part of decentralisation. Overall, this boosts the contribution that the education authorities and municipalities make to schools development. National project advisors live and work locally in the area covered by provincial school boards and drive change processes within the authorities. They support the head of the authority and his or her staff in improving performance, particularly with regard to inspection of primary schools and advising municipalities on planning and on school-building.

Project name	Supporting capacity development in the education sector (Pro-Educ)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Four provincial education authorities, each responsible for two administrative districts, and the Ministry at central level
Lead executing agency	Ministère des Enseignements Maternel et Primaire (Ministry of Preschool and Primary Education) (MEMPE)
Duration	January 2011 – December 2016

Those with posts of responsibility are encouraged to take greater responsibility for the future of their institution than they have so far taken.

Employees' individual needs for in-service training are identified and appropriate practice-based provision is developed and delivered. Employees are supported in putting what they have learned during training into practice in their day to day work, deepening their understanding of their own roles and responsibilities within the authority.

Existing positive approaches to closer cooperation between the education authority and the municipality, parents' associations, trade unions, non-governmental organisations and other actors in the education field are being strengthened in education forums. Interested parties in municipalities without education forums are being encouraged to set them up.

The project works closely with GIZ's decentralisation programme in Benin.



Photo: © Christoph Heinz



Photo: © Christoph Heinz

Our partners

The Pro-Educ project cooperates with the Ministry of Preschool and Primary Education (Ministère des Enseignements Maternel et Primaire, MEMP) and its local offices. MEMP is one of five ministries with a pilot function as part of measures to implement decentralisation. Further education sector partners at municipal level include parents' associations, non-governmental organisation, and local mayors.

The benefits

Key areas, such as primary school inspection and support for their further development, continuing training for teachers, and advice to municipalities, fall under the direct remit of the education authorities by decree.

On this basis, efficient education authorities are enabled to play a key role in primary education by becoming important multipliers in the development of adapted pedagogical approaches and assuming a leading role in boosting motivation and discipline among education sector staff.

In addition, efficient education authorities will drive forward the deconcentration of state education services in Benin's regions as well as leading the way in networking with the municipal level as part of the ongoing process of decentralisation.

Success factors

The broad principles of the 'efficient education authority' concept were developed in cooperation with the project. The concept is intended as guidance and orientation for the heads of the authorities and their staff. A mechanism for monitoring the attendance of teachers has already substantially increased the number of hours' teaching delivered at schools in the catchment area of the education authorities concerned.

The existing basic concept for initial and continuing training for education authority staff working across the country is being continued. Further modules targeting the improvement of schools inspection are currently being developed and integrated into the curricula of existing teacher training institutions.

The project has advised four municipalities on developing and supporting education forums. On the basis of this experience, a handbook on setting up further forums has been written; it has now been introduced by the Ministry in one third of municipalities in Benin. A video about a particularly active education forum in northern Benin is being used to encourage interested education authorities and municipalities to follow this good example.

Support from the project has enabled the functions, roles and responsibilities of local education players to be defined and demarcated. The results of this process of clarification have fed into the school management handbook.

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PROSAD – Human rights, combatting child labour and child trafficking, sexual and reproductive health in Burkina Faso

Education is a human right – promoting school enrolment rates

The challenge

Education is compulsory throughout Burkina Faso, and the country has a national plan to implement the 'Education for all' initiative, yet only 34 % of boys and 24 % of girls nationwide completed primary education in 2010. The figure is even lower in rural areas – just 11 % of boys and 7 % of girls. The major reason is that many families simply cannot afford to send their children to school or to buy the necessary materials. Children are also required to work at home and on the land.

Burkina Faso comes bottom of global league tables for literacy: poverty, rapid population growth and a scarcity of resources mean that the literacy rate is just 28.7 %. A fundamental human right – the right to education – is far from being a reality in the country.

For large numbers of girls and boys, living conditions are precarious. 42 % of 5 to 17-year olds have to work to earn their own living or support their family; 5 % of 6 to 15-year olds are labour migrants and live apart from their parents, while 5 % are forced to do work that damages their health. Almost half of all girls – 48 % – are married before the age of 18, putting an end to their education or training. The national dropout rate from primary school was 43 % in 2011, with girls making up substantially more than half of the total.

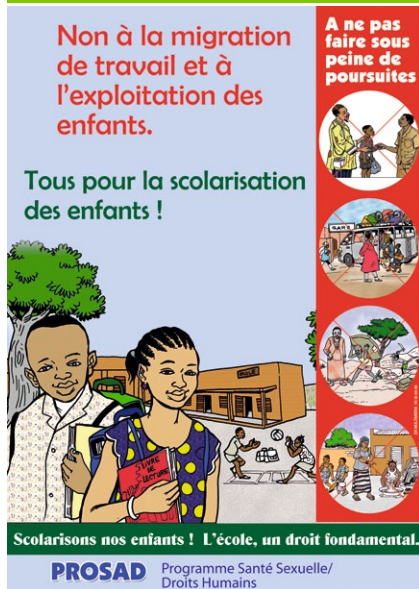
Project name	Human rights / Combatting child labour and child trafficking / Sexual and reproductive health (PROSAD)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project regions	Burkina Faso (south-western and eastern regions)
Lead executing agency	Ministère de l'Economie et des Finances 395, Avenue du 11 Décembre, 01 BP 7008 Ouagadougou 01, Burkina Faso
Duration	January 2007 – December 2015

Our approach

On behalf of the German Federal Ministry for Economic Co-operation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is promoting school enrolment for all children and particularly for girls. The Human Rights/ Sexual and Reproductive Health' (PROSAD) programme works to protect the rights of children in German development cooperation's two priority areas in the south-west and the east of Burkina Faso, with an emphasis on promoting children's rights, combatting child labour and child trafficking, boosting the school enrolment rate, and reducing the school drop-out rate.



Classrooms in Burkina Faso
Photos: © GIZ/PROSAD



Information poster about school enrolment

The benefits

Increasing the literacy rate is vital if Burkina Faso is to escape the vicious circle of poverty in the long term. 'Education for all' is therefore also one of the goals of its national strategy for faster growth and sustainable development (*Stratégie de Croissance accélérée et de Développement durable 2011-2015*, or SCADD).

Success factors

The project has already had a number of successes. For example, the school enrolment rate for girls has risen in the target regions, from 20 % in 2004 to 43.9 % in 2013 in the east and from 30 % to 58 % respectively in the south-west.

Meanwhile, the school dropout rate in the east has fallen from 52 % in 2004 to 33 % in 2013 in the east and from 50 % to 42 % over the same period in the south-west.

Increasing the school enrolment rate and cutting the drop-out rate has been achieved through grassroots initiatives, tailored communications, and the creation of school clubs and mothers' and parents' associations.

A further success is that these associations take an active part in ensuring that children attend school. They make direct contact with parents and the wider family and persuade them of the benefits of sending their children to school by engaging them in discussion.

To improve these families' economic situation, a fund has also been set up to implement income-generating measures. With this additional income, families can now afford to send their children to school and pay for teaching materials.

Examples from the field

A second chance for Wali

Wali, a girl from Diapaga in eastern Burkina Faso, has been able to return to school as a result of the PROSAD programme's awareness-raising work. Wali wanted to drop out of school after two years, and her parents saw no need for her to continue her education. However, the mothers' association at the school in Diapaga was able to persuade them of the importance of attending school. Wali is now in her fourth year at school.

Madame Tankoano is able to send her children to school

Madame Tankoano has been able to send her five children to school thanks to a fund set up by the PROSAD programme. The Tankoano family was unable to afford the cost, but the fund provided start-up capital of around EUR 38 to enable the mother to start a small business. Madame Tankoano brews and sells local beer and is happy with what she earns. She has already repaid the start-up loan, and the money she earns is enough to enable her to send her five children to school.

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PROSAD – Human rights, combatting child labour and child trafficking, sexual and reproductive health in Burkina Faso

Successfully combatting female genital mutilation in schools – Burkina Faso as a case study

The challenge

140 million women and girls around the world are victims of female genital mutilation (FGM). FGM breaches human rights, violates human physical integrity and frequently damages women's health.

Although FGM was banned in Burkina Faso in 1996 and a national council was set up to combat it, the traditional practice persists.

Nevertheless, a joint commitment by the Burkina Faso Government and national and international partners is beginning to make progress, with surveys showing a downward trend in the number of women and girls being subjected to FGM. However, there is still resistance to the ban, and new challenges are emerging, such as the trend towards cutting very young girls or babies. Efforts to eliminate the practice in the long term are being hampered by concealment and clandestine cutting in neighbouring countries where FGM is not illegal.

Our approach

On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is working to combat female genital mutilation in Burkina Faso.

Project name	Human rights, combatting child labour and child trafficking, sexual and reproductive health
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project regions	Burkina Faso (south-west and eastern regions)
Lead executing agency	Ministère de l'Economie et des Finances 395, Avenue du 11 Décembre 01 BP 7008 Ouagadougou 01 Burkina Faso
Duration	January 2007 – December 2015

With support from German development cooperation, the country's Government has developed teaching materials to train school students both as multipliers to share knowledge with their parents and their wider families, and as future parents themselves. Support from a range of donors has enabled these materials to be introduced in a number of pilot regions. Since 2013, a national campaign run by non-governmental organisations, the government, prominent public individuals and donors has been working to ensure that the materials are used in schools in Burkina Faso and integrated into national curricula.



Primary and secondary school students in Burkina Faso learn about female genital mutilation
Photos: © GIZ/PROSAD

The benefits

Female genital mutilation is a traditional practice that is deeply rooted in Burkinabe society, which considers that a woman is really a woman and socially acceptable only when she has been cut. The traditional view, therefore, is that female circumcision is a positive phenomenon.

However, issues such as physical integrity and gender equality are increasingly important in modern Burkinabe society. Traditional practices such as female circumcision are associated with the repression and control of women and no longer have a place, in modern society of Burkina Faso.

Success factors

The following activities to combat female genital mutilation have been implemented as part of GIZ's regional project and the PROSAD programme:

- 289 teachers have been trained in issues relating to FGM
- 155 schools have integrated awareness measures in their curricula
- 46,661 school students have received teaching to raise awareness of these issues
- 10,000 parents have also had their awareness raised and are supporting the integration of a unit on FGM in the curriculum

An example from the field

Integrating education on female genital mutilation into national curricula is a lengthy process. GIZ started this process back in 2000, when it conducted an initial survey designed to analyse people's awareness of, views on and attitudes towards FGM. The survey was aimed at school students, teachers, head teachers and representatives of parents' associations in selected primary and secondary schools in urban and rural areas.

The findings of the survey prompted the Ministries of Education to work with GIZ to instigate a pilot phase during which specific education measures were integrated into teaching in selected schools. Together, the ministry and GIZ have developed teaching materials and trained teachers, while awareness campaigns have been run in schools and aimed at the parents of girls. The pilot phase was evaluated after three years.

At the request of the ministry, the approach was then rolled out nationally, because the intervention had secured a reduction in the incidence of female genital mutilation within a very short time.

Teaching materials were financed and teachers given the necessary training with funding from the World Bank, PLAN and GIZ.

In the final phase, the priority is now not just to revise curricula but also to formally integrate teaching on FGM into them. This process was completed in early 2014 for the primary sector; integration is planned for the next revision of secondary curricula early 2015. Once teaching has been formally integrated into curricula, it will be important to continue to support the Ministries of Education: the country's teachers need training, while teaching materials require regular updating and re-publication.

The staff of GIZ's regional programme and PROSAD can be satisfied with the outcomes to date: intensive awareness-raising activities in schools and local communities and among the population more generally have substantially reduced the incidence of female genital mutilation in the selected regions to below the national average.

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Education for life and work in Guatemala

The challenge

The 2012 National Development Report for Guatemala highlighted a number of deficits in secondary education: more than 20% of 13 to 19-year olds do not complete secondary education, while more than 30% never even enrol, a figure that rises to as much as 60% in some areas. This means that a large proportion of young people have only primary education, which substantially limits their chances of employability and access to the country's labour market. Without adequate and high-quality secondary education, the social and economic development to which many areas of Guatemala aspire simply will not happen. This is particularly true of rural areas, where around half the population lives.

The Ministry of Education wants to support young people in acquiring basic life skills, so employability skills are the focus of the measures being supported. The government emphasises the need to strengthen secondary education with a focus on both the scale of provision and its quality.

Our partners

The project partner is the Guatemalan Ministry of Education (*Ministerio de Educación de Guatemala*, MINEDUC). The strategic partners are the teacher training college at the University of San Carlos (*Escuela de Formación de Profesores de Educación Media, Universidad de San Carlos*), regional educational administrations, and three regional education authorities in the selected departments.

Project name	Education for life and work in Guatemala (EDU-VIDA)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Alta Verapaz, Chiquimula and Quiché departments and the central level of the Ministry of Education
Lead executing agency	Ministry of Education (Ministerio de Educación de Guatemala, MINEDUC)
Duration	July 2013 – July 2016

Our approach

The project supports the Ministry of Education in restructuring secondary education with a focus on social cohesion and preparation for employment. Activities concentrate on rural areas in the Alta Verapaz, Chiquimula and Quiché departments.

The main focus is on the following aspects:

- Education for decent work: entrepreneurship and promoting employability
- Education for active citizenship, interculturality and peace
- Ensuring a coordinated transition from primary to secondary education and from secondary education to the labour market or higher education
- Access to education for people with disabilities to combat discrimination and social exclusion

The EDUVIDA programme works in selected municipalities with secondary education institutions in the municipal, private and public sectors to help young people enter the labour market. It also strengthens the institutional capacity of the decentralised education authorities.



Photo 1: Upper Highschool students at Instituto Ak'Tenamit, Izabal

Photo 2: Upper Highschool students at Instituto Tecnológico de Santa Cruz del Quiché
Photos: © Programa EDUVIDA

Within the context of training young people and securing local development, the programme also aims to promote dialogue and networking with producers, trade unions, businesses and civil society organisations.

EDUVIDA contributes in three thematic areas:

Strengthening institutional and pedagogical management within the central and regional educational administration system

Administrative staff responsible for curriculum development, quality assurance and intercultural bilingual education (IBE) receives training through courses, research and workshops. This also includes support for social networks to promote dialogue between state institutions and civil society (the National Education Council, parent initiatives and the teachers' union) and disseminate innovative approaches in secondary school education. Within Guatemala's traditional value system, the family plays a vital role, particularly in rural areas, so it is essential to involve parents in this awareness-raising process.

Curriculum advice for secondary schools and teaching staff to boost social integration

The aim here is to develop improved curricula for secondary education, so that students acquire insights into the labour world and familiarise themselves with democratic rights. Partnerships between municipalities, businesses and schools give students work experience and prepare them for employment, helping to smooth the transition from secondary school to the local labour market. And as they learn about democratic values in cooperation with civil society organisations and local decision-makers, young people are also prepared for active and intercultural citizenship. The programme also provides advice on improving curricula with the skills for social and intercultural cohesion. These skills are designed to reflect ethnic and gender-specific needs and so help prevent violence.

Improving initial and in-service teacher training

Cultural and linguistic diversity makes it necessary to promote intercultural bilingual education (IBE). Additionally to IBE,

citizenship education and labour oriented education also demand trained teachers. Hence EDUVIDA works closely with Universidad the San Carlos in pre-service and in-service secondary education teacher preparation.

The benefits

The aim of EDUVIDA is to improve the social and economic value of secondary education by making the curriculum more culturally relevant and boosting the quality of educational provision. The project also helps to stimulate entrepreneurship and boost young people's employability.

The project supports the Ministry of Education and civil society organisations involved in youth education. It promotes a democratic culture, interculturalism, peace and justice, helping to prevent violence.

Incorporating citizenship education into curricula is designed to strengthen and implement democratic principles, including human rights, and represents an indirect contribution to promoting democracy.

Success factors

For 25 years, the Ministry of Education has promoted primary schooling almost exclusively but it has now come under social pressure to focus on developing secondary education. EDUVIDA was, therefore, launched at an auspicious time. GIZ forms part of a donor network set up to reflect this new policy focus and aiming to improve donor coordination.

EDUVIDA promotes diverse strategies at the middle levels of the education authority, whose staff tend to remain in post for substantial periods.

The programme coordinates its activities closely with those of other GIZ projects and cooperates with the German Development Bank (KfW).

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Promotion of the quality of basic education programme as part of the 'Education for All – Fast Track Initiative'

The challenge

Basic education in Honduras is still inadequate in terms of quality and effectiveness. Over recent years, school enrolment rates have improved, dropout rates have fallen, and as many girls as boys now attend school. However, the planning, implementation and evaluation capacity of institutions within the education system remains weak at both central and decentralised level. In 2012, wide-ranging legislation was passed on reforms to the education system. This was designed to be implemented in phases and to bring about a root-and-branch improvement to the education system, including nine years of compulsory basic education and measures to promote decentralised structures and transparency.

However, an evaluation of teachers' competences carried out in 2013 showed that their basic knowledge remains inadequate. One positive outcome is that 2013 was the first year in which the target of 200 days' teaching was met. However, rapid staff turnover and widespread favouritism are making the situation more difficult.

Our approach

The quality and efficiency of basic education are being improved as part of the Education for All – Fast-Track Initiative (EFA-FTI) and of the National Education Plan (*Plan de Educación Orientado a Resultados*) 2010 – 2014.

Our partners

Our partners are the *Dirección General de Política Exterior* (foreign policy department) within the Honduras Foreign Ministry and the Ministry of

Project name	'Promotion of the quality of basic education' programme as part of the Education for All – Fast Track Initiative (EFA-FTI), PROEFA
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Departments in Western Honduras and La Paz and the central level of the Ministry of Education
Duration	Phase I : September 2004 – August 2007 Phase II: September 2007 – December 2011 Phase III: January 2012 – December 2014

Education at central and district level. Strategic partners include non-governmental organisations, parents' associations, student representatives, *Transformemos Honduras* and other civil society organisations, along with municipalities and municipal associations.

The benefits

The 'Promotion of the quality of basic education' programme as part of EFA-FTI (*Programa de Apoyo a la Calidad de la Educación Básica – PROEFA*) works in close cooperation with KfW, which invests in school infrastructure and in the donors' 'sectoral basket' for the education sector.

Current basic education policy in Honduras is based on the five components of the EFA-FTI plan that came into force in 2002:

1. Efficient primary school education
2. High-quality and efficient teachers
3. Pre-school education
4. Bilingual and intercultural education
5. Rural school networks



School children in western Honduras

Photos: © Programa PROEFA

PROEFA strengthens institutional capacity to implement these components, while components 1, 2 and 5 receive direct funding.

PROEFA contributes to five areas:

- **Institutional change management and decentralisation:** central and decentralised educational administrations are supported with advice on improving their administrative efficiency and in drawing up, implementing and evaluating results-oriented planning.
- **School development:** schools in school networks receive advice on fulfilling their organisational, financial and community responsibilities.
- **Quality and equality of opportunity in teaching and learning:** the programme focuses on developing potential for improving teaching and learning outcomes in school networks as part of the national curriculum.
- **Improved governance and transparency in the education sector:** the programme advises the Ministry of Education and civil society on improving the framework for good governance, transparency and accountability in the education sector.
- **Extending basic education to years 7 to 9:** the Ministry of Education is receiving advice on planning needs-based access to education and improving the quality of education provision for students in years 7 to 9.

Success factors

Working with partners at various levels, PROEFA has achieved a number of significant results.

For example, substantial support has been provided for devising and implementing the National Education Plan 2010–2014 and a results-based evaluation system, putting in place terms of reference and standards for operational planning and monitoring at both central and decentralised level.

School networks are vital to improving educational management in rural areas of Honduras. Since 2011, therefore, PROEFA has been advising the

ministry on developing instruments and measures to boost these networks' functionality and improve their management. Guides on drawing up and implementing school development plans have been embedded in a statutory framework, the relevant decree (*Reglamento General*) has been revised, and the handbook for school networks has been officially codified. The schools organised in networks in the project region are now all using these instruments, and parents' representatives are receiving systematic training to enable them to play a more active role in school management.

The use of network structures also means that innovative models for support and in-service training of teachers within network schools have successfully been introduced. Local mentors for young teachers, trainers in mathematics, and reading promoters of mobile school libraries have provided in-service training for 3,000 teachers within the networks. In the national student achievement tests, three of the project region's districts scored among the top 5 of the 18 districts in Honduras.

Strengthening district education directorates (*Direcciones Departamentales de Educación* or DDEs) has prompted the creation of a DDE working group in the six districts under PROEFA's umbrella. This practice of cooperation and of sharing experiences is so far unique in Honduras. In 2013, the Ministry of Education selected three of these districts (Ocotepeque, Intibucá and Santa Barbara) as the first to pilot decentralisation of human resources management because of their administrative efficiency; by early 2014, this total had risen to six of the 18 districts. The intention is to extend the process to other districts and additional administrative levels as soon as possible.

In early 2013, PROEFA supported the drafting of implementing regulations for the new education legislation.

As part of the support for good governance in the education sector, the ministerial department responsible for transparency received advice on introducing accountability instruments in education centres. The model of 'transparency boards' was institutionalised at national level. Meanwhile, civil society organisations continued to receive training in carrying out proper social audits.

In March 2013, a strategy was launched to reduce the risk of corruption within the education system.

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Quality of Education Improvement Programme

Better learning for all

The challenge

By signing the UN Millennium Development Goals (MDGs), Yemen set itself the goal of achieving universal primary education by 2015. A lot has been done over the last decade: the net school enrolment rate has risen from 64 % in 2005 to 82 % in 2012. However, it is highly unlikely that this MDG will be achieved by 2015. The reasons include the high drop-out rate (15 % of enrolled children drop out of school during their first year), under-qualified teachers, and inefficient school management and educational administration. Yemen's population is growing rapidly with more than half of all Yemenis being below the age of 18 with a constant upwards trend. This is putting an immense additional burden on the country's education system.

Our approach

Education is one of the priority areas of Yemeni-German development cooperation and has been supported since the 1990s.

Between 2014 and 2016, GIZ is implementing the Quality of Education Improvement Programme (QEIP). This programme aims at improving individual, organisational and institutional capacity at central, governmental, district and individual school level.

The project builds on the work of the previous programme, the General Education Improvement Programme (GEIP), specifically to improve the quality of teaching and learning with a particular focus on children's first three years of education.

In 2014 and 2015, QEIP is also implementing an additional component, financed by the regional MENA fund, which aims at strengthening good governance in the region.

Project name	Quality of Education Improvement Programme (QEIP)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Lead executing agency	Ministry of Education (MoE); Ministry of Higher Education and Scientific Research (MoHESR)
Project regions	Sana'a City; Hajja; Taiz; Aden, Ybb
Duration	January 2014 – December 2016

Our partners

On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), GIZ and KfW have been cooperating in the Yemeni education sector since 2002.

GIZ's political partners in Yemen are the Ministry of Education (MoE) and the Ministry of Higher Education and Scientific Research (MoHESR).

The benefits

The following fields of activity are addressed by QEIP:

Skills development for school personnel

Working with the universities of Sana'a, Taiz and Aden, QEIP is developing an in-service Bachelor qualification for low-qualified primary school teachers and a certificate course for head teachers and school social workers and inspectors. Designing and setting up the study courses promotes and strengthens the cooperation between the Ministry of Education and the Ministry of Higher Education and Scientific Research through regular meetings and collaboration.



Children in the project's pilot schools in Hajja and Sana'a
Photos: © GIZ



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Children in the project's pilot schools in Hajja and Sana'a
Photos: © GIZ

Schools development

The second component develops and carries out specific measures to improve the quality of learning in 72 pilot schools. The school management receives training to improve its leadership, planning and monitoring skills. Teachers and school social workers are supported by regular feedback from inspectors. The introduction of specific teacher-parent partnerships raises parents' awareness of the importance of education and instructs them how to support their children's learning. The connections established through this partnership also strengthen the schools' position within the community and make it a place for dialogue between different parties. Regular development network meetings enable best practice to be shared. 12 QEIP-supported mentor schools form a tandem with 12 as yet unsupported partner schools with the aim of disseminating successful school development through peer learning. One of the pilot projects in this field is the Yemeni Early Grade Reading Approach (YEGRA), which is already being implemented in cooperation with schools to improve reading skills among children in their first three years of education.

Numeracy education development

The third component aims at improving the early years teaching and learning of numeracy. While literacy has received special attention from donors and the MoE in Yemen over the past three years, QEIP is now focussing on the development of numeracy education. The scheme will take a comprehensive approach leading to improvements in textbooks, training formats, materials, supervision and assessment as well as better learning outcomes in mathematics.

Good governance in education

This additional component aims at developing approaches to reduce teacher absenteeism within the education system. Unauthorised teacher absence is a serious problem in Yemen, involving misuse of public resources, a poorer quality of education, and impairment of children's right to learn. GIZ therefore supports improvements in the reporting and monitoring

system by reviewing the relevant processes and tools. Together with a working group at the Ministry of Education, transparent follow-up measures and attractive incentive structures are being developed, awareness is being raised, and those involved are sharing information.

Success factors

The schools development concept has gained recognition in the sector over the last two years as a result of its positive experiences and it is now one of the Ministry's priorities. The skills and capacity of social workers, teachers, head teachers and inspectors have been improved through in-service training measures, while defined performance standards have enhanced motivation and professionalism.

Active father and mother councils have been set up in the pilot schools and are helping to improve these schools. The inclusion of local communities in public events has increased awareness of the importance of education, especially for girls. As a result, the drop-out rate has decreased. The establishment of coordination councils for girls' education in the provinces allows this particular issue to be addressed at decentralised level.

The school inspection system has been differentiated and developed.

Teachers, head teachers and social workers now receive feedback on their specific subjects and on management topics or pedagogical skills. Research into teacher absenteeism and the use of ICT in Yemen's education sector has, meanwhile, brought these topics onto the national agenda.

A planning handbook has been developed and adopted and is facilitating coherent planning throughout the education system. The Ministry of Education has received advice on technical issues and methodology in its efforts to define national education strategies.

The skills of the government departments for training, community participation, girls' education and school inspection have been boosted, and a concept for raising national learning standards has been developed. Since 2012, GIZ has been coordinating the local education group, comprising the relevant actors, donors and implementing agencies supporting education in Yemen, to combine efforts and create synergies.

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Equipping children and young people for the future

Improving education in the countries of Central Asia

The challenge

Education was among the many sectors that had to adapt to new political, economic and social conditions after the countries of Central Asia gained their independence. Despite substantial efforts at reform from the early 1990s onwards, education systems in these countries do not yet provide children and young people with the quality of education they need. Particular problems in the Central Asian countries, albeit with different characteristics in each country, are the inadequate physical equipment of schools, the absence of a practice-based system of initial and in-service training for teachers, and poor pay for teachers, which is causing teacher shortages. Current curricula are strongly focussed on teaching theoretical knowledge and allow little, if any, space to develop students' individual aptitudes. The subjects children and young people are taught do not adequately foster and promote their social potential, and there is a lack of support for career guidance. The ministries of education in these countries are not yet sufficiently able to plan and implement the reforms set out as objectives in national education strategies.

Project name	Reform of educational systems in Central Asia
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan
Lead executing agency	National ministries of education
Duration	2014 – 2016

Our approach

The objective of the regional programme is to improve the quality of general school education in the Central Asian countries. Students should be given the best possible basis on which to continue their education and make a successful transition to employment. The priority is, therefore, to reform initial and in-service training for teachers to enable them to provide teaching that reflects modern pedagogical and methodological demands.

The emphasis is on technology, biology, chemistry, physics and mathematics and on primary teaching.



Photo: © GIZ / Photo archive of the regional programme



Photo: © GIZ / Photo archive of the regional programme

The benefits

We promote dialogue in the Central Asian countries on educational issues and implement specific projects to influence the development of education in Kyrgyzstan, Tajikistan and Turkmenistan.

We support regular meetings with representatives of the ministries of education as well as a joint Central Asian research study into education: these measures underpin improved cooperation in the region and give each individual country support in its own efforts at reform.

We advise our Kyrgyz, Tajik and Turkmen partners on developing and implementing strategies for rolling out innovative pedagogical methods that have been successfully trialled over recent years. This includes skills development for multipliers and quality assurance measures for initial and in-service training of teachers as well as building and strengthening networks of key actors in schools and teacher training institutions.

Success factors

Since 2009, we have run in-service training to boost the subject, methodological and pedagogical skills of around 2,000 teachers at general schools and teacher training institutions. Trainees implement new teaching methods, for example using experiments and different kinds of learning to give science teaching a more practice-based and real-life slant. These new models for teaching boost the motivation both of students and of their teachers.

The ministries of education have integrated the successfully tested in-service training modules into their national programmes and are also using them to further develop teacher training. A growing number of existing qualified teachers are now themselves working as trainers, providing in-service training for other colleagues and putting the curriculum into practice in initial teacher training.

The home page (www.muglim.kg), which in the initial stages was supported by the programme, is now being maintained by the partners and enables Kyrgyz teachers to share information.

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Prospects for youth

One of the keys to development for young people in Kyrgyzstan

The challenge

Akylai (21) and Chynara (20) both wish for the same thing: *'We need people to understand us and give us more opportunities. People always say that young people like us have no ideas. But it's not true. People just have to believe in us and listen to us.'* That is, though, all too rare in the Kyrgyz Republic. Twenty years after independence from the former Soviet Union, this Central Asian country is still in a transitional phase. The population has a low standard of living, while unemployment is high. Many people feel they have no prospects.

Particularly young people aged between 14 and 28, who make up around one third of the population, are the most affected. They face unemployment, poverty and an education and training system that is ill equipped to meet their needs. Youth promotion structures developed during the Soviet era have long since collapsed. Since then, opportunities to exercise their rights and get involved in the country's political and social life have been sadly lacking for young people. The magnitude of frustration became evident in 2010, when young people played a prominent role in the violent clashes that erupted.

It was a wake-up call for politicians. The authorities responded by setting up a Ministry of Youth Affairs, which has since been renamed the Ministry of Labour, Migration and Youth. The aim is to develop regional structures geared to youth work, set up youth centres, and actively promote participation by young people in the social and political life of the country. However, the Ministry needs substantially more technical and human

Title	Prospects for youth
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project region	Kyrgyzstan
Lead executing agency	Kyrgyz Ministry of Labour, Migration and Youth
Duration	2012–2015

resources. Coordination between state and non-state actors is poor. Furthermore, the country as a whole suffers from a shortage of pedagogically trained youth workers.

Our approach

The programme aims to develop sustainable youth work in Kyrgyzstan. For this reason, GIZ works not only directly with young people but also in collaboration with local state and nonstate partners to develop sustainable structures in the youth sector. Technical expertise at the Ministry is boosted by the involvement of GIZ experts, who support our partners in developing the necessary infrastructure for youth work and improving cooperation between those responsible at national, local, state and non-state level.

The GIZ programme also provides training for specialists working in the state sector and in non-governmental organisations geared to promoting young people. Training courses and workshops teach future youth experts the basics of modern inclusive youth work. This includes certain standards such as socially integrative,



'We've got ideas.'
Young people in the town of Naryn.
Photos: © GIZ / Programme archive



*'We're getting involved.'
Young people in Kyrgyzstann.*
Photos: © GIZ / Programme archive

gender-sensitive approaches, intercultural skills and violence prevention. In the practical sessions, the participants learn how to draw up and implement youth strategies and promotional programmes. The project also supports the 'Youth work organiser' course at the Kyrgyz State University of Construction, Transportation and Architecture (KSUCTA) in Bishkek.

The benefits

The programme uses an interactive and participatory learning methodology to establish and promote sustainable youth work. This is a quite new experience for many of the participants in Kyrgyzstan. *'Our professor took part in the exercises along with us. That never used to happen!'* says one student, Jypara, enthusiastically. Her ambition is to work in the Ministry of Youth herself. To ensure that future youth work is adapted to real-life circumstances in Kyrgyzstan, the GIZ project also exploits South-South cooperation. The training courses involve trainers from another post-socialist country, Bosnia and Herzegovina, which had to overcome similar economic and social crises and conflicts.

In collaboration with state and civil society actors, such as the NGO Institute for Youth Development, pilot projects for modern and needs-based youth work are also being developed. Here, the municipalities have a particularly important role to play, since they know best what the young people who live there really need. The self-governed municipality of Majejka, about half an hour's drive from the capital Bishkek, is a good example. It has a youth expert who works directly with the mayor. With her assistance, the youth centre will be offering a wide range of attractive services.

Success factors

The project is still in its infancy, but there is already much greater awareness of the needs of young people among those responsible at government, administrative and organisational level, and the shift in thinking has begun. The young generation is seen as the key to the country's economic, social and political development.

Initial results are already in evidence across the project's 10 partner municipalities. The mayors and administrative department leaders have agreed to continue providing training in youth work for their employees, who then campaign for the needs of young people as youth experts in their municipalities. They develop activities and also coordinate their work with local youth organisations. Some mayors have set aside a budget for youth work in their respective municipalities.

By working with municipalities, local authorities and youth organisations, the partner organisation – *the Institute for Youth Development* – is developing new and attractive pilot measures. A youth information office has opened in Karakol and is run by a youth expert, who is taking part in the new training provision. Meanwhile, in Naryn, in the north-east of the country, a youth centre is home to 12 local youth organisations. From here, a youth TV channel will broadcast to 57 municipalities and the town of Naryn itself.

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Economic strengthening of the provinces Maniema and South Kivu based on labour market oriented education

Improving functional literacy

The challenge

The education system and the economic infrastructure in Maniema Province and the Shabunda territory in eastern DR Congo were almost completely destroyed by war, violence and the lack of governmental structures. This has resulted in extreme poverty and a dearth of educational opportunities and scope for economic growth.

To overcome this situation, the population requires access to basic services in the key areas of education and vocational training, as well as advice on employment creation and income generation. Such access only exists to a limited extent, if at all, in rural areas.

Added to this is the fact that over 50 % of the rural population is illiterate, making it difficult for them to access technical information and limiting their ability to take advantage of state advisory services.

Our approach

The goal is to strengthen governmental and non-governmental players in the fields of basic education and income and employment generation in their functions.

The educational authority responsible for literacy is helping to set up centres for functional literacy training where course participants acquire the skills they need to take advantage of state advisory services and improve their income.

Project name	Economic strengthening of the provinces Maniema and South Kivu based on labour market oriented education
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project regions	Maniema Province and the Shabunda territory in South Kivu Province, eastern DR Congo
Lead executing agency	Ministère Provincial du Plan
Duration	January 2012 – July 2015

The benefits

The programme 'Economic strengthening of the provinces Maniema and South Kivu based on labour market oriented education' (*Relance de l'économie des provinces du Maniema et du Sud-Kivu par l'éducation axée sur le marché de travail – REMAKI*) is assisting the authorities responsible for literacy, agriculture/rural development and the promotion of micro, small and medium-sized enterprises (MSMEs) with devising teaching and learning materials for functional literacy training. Technical knowledge from the agricultural production and artisan sectors is being used to inform the content of literacy courses, ensuring that farmers learn about better farming methods as well as improving their reading, writing and numeracy skills. Craftsmen and craftswomen acquire basic entrepreneurial skills, while the advisory capacity of technical departments is strengthened. In this way, REMAKI works at two levels, improving the partner's ability to provide professional advisory services and boosting the target group's ability to access and benefit from those services.



Literacy lesson in Lukala, a village near Kindu; cassava being transported to market in Elila, a village on the Congo River near Kindu
Photos: © Alexandra Galeitzke, GIZ-REMAKI

Success factors

The content of the functional literacy courses is geared towards the business and income-generating activities of the target group, providing them with an economic incentive to take part in the courses. To ensure their long-term future, the literacy centres are being administered by the participants, who are responsible for paying their literacy teachers and covering the costs of their teaching and learning materials. The literacy authority provides participants with these materials and trains the literacy teachers. Another of REMAKI's success factors is the involvement of multipliers: as well as providing instruction for literacy teachers, state partners train agricultural advisors and members of guilds, who then pass on their newly acquired knowledge to the population.

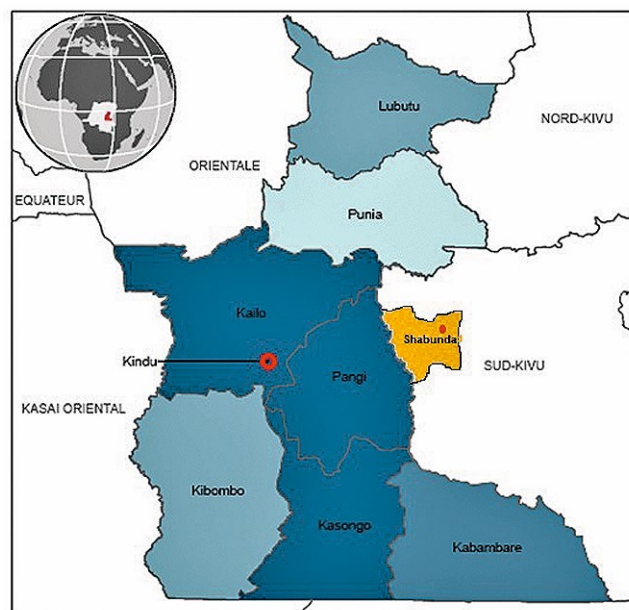
Since the beginning of the programme, and with its help, state actors in the basic education sector have supported the establishment of centres for functional literacy training in 35 village communities. So far, 1,460 individuals have taken part in literacy courses, 1,300 of them women. The government departments responsible for agriculture and rural development have developed new strategies for the provision of agricultural advice, and the authority responsible for supporting MSMEs has helped 1,500 tradespeople set up seven guilds. A decree governing the establishment of the first chamber of trades and crafts to represent the guilds has been issued in Maniema Province.

An example from the field

Villagers in Lukala, located 16 km from the provincial capital Kindu, have already come to appreciate the value of functional literacy training. Course participants at the literacy training centre have set up a fund into which they each pay a specific monthly contribution to cover the cost of lesson materials and pay for their literacy teachers. Supported by REMAKI, the inspector from Maniema's literacy authority makes regular visits to the literacy training centre to assess teaching quality, organise training for literacy teachers, advise the administration committee and supply the centre with teaching and learning materials tailored to the needs of course participants.

As well as literacy training, the participants, all of them farmers, are involved in the Farmers Professional Network, an agricultural advisory network set up by the rural development and agricultural authorities with support from REMAKI. Using a peer-to-peer approach, successful farmers explain their methods to other farmers, who learn from them and receive advice from state agricultural consultants, enabling learners to improve their agricultural output in the long term.

Word has now spread that functional literacy training pays off and that the state has something to offer in this area. The inspector from the literacy authority is now also receiving requests from village representatives on the other side of the Congo River for assistance with setting up a functional literacy training centre.



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Promotion of Climate-related Environmental Education in Laos (ProCEED)

The challenge

Laos is one of the countries at greatest risk from the effects of climate change. It is highly dependent on agriculture, including rain-fed rice cultivation, and farmers lack scope to adapt to climate change, posing a threat to food supply and the livelihoods of most of the population. The rural population's living conditions are also affected by the loss of biodiversity, the decline in fish stocks and forest products (non-timber products such as mushrooms, flora and fauna, etc.), and the difficulty in accessing clean drinking water.

In particular, the expansion of farmed land, illegal logging, hunting and resource- and land-based investment in mining, hydroelectric power, agriculture and forestry reinforce these negative trends. Despite all these threats, the population is only minimally aware of environmental issues and climate change.

Part of the problem is the lack of regular environmental education and communication programmes. Schools, teacher training institutions and the Lao agricultural extension service pay at best only limited attention to environmental and climate-related issues. The same is true of the mass media and civil society organisations. Large sectors of the population therefore lack basic knowledge of even the simplest aspects of environmental protection and are completely unaware of the relevance of environmental issues to their everyday lives.

Laos has an extraordinary abundance of natural resources. To ensure sustainable development, however, it needs a long-term strategy geared to protecting the climate and environment. This strategy needs to be tailored to countering the serious existing environmental and climate problems, which calls for increased public awareness of the issues.

Project name	Klimarelevante Umweltbildung in Laos (Promotion of Climate-related Environmental Education, ProCEED)
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project regions	Khammouane, Xayabouri and Houaphan provinces, and the capital, Vientiane (national level)
Lead executing agency	Ministry of Natural Resources and Environment
Duration	December 2011 – November 2014 and October 2014 – September 2017

Our approach

On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), GIZ's objective is to improve knowledge, attitudes and behaviour with regard to the environment, biodiversity and climate change through communication and education. Working with the Government of Laos, it is developing strategies for environmental education and campaigns to raise awareness of the risks posed by climate change and to demonstrate the options for minimising these risks. It exploits various communication channels to achieve this. The objective is to increase general understanding of the environment and to create awareness among the population of how they can adapt to the consequences of climate change.

While GIZ partner projects, such as the 'Integrated nature conservation and sustainable resource management in the Hin Nam No region' project, provide the population with the necessary technical solutions, the environmental education measures provide groundwork for the success of these projects.



Lively educational activities using the environmental bus increase environmental knowledge and raise awareness; environmental theatre in the villages.

Photos: © GIZ-ProCEED



Environmental journalists gather information at first hand

Photo: © GIZ-ProCEEEd

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Success factors

The project's success is underpinned by a comprehensive baseline survey (KAP survey) and the resulting environmental education and communication strategy. The project supports the Ministry of Natural Resources and Environment in fulfilling its coordinating role for environmental communication strategies and also involves civil society more closely in the process. The Government of Laos would like to launch media productions and campaigns as well as extra-curricular environmental education initiatives and learning processes at national and provincial level. New content, such as climate change, is integrated into media and communication channels, educational initiatives and municipal learning forums. This multi-level approach combines a national framework with communication and learning processes at provincial, district and village level.

An example from the field

The project uses mobile environmental campaign vehicles to bring environmental education tours to the target provinces. Their blend of entertainment and factual teaching means that these tours are well received by both local government officers and the population at large. In the villages, up to 80% of inhabitants are reached by the range of environmental theatre, discussion groups, environmental films and interactive environment-themed games, dance and singing activities. The project provides intensive implementation advice and support to the Ministry of Environment and civil society actors, so that in future they will be able to run the tours by themselves.

Key activities of the environmental education project are:

- supporting the Ministry of Natural Resources and the Environment in revising and updating the National Strategy on Environmental Education and Awareness to 2030 (including an action plan);
- technical and strategic advice and training measures to develop, implement and evaluate environmental communication strategies and campaigns by the Ministry of Natural Resources and Environment at national and local level;
- advising on measures for extra-curricular environmental communication and non-formal environmental education;
- capacity development among civil society actors to implement environmental education and awareness-raising measures.

The benefits

- Globally applicable baseline methodology (knowledge, attitude, practice (KAP) survey) and the evidence-based results-based monitoring (RbM) system derived from it
- Tailored development of environmental communication strategies
- Toolbox with directly applicable environmental education tools
- Flagship environmental awareness-raising projects on TV and radio and in newspapers
- Policy mainstreaming of environmental education

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German-Mongolian Institute for Resources and Technology

The challenge

Mongolia has one of the world's largest stocks of mineral resources, particularly coal, copper, gold, fluorspar and tungsten. Thanks to the strong global demand for these commodities, Mongolia is currently experiencing a sustained phase of economic growth at a rate averaging more than 10 % a year. However, it has not yet managed fully to harness the substantial potential for growth in the mineral resource sector to stimulate economic and social development, and added value is limited. One major obstacle is the severe shortage of highly skilled technical experts and management staff.

Mongolia's university sector still lacks technical and organisational capacity to meet the needs of industry and society more generally for engineers and technological experts trained to a high level. Shortcomings in the sector include its inadequate practical orientation and the lack of internal quality standards. Companies and government ministries have concluded that university courses lack adequate professional content. For example, engineering and technology science graduates do not possess the necessary professional, linguistic and social competences to embark successfully on their careers. Furthermore, cooperation between universities and the private sector is inadequate, while involvement by researchers in international networks is low.

Our approach

The German-Mongolian Institute for Resources and Technology (GMIT) is helping to meet the demand for specialists in Mongolia's mineral resource sector and to increase the added value.

Project name	German-Mongolian Institute for Resources and Technology
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Mongolia
Lead executing agency	Ministry of Education and Science (MEDS)
Duration	2013–2016

Mongolian universities benefit from the transfer of international expertise and standards, which in turn promotes sustainable economic growth.

The benefits

The establishment of the GMIT was preceded by an agreement between German Chancellor Angela Merkel and Mongolia's President Tsakhiagiin Elbegdorj on close cooperation in the fields of mineral resources, industry and technology. Working on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is supporting the Mongolian Ministry of Education and Science in developing the GMIT in the capital, Ulaanbaatar. In cooperation with the German Academic Exchange Service (DAAD), GIZ is responsible for implementing Germany's contribution to this bilateral higher education project.

Establishing the GMIT complements the BMZ programme to promote sustainable management of mineral resources in Mongolia.





Photo: © GIZ

Success factors

- As a state-run higher education and research institution, the GMIT serves as a model for the reform of the higher education sector in Mongolia. It collaborates closely on developing engineering degree programmes with a consortium of leading German technical universities, including the Freiberg University of Mining and Technology, the RWTH Aachen University, Darmstadt Technical University and the TFH Georg Agricola University of Applied Sciences in Bochum. Teaching staff from these and other German universities also work as lecturers at the GMIT.
- The GMIT is responding to the demand for highly skilled engineers and technology experts in Mongolia's mineral resource sector and its downstream industries. A survey of more than 80 companies conducted during the project's assessment phase confirmed this demand and serves as a guide for programme development.
- Cooperation with German partner universities, which has been close from the very outset of the project, enables the GMIT to bring international research expertise and access to modern academic standards to Mongolia. At the same time, its practice-oriented engineering education is leading the way to improve coordination between the education sector and private businesses.
- In organisational terms, the GMIT is a model for the Mongolian higher education system, for example by incorporating principles of modern university management into its administrative structures and maintaining institutional autonomy.
- In the medium term, development of its applied research profile and continuing professional development provision for engineers and technologists will enable the GMIT to boost its profile as a business partner in the Mongolian mineral resources sector and its downstream industries.

The project focuses on four key areas:

- The establishment and institutional development of the GMIT
- The design and launch of demand-oriented degree programmes and provision of professional training
- Establishment of close cooperation with the private sector
- Establishment of cooperation arrangements with both national and international universities

Students are prepared for the Mongolian labour market through degree programmes that are oriented to the needs of the labour market and combine solid theoretical training with practical experience. The GMIT therefore gears its provision to professional practice and to the specific demands of the private sector.

Many companies, including the largest Mongolian mining company, Oyu Tolgoi, support the GMIT in a variety of different ways, such as by providing placements, contributing to teaching and programme development, and awarding bursaries. This enables students to acquire comprehensive practical experience and to get to know potential future employers during their time at university. The GMIT is, therefore, helping to meet the demand for specialists in Mongolia's mineral resource sector and to facilitate sustainable economic growth by increasing added value.

The GMIT opened its doors in September 2013, welcoming almost 40 students on to a one-year preparatory programme in engineering. From September 2014, three bachelor's programmes have also been available in the areas of mineral resources engineering and processing, mechanical engineering, and environmental engineering.

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Promotion of basic and technical education and vocational training in Mozambique

The challenge

Mozambique has successfully improved access to education for children and young people over the last few years. The primary school enrolment rate for six-year-olds increased from 58 % in 2005 to 77 % in 2013 (75 % for girls). Nonetheless, the poor quality of education services continues to present a huge obstacle to development in the country. Only 47.2 % of children and young people complete seven years of primary education, and the reading, writing and numeracy skills of those who do are often rudimentary. At 63 : 1, the pupil to teacher ratio in primary schools is still too high, while school infrastructure remains inadequate. Teachers are not sufficiently qualified and their training period is too short.

Only a small number of primary school leavers go on to complete training in the vocational education sector, which itself faces major challenges. There is insufficient involvement of the private sector and training often has little practical relevance, which explains why only a few of those completing it find employment. At the same time, there is extremely high demand for skilled experts.

Our approach

The German development cooperation project takes a programme-based approach within the education and vocational training strategy of the Mozambican Government. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), is helping to develop the capacity of its partner institutions at all levels. The concept of this integrated basic and vocational education programme is holistic in its approach to education. The project centres on providing children

Project name	Programme for basic and technical education and vocational training (Pro-Educação)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Inhambane, Manica and Sofala, as well as the capital Maputo and some of Nampula
Lead executing agency	Ministry of Education (MINED) and Ministry of Labour (MINTRAB)
Duration	April 2013 – March 2016

and young people, but especially girls and young women, with high-quality basic education relevant to their everyday lives and high-quality vocational education focused on job market requirements.

At national level, the programme advises the Ministry of Education on the development and implementation of its strategic education plan. Working with bilateral and multilateral donors, it supports the implementation of the vocational education and training reform process and the workplace HIV/AIDS programme.

When it comes to working with decentralised bodies, the programme advises the education administration units at provincial and district levels as well as teacher training institutions in the three priority provinces of Sofala, Inhambane and Manica. In Maputo, Beira, Inhambane and Nampula, the programme advises institutions and training centres of the Ministry of Education and the Ministry of Labour on industrial maintenance issues. The best practices developed in cooperation with the decentralised bodies are then used at national level to develop nationwide strategies.

The cross-cutting themes of gender equality and HIV/AIDS are integrated into all programme activities.



*Student in a classroom,
practical lesson*

Photos: © GIZ

The benefits

The programme supports initial and in-service training of teachers, primarily in the area of organisational and conceptual development. The principal emphasis is on designing and implementing participatory methods of teaching and learning, developing and using didactic material, implementing curricula adapted to local settings, and putting an integrated supervision system in place. Furthermore, the programme assists senior leaders in planning and implementing school development strategies, as well as in expanding and improving existing training courses in the area of school management. There are medium-term plans to implement a modern, modified school management system that actively involves school governors, parents and communities and provides ongoing educational support to teaching staff.

With a view to improving vocational training, the programme advises the Ministry of Education and the Ministry of Labour on the implementation of the vocational education reform. At school level, the programme helps implement the new curricula and demonstrates how to use and maintain new equipment. Targeted support is provided for the initial and in-service training of vocational education staff.

The programme also assists the Ministry of Education in implementing its HIV/AIDS strategy for the education sector by providing in-service teacher training. It also promotes the efficient implementation of the HIV workplace programme within the education sector.

Success factors

More effective school planning and management

- Annual school development plans are created at all levels of administration, and their implementation is monitored and corrected where necessary.
- Many schools in the three priority provinces are implementing school development programmes.
- In over two-thirds of schools, action plans are being developed jointly with school committees.

Improved quality and relevance of classroom learning content

- An increasing number of teachers are delivering stimulating, pupil-oriented lessons.
- More local content is being integrated into the national curriculum.
- Lesson material is more relevant and teachers are able to integrate HIV/AIDS-related content into their lessons.

Vocational education is better oriented to the needs of the labour market.

- New curricula developed in concert with the private sector are being rolled out.
- Teachers are applying new skills in vocational practice and teaching.
- Partnerships between schools and enterprises increase the employability of students.

Cross-cutting issues such as gender and HIV/AIDS are given a higher priority in annual planning at national level, in the provinces, and, in particular, in the teacher training institutions. The conditions and environments for learning are being improved through local community participation.



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The Basic Education Programme in Niger

Contributing to Niger's 'Programme Sectoriel de l'Education et de la Formation'

The challenge

Niger is one of the world's poorest countries and lags seriously behind on education indicators. Nevertheless, substantial efforts during the country's most recent ten-year programme (2003–2013) have succeeded in boosting gross school enrolment rates for primary schools from 42 % in 2002 to 79.2 % in 2012. The objectives set for improving the quality of education and strengthening the education system by 2013 were not, however, achieved in basic education. Meanwhile, the pressure on the education system continues to grow as a result of Niger's high birth rate (3.9 %). The number of those in basic education is set to double from its current level of 1.7 million by 2024. Enormous discrepancies persist between urban and rural areas, between individual regions, and between girls and boys in terms of school enrolment and dropout rates.

In mid-2014, a new programme got under way for the entire education sector, the *Programme sectoriel de l'Education et de la Formation (2014–2024)* or PSEF. This programme aims at increasing access to education and boosting education quality and so focusses on improving management and enhancing supervision in the central areas of reform.

Our approach

GIZ's project is providing advice to the Niger Ministry of Basic Education on the necessary institutional and organisational changes within this reform process. The project is supporting the Ministry in the areas of educational administration and, particularly, in human resource management and educational planning. For example,

Project name	Basic Education Programme Niger/GIZ Projet Education Primaire, PEP
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Pilot municipalities in the Niamey and Tillabéry regions
Lead executing agency	Ministère du Plan, de l'Aménagement du Territoire et du Développement Communautaire
Duration	February 2013 – December 2017

better instruments and procedures for planning, administration and human resource management are being introduced through pilot projects extending down to municipal level in the regions of Niamey and Tillabéry, and the necessary staff are being trained. The aim is to work with the Ministry to develop sustainable solutions for managing teaching staff and the school system comprehensively and efficiently and in a way that forms the basis for a national rollout.

The department responsible for promoting girls' education is also being supported in fulfilling its cross-cutting functions in the Ministry of Basic Education, especially in planning and human resource management, and in putting into action the strategy to implement the right of girls to education and promote gender equality.

The benefits

The new education sector programme put forward by the Niger Government in July 2013 differs from the preceding ten-year programme for basic education in that it covers the entire education sector from pre-school education right up to tertiary



Photos: © Guenay Ututuncok /laif

education, and also includes vocational education and training as well as literacy programmes. The plan therefore tackles the central areas in need of reform. The priorities for financing of the programme for basic education by donors continue to be:

- improving school infrastructure and equipment
- human resource management and recruitment
- initial and in-service training for teachers
- efficient supervision and improved programme management
- strengthening the skills of the Ministry's departments
- promoting school education for girls

Implementation in the basic education sector is supported by the Global Partnership for Education and the Agence Française de Développement (AFD) to a total value of USD 100 million.

The 'Basic Education in Niger' development cooperation programme run by GIZ and KfW focuses its commitment on selected core issues in the basic education sector. The overarching goal, in line with the goals of the PSEF, is that as part of the implementation of the national sectoral programme (*Programme Sectoriel de l'Education et de la Formation*), the Ministry of Basic Education improves access to basic education and improves both quality and efficiency.

The financial cooperation programme module includes building and equipping classrooms in three regions, in-service training for teachers and school administrative committees, including representatives of the municipality, and a better system of paying salaries via mobile phone. The technical cooperation programme module provides targeted advice to the Ministry of Basic Education on skills development and capacity building in educational planning and administration, and particularly in human resource management and promoting educational measures for girls.

The technical cooperation project cooperates closely with GIZ's decentralisation project in Niger, the *Programme de Décentralisation et Bonne Gouvernance*, or ProDEC, to support the introduction of decentralisation processes in the educational area at regional and municipal level.

Success factors

GIZ's project advice at national level is addressed directly to the Ministry and involves developing and piloting improved processes and instruments at regional and school board level as well as within decentralised structures (municipalities and school principals). To support the department responsible for promoting girls' education and gender equality, a development worker has been placed with the *Direction de la Promotion de la Scolarisation des Filles*, who is taking an advisory approach to supporting implementation and coordination of the promotional strategies from central down to decentralised level.

The work of the GIZ project at different levels of the education system and the close support given to the Ministry in designing the different cross-cutting interfaces is helping to improve the Ministry of Basic Education's coordination and communication with and between different donors and with centralised and decentralised public administration. These interfaces are:

- between centralised and decentralised administrative levels
- between the core areas of planning and human resource management and
- between sectoral and decentralised development planning

In the different areas within which the GIZ project works, we have instigated better coordination with donors and within the Ministry, which is producing cross-disciplinary and, therefore, more robust guidelines and concepts. Approaches to reform, for example administrative reform, frequently cannot be put into practice because the officials responsible for carrying them out lack the necessary skills and experience. An adapted concept for developing skills and strengthening capacity will boost both the implementation capacity of Ministry staff and the skills of the civil development actors at decentralised level (municipalities, non-governmental associations, parent organisations and trade unions). By these measures, different resources will be allocated and used more effectively and the quality of teaching and the learning environment for school students will be improved.

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The National Basic Education Policy Programme

The challenge

Quality in basic education in Pakistan remains a huge challenge despite the fact that an improvement in school enrolment and retention has been achieved in recent years. Clear institutional frameworks and procedures as well as strong education sector governance capacities are key to improving the quality of education.

Following the '18th Amendment to the Constitution of Pakistan' from 2010, key responsibilities and functions in the education sector were largely devolved to the provincial and area levels. Within the context of this reform process, educational administrations at provincial and area levels still lack the essential skills required to plan, implement and monitor sector policies aimed at improving the quality and relevance of education.

Our partners

GIZ is jointly implementing the project with the 'Ministry of Capital Administration and Development' as far as 'Islamabad Capital Territory' (ICT) is concerned. Other partners are the concerned 'Departments for Education' in Balochistan and Azad Jammu & Kashmir (AJK). At the national level, the 'Ministry of Federal Education and Professional Training' (Mo-FEPT) is the key partner for interprovincial coordination.

Our approach

The 'National Basic Education Policy Programme' (NBEPP) supports the implementation of education sector reforms, especially concerning education sector planning and the curriculum and textbook reforms.

Project name	National Basic Education Policy Programme
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Pakistan
Lead executing agency	Ministry of Capital Administration and Development (M/o CA&D)
Duration	January 2010 – December 2015

The project focuses on capacity development and advisory assistance to government counterparts. It has adopted a holistic approach of education sector reform emphasising capacity development at individual, organisational, and institutional level.

Component 1 aims to improve the general institutional framework and governance in the education sector and to expand capacity accordingly. Its main priority is to introduce and establish strategic planning, particularly in ICT, in order to implement the 'Education Sector Plan' (ESP) effectively. Based on this, it also advises its partners in selected provinces and areas on ways to develop internal coordination mechanisms.

Component 2 focuses on introducing mechanisms for implementing the curriculum and textbook reform, working within the 'Curriculum Implementation Framework' (CIF).

This framework had been developed and approved by all the provincial education ministers as a national reference. The project facilitates counterpart institutions in adapting the national CIF to the specific conditions and requirements of the provinces/areas.



*Islamabad Model School for Girls
F7/2*

Photos: © GIZ / Waseem Abbass

Success factors

Improved governance in 'Islamabad Capital Territory'

The first ESP (2014–2018) in ICT has been finalised and approved by the government. It serves as a strategic document to achieve the national education objectives in ICT derived from the 'National Education Policy' (2009). Annual operational plans are now developed by all education institutions based on the ESP. This allows coordinated planning, implementation and monitoring to improve the management for better education service delivery in ICT.

Strengthening monitoring and EMIS

The implementation of the ESP will be monitored on a regular basis by the partner to keep track of its milestones and goals. In this context the current 'Education Management Information System' (EMIS) is being strengthened to make it fully functional. Steps are being taken to institutionalise an EMIS cell within the government setup which shall provide relevant data/information for different stakeholders for evidence-based planning and decision-making.

Improved inter-institutional coordination

Coordination among the nine education actors in ICT is reinforced by the development of an inter-institutional coordination mechanism. It includes a clear definition of their mandates, functions and tasks. Focal points carry out coordinating tasks and further the introduction of a formal inter-institutional coordinating mechanism. The process is intended to be replicated in AJK.

National quality standards and knowledge-sharing: revival of inter-provincial coordination

The project makes a key contribution to supporting inter-provincial coordination between provinces/areas with the aim to establish a formal platform for dialogue, knowledge-sharing and learning. Participants from all provinces and areas are able to exchange ideas on common areas of interests, to offer support to each other and to develop a national answer to address challenges in education. Two inter-provincial technical working groups (TWGs) on quality and governance have been formed

based on increasing demand for national coordination in these thematic areas. The TWG on quality education has developed minimum quality standards in education. This will allow for a comparison of school certificates and enable students to be easily transferred to schools. These efforts have also encouraged the concerned authorities for revival of the 'Inter-Provincial Education Ministers Conference' (IPEMC). Further support will be extended to institutionalise the IPEMC.

Curriculum Implementation Framework (CIF) adapted to the specific conditions and requirements of provinces/areas

The concerned education departments in ICT, AJK and Balochistan have been strengthened in their capacity to establish the required structures and procedures for the successful implementation and monitoring of the CIF.

Increased use of resource centres

Resource centres aim to provide a venue of research and training for authors, illustrators, book designers and publishers. The project focuses on developing new products based on the demand of these target groups. An objective is to improve professional competencies for the development of textbooks and learning material considering gender and conflict sensitive issues. To ensure quality in this regard, guidelines have been developed and are used by the different target groups. This material include a style guide for textbook development, textbook review criteria and guidelines for authors. In addition, material at the ICT resource centre has been catalogued and shelved for increased accessibility of publications.

Assessment aligned to curriculum in ICT

The implementation of the CIF in ICT is in its final stage. After the revision of curricula and textbooks as well as the training of educational personnel, the project is now focusing on the last step in the process: the revision of assessment. Whereas new textbooks and teaching practices have already been introduced to schools throughout ICT, it is now necessary to align examination practices to the new student-centred and competence-based curriculum.

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Education Sector Development Programme in Pakistan's Khyber Pakhtunkhwa province

The challenge

In Pakistan's Khyber Pakhtunkhwa province (KP), 52 % of the adult population cannot read or write. Some 70 % of all women are illiterate. There are still not enough schools and classrooms to cope with the children enrolled for public sector education, and there are often great distances to travel to school, which is time consuming and unsafe, particularly for girls. The education available requires improvement in quality and relevance. Sector policies are being put in place to gradually improve the quality of education in public sector schools. A systematic approach to individual, organisational and institutional capacity development will enable the government to implement those policies effectively. Currently, the education sector in KP is undergoing a fundamental reform process focusing on better service delivery for better quality in education and active participation of citizens for improvement of governance at school level. To achieve Pakistan's education goals, the project follows a holistic approach to build the capacity of partner institutions for effective education sector reform.

Our partners

GIZ is jointly implementing the project with its partner, the 'Elementary and Secondary Education Department' and its affiliated institutions, like the 'Directorate of Curriculum and Teacher Education', the 'Provincial Institute of Teacher Education' and the 'Textbook Board'. At the decentralised levels the project cooperates with District Education Offices as well as schools.

The project is funded by the 'German Federal Ministry for Economic Cooperation and Development' (BMZ) and co-financed by the 'Embassy of the Kingdom of the Netherlands', the 'Australian Department of Foreign Affairs and Trade', as well as the European Union.

Project name	Education Sector Development Programme in Khyber Pakhtunkhwa
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Khyber Pakhtunkhwa Pakistan
Lead executing agency	Elementary and Secondary Education Department (E & SED)
Duration	July 2008 – December 2015

Our approach

The overall objective of the project is to ensure the provision of qualitatively improved and life-skills oriented basic education for girls and boys in Khyber Pakhtunkhwa. It provides technical assistance to the government of Khyber Pakhtunkhwa on the basis of an on-going project of bilateral cooperation that envisages capacity development for effective service delivery, improved governance and quality of education in accordance with the implementation of the Education Sector Plan (ESP) 2010/11 to 2015/16. The project is integrated into the overall education sector reform and development plans of the government of Khyber Pakhtunkhwa.

All interventions supporting the E&SED are focussing on quality and relevance of education service delivery. Therefore, the project interventions have been designed to enhance educational planning and management, enable the counterpart to effectively use 'Education Management Information System' (EMIS) and to implement the 'Capacity Development Plan' of Khyber Pakhtunkhwa. Furthermore, support to teachers' professional development and supervision, as well as develop suitable textbooks and additional teaching and learning material are offered.



Govt. Primary School for Girls,
Govt. Primary School for Boys
(Chughal Pura, Peshawar)

Photos: © GIZ / Abdul Majeed Goraya

The project components 'governance structures', 'capacity development', and 'quality and relevance' are interlinked to make schools more effective. This is going to be achieved in close cooperation with other development partners to ensure synergies and impact.

Success factors

Making schools more effective

The overall guiding principle behind the interventions of the project is school effectiveness. The crucial elements that contribute to making schools more effective are the following: A capable and committed teaching force, continuous professional development of teachers, effective supervision and support, cooperation with parents and community, frequent assessment and monitoring of students' progress, positive school environment and culture, effective school leadership and management, adequate curriculum and materials. The project supports the partner in order to link these factors horizontally and vertically at all levels, i.e. province, districts and schools. This approach realises optimal results when all or most factors are present and joined up in an overall framework. The resultant synergized effect of these factors leads to better quality of teaching and learning at school level.

Success stories

The 'Education Sector Plan and Capacity Development Strategy' which have been approved by the Government of Khyber Pakhtunkhwa in 2010 are major achievements of strategic importance. These plans also provide a platform for donor coordination to enhance aid effectiveness. The centrepiece of the project is the joint implementation of the Capacity Development Plan by the partner and a number of development partners in the spirit of making aid more effective.

By strengthening EMIS and the introduction of an 'Education Spatial Decision Support System' (this innovative product provides a web-based access to current EMIS statistics and increases its applicability

and efficiency), capacities of the partner are being enhanced to be used for better planning, implementation, monitoring and quality control of educational policies at province and district level.

There is also a strong focus on strengthening the cooperation with parent teacher councils to be actively involved in school improvement plans.

To enable the partner in decentralised school management, innovative leadership and management training has been introduced by the programme to improve the performance of headteachers, as well as representatives of the district school administration.

The programme also supports the implementation of the curriculum and the textbook policy reform. In this regard, the mandate has been transferred to the province in the course of the '18th Constitutional Amendment' in 2010. Major efforts were made to capacitate the new authorities in developing a 'Curriculum Implementation Framework' ensuring coherence in teaching, textbook and learning material production, teacher training and supervision as well as students' assessment and examination. New and improved textbooks are now being produced for the new curriculum. 112 out of 137 text books for primary, secondary and higher secondary classes have been developed and are in use.

Already in 2010, a new concept of school-based integrated in-service teacher training and supervision was piloted, and later scaled up to three full districts.

To improve the quality of teaching and learning according to the new competence-based and student-centred curriculum, the pilot concept introduced innovative professional development measures, such as self-reflection and peer learning. Since 2013 it has been further developed to a comprehensive approach for teachers' continuous professional development. Ensuring sustainability of this approach remains a major focus.

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Project Promotion of Basic Education in Punjab

The challenge

The quality and governance of basic education in Punjab constitutes a huge challenge. Currently, approximately 14 million students are enrolled in public and private schools. Following the '18th Amendment to the Constitution of Pakistan' in 2010, the Government of Punjab has made tremendous efforts and investments to take over the key responsibilities and functions largely devolved to provinces and areas. The education sector reforms are planned and implemented according to the needs and requirements of the most populous province in Pakistan. Capacity development is carried out at all levels to improve service delivery in the education system. The focus is on governance issues and the high demand for better quality in teaching and learning processes in schools leading to better student's achievements.

Our partners

GIZ is jointly implementing the project with the 'School Education Department' (SED) and its affiliated institutions such as the 'Directorate of Staff Development' (DSD), the 'Punjab Textbook Board' (PTB), or the 'Project Management and Implementation Unit' (PMIU). Strategic allies include non-governmental organisations, parents associations, school councils, and other civil society organisations.

The project is designed to give a real-life focus to basic education for girls and boys in Punjab and to improve its quality.

Project name	Promotion of Basic Education in Punjab
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Punjab, Pakistan
Lead executing agency	School Education Department, Government of Punjab
Duration	January 2006 – December 2015

Our approach

On behalf of the 'German Federal Ministry for Economic Cooperation and Development' (BMZ), the project advises the Provincial Government's 'Ministry of Education' and its attached departments. It is supporting the SED and the PMIU to improve their planning processes in a sector-wide approach. It also helps district and school administrations to develop the necessary capacities for the implementation of strategic plans. Advisory services for in-service training and supervision are equipping the partner, in particular the DSD to establish and utilize a quality management and follow-up system.

The project is also advising its partner in implementing the curriculum and textbook reform and promoting cooperation between the PTB, authors and publishers. Better cooperation between all stakeholders aims to ensure that textbooks as well as teaching and learning material are of high quality and reflect pupils' lives, so that teaching is more effective in classrooms. Development of an institutionally sustainable, province-wide structure for the in-service training and supervision for teachers is intended to have an impact right down to individual school level and to boost the quality of teaching and learning.



Govt. Pilot Secondary High School, Lahore

Photos: © GIZ / Aga Rizwan

Success factors

Improved governance in Punjab

The 'Punjab School Education Sector Plan' (PSESP 2013–17) has been developed, approved (October 2013) and adopted by the SED. This plan provides a systematic analysis of issues within the school education sector and suggests strategies for improvement in access, quality, relevance, equity and management of education with a focus to synergise reforms within the existing policy framework. All stakeholders and development partners endorsed the PSESP as a holistic plan, integrating functions and resources of all related departments for the improvement of quality of basic education. The plan requires all stakeholders to align their annual plans to the objectives outlined in the PSESP. A mechanism to promote co-ordination between various institutions and departments is also included with a focus on a monitoring and evaluation system, a 'Results Based Management' mechanism and a 'Performance Assessment Framework'.

In addition, support to an improved coverage of 'Education Management Information System' (EMIS) data, which now includes also the private sector, leads to evidence-based planning and decision-making. The SED has been using this data to focus on the merging, shifting and opening of new schools, transfer or new posting of teachers, as well as the rationalisation of teachers as far as their needs-based distribution is concerned.

Improved quality of textbooks as well as teaching and learning material

Support to the curriculum and textbook reform includes the development and approval of a 'Curriculum Implementation Framework', which holistically outlines all steps necessary to complete this reform process. The project has enabled the 'Punjab Textbook Board' (PTB) and other stakeholders to better manage the process of quality textbooks development with the introduction of new guidelines for authors, reviewers, editors and designers. Quality criteria for textbooks have been developed to set standards for review, evaluation and selection of high quality textbooks. During the project phase 68 books as well as practical notebooks in the subjects of biology, chemistry and physics were developed and distributed among all public schools in Punjab. Teacher guides for science, maths and English (including 700 lesson plans) were developed. These lesson plan guides have been appreciated and adapted by other provinces including Baluchistan, Azad Jammu & Kashmir and Khyber Pakhtunkhwa. To supplement the lesson plan guides, the project has pioneered the

development of model instructional videos for primary school teachers that provide a visual demonstration on teachers on student-centred lesson planning and delivery.

In-service training and supervision model successfully piloted

A pilot for teachers' in-service training and supervision system for primary school teachers was implemented in 2012. The key elements of the pilot included reflective teaching practices, peer learning and needs-based training through quarterly professional development days. Modules on 'Interactive Learning', 'Peace Education' and 'Low Cost – No Cost Material' were developed and tested in this context. The impact study conducted in 2013 indicated that teaching practices were more student-centred (improvement ranging from 22–32 %) in the pilot schools.

The positive findings of this pilot during the first year of its implementation led the counterpart to take the key components, teachers' self-reflection and the quarterly professional development day, to scale up in all of Punjab. Additionally an adapted version of the pilot model is now being introduced to all elementary schools by the counterpart.

Research cell trained in data analysis

The project has focused on strengthening the capacity of the newly established research cell at the DSD. Even though DSD continuously receives teacher supervision data of over 180,000 teachers and students' assessments results from over 30,000 schools of 36 districts, it still needs to improve the capacity to analyse the data, develop linkages and effectively present data for further planning. The project has focused on capacity development of the research cell to improve understanding of the mechanics of the data and its interpretation.

School councils reactivated

The project is an active member in the provincial working group on school councils, and assisted the SED in developing a 'School Council Activation Strategy'. As a result the counterpart's understanding of community mobilization processes is enhanced. Also UNICEF has agreed to pilot this strategy. The strategy also evaluated other on-going interventions taken up by development partners to activate school councils. The reform unit of the SED along with the 'World Bank' and DFID have incorporated several of the project's recommendations in their interventions.

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Strengthening of Structures for Youth Empowerment and Participation, SoSYEP

The challenge

Young people between the age of 15 and 30 in Serbia constitute more than 20% of the entire population. The lack of participation of young people in improving the conditions they live in is the consequence of the situation in the country influenced by various disadvantages. For that reason, vulnerable groups such as ethnic minorities, people with disabilities or young people with learning difficulties don't have opportunities for adequate political and social participation in solving problems related to them. A separate youth sector only exists since the establishment of the Ministry of Youth and Sports in 2007. Therefore, supporting the social and political participation of youth in Serbia, on the national, regional and local levels is the general objective of the project.

Our approach

Since 2005, the project has been especially engaged in the areas of conflict transformation and youth policy development nationwide. It advises the ministry of Youth and Sports and its regional offices to develop and implement Serbian youth policy. This implies development and revision of local youth action plans, national standards for youth offices and competencies of local youth office coordinators and trainings to improve technical and management skills. All this is aiming to improve opportunities for young people to strengthen their political and social participation and promote democratic action and tolerance.

Project name	Strengthening of Structures for Youth Empowerment and Participation
Commissioned by	Ministry for Economic Cooperation and Development of the Federal Republic of Germany (BMZ)
Project region	Serbia
Lead executing agency	Ministry of Youth and Sports of the Republic of Serbia
Duration	2006–2014

Our Partners

The main partner is the 'Ministry of Youth and Sports of the Republic of Serbia'. Other supported partners: The Ministry of Education, Science and Technological Development, schools, professional organizations and the civil society organizations whose activities encourage promotion of youth policy.





Photo: © SoSYEP

- National Association **of local youth offices** is developed national structure which gathers 56 municipalities and towns as founders of the Association. Main aims of the Association are strengthen of the institutional development of youth policy on the local level and networking of youth offices in order to improve National Youth Policy. This model of alliance of municipalities and towns is a model of good practice for dealing with one public policy.
- For the **inclusion of the vulnerable groups** the project has set up cooperations with 17 organizations of civil societies that work with representatives of vulnerable groups (children and young people with development disorders, young people with physical disorders, Roma, LGBT-population, HIV-infected young people, victims of human trafficking, children living on the street, people with diabetes, single parents and young people in poverty). The project has taken part in a series of sensitization workshops and actions in order to empower members of the vulnerable groups for social inclusion. This will help to raise awareness for the problems of these groups.

Success factors

The mediation programmes and programmes on school parliaments are accredited and implemented in about 200 schools. In the survey, participating students claim that their skills in resolving conflicts constructively together with their peers had improved with vital support from the pedagogues and psychologists of their schools.

- Out of 140 established **local youth offices**, 108 have now developed local youth action plans based on the project's methodology. 91 municipalities directly supported by the project implemented the planned activities after the revision of action plans. In the survey, youth coordinators confirmed the usefulness of the method for preparing action plans as a key strategic document for lobbying with other donors and within the local community. That further guarantees orientation and transparency in the youth sector.

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Promoting education in the post-conflict situation in Sri Lanka

The challenge

Sri Lanka is well on track in achieving the Millennium Development Goal 'universal primary education' by 2015. Almost all school-age children already have access to basic education. Approximately 97 % of children finish primary school and around 92 % go on to finish secondary school. Nevertheless, significant deficits in teaching quality remain, and access to education is still largely divided along ethnic, religious and linguistic lines.

The need for qualified teachers, particularly in the former conflict regions in the North and East and in rural areas of the country, remains a major challenge for the education sector. Student-centred teaching methods have to be integrated into curricula and teacher training programmes, as well as the promotion of social skills which allow students to learn to live together peacefully in a multicultural and multilingual society.

Our approach

The 'Education for Social Cohesion' (ESC) project supports the Sri Lankan Ministry of Education and its downstream authorities in implementing the *Education Sector Development Framework and Programme 2013–2017* which focuses on the promotion of social cohesion at school level. *The National Policy on Education for Social Cohesion and Peace*, developed in 2008 with the support of GIZ, outlines the framework for the project's interventions.

The project is integrated into BMZ's priority area of conflict transformation for Sri Lanka and adopts a multi-level approach. At macro-level, the ESC advises the Sri Lankan Ministry of Education

Title	Education for Social Cohesion (ESC)
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project region	Post-conflict and poverty regions of Sri Lanka, the central level of the Ministry of Education, and the National Institute of Education
Lead executing agency	Sri Lankan Ministry of Education
Duration	April 2013–March 2016

and the National Institute of Education on educational policy, curriculum development and teacher training. In the area of psychosocial care, the project strengthens the cooperation between the Ministry of Education and the health and social sectors. At mesolevel, the project collaborates with all 17 National Colleges of Education and Teacher Training Centres in pre- and in-service teacher training. In five of nine provinces, covering mostly post-conflict and poverty areas, the project supports the Provincial Departments of Education. In the five provinces, innovative teaching methods are being tested at 200 pilot schools. Hereby, school activities are designed in such manner that social cohesion is promoted.

The ESC project has two main areas of intervention, each with two components:

Learning to live together, comprising the following components:

Peace and value education (PVE): by supporting the curriculum development and teacher training, students and teachers learn to live together peacefully in a multi-ethnic, multicultural and multilingual society.



A teacher trained in psycho-social care at a school in Sri Lanka's former conflict zone; Student theatre featuring children from a variety of ethnic, social and religious backgrounds.

Photos: © ESC; Hamish John Appleby

Multilingual education: promoting communication between Tamils, Sinhalese and Muslims is seen as a key contribution to peaceful coexistence. Second-language teaching is a political priority. ESC supports the Ministry of Education in teacher training and developing curricula and teaching materials.

Promoting a safe learning environment, comprising the following components:

Psycho-social care: psycho-social care is provided at school level. Schools have been linked to local networks for psycho-social care, social services and the health system for referrals of students.

Disaster safety education: by integrating disaster safety education into curricula, in-service teacher training and teaching materials, students learn how to act in the event of a disaster and how mitigate natural disasters.

Success factors

- The ESC supports the Sri Lankan Ministry of Education in implementing the *National Policy on Education for Social Cohesion and Peace* at all levels.
- Peace education has been adopted as an integral component in curricula and teaching materials.
- In collaboration with the Goethe-Institut, curriculum developers and text book authors are being trained in second language teaching concepts.
- Student exchange programmes between Sinhalese, Tamil and Muslim schools have become an integral part of peace education. An increasing number of both governmental and non-governmental institutions now support exchange programmes.

- Student theatres bring together children of different ethnic, religious and social backgrounds. Student theatres help preventing stereotypes to develop and encourage creative and critical thinking.
- 1.560 schools in the former conflict areas have qualified teachers in psycho-social care. The counselling teachers have built up an active network for exchanging experience and mutual support in psycho-social care.
- At the National Colleges of Education psycho-social care measures and gender sensitivity is being introduced into the teacher training.
- With the support of the project, the Ministry of Education has developed national guidelines for school disaster safety and introduced them to all schools.
- The Provincial Departments of Education have institutionalized coordinators for disaster safety who support disaster prevention programmes and provide emergency assistance at school level.
- The topic of climate change is currently being introduced into the new curricula for sciences, geography and sociology.

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Peace Development, Youth Promotion and Combating Corruption

Peace Fund in Timor-Leste

The challenge

Timor-Leste is a post-conflict country with a fragile statehood. Over two-thirds of the population are under 30. High levels of youth unemployment, insufficient job opportunities and poor educational prospects in both the formal and informal sectors mean that young people have limited perspectives for social advancement. Violent encounters in the public arena and their personal experiences of violence at home and at school increase their acceptance to resort to violence themselves. The institutional structures for youth work are weakly connected and poorly networked. Those involved in promoting young people often-times lack the proper skills for this work, since there are currently virtually limited opportunities in Timor-Leste to obtain formal qualifications or receive further training. Established mechanisms for coordinating the youth work carried out by state and non-state institutions are rarely available at both national and decentralised level. The conditions for non-violent conflict resolution among young people are underdeveloped, and there are only a few measures in place to address this.

Our approach

Together with our implementing partners at the Secretariat of State for Youth and Sports (SSYS) and the Anti-Corruption Commission (ACC), the project provides training for state and civil society institutions geared to promoting young people and equipping them to resolve conflict peacefully in their everyday lives. The project targets young men and women aged between 16 and 30 in rural and urban areas. Particular attention is paid to

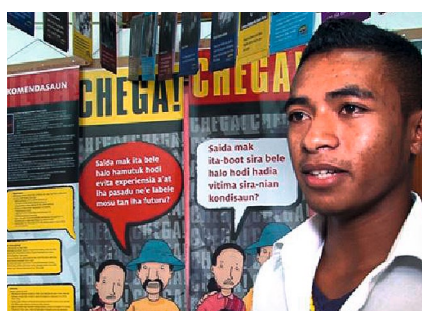
Project Title	Peace Development, Youth Promotion and Fight Against Corruption: Peace Fund in Timor-Leste http://www.giz.de/de/weltweit/23780.html
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project region	Nationwide with four rural priority districts (two in the east and two in the south)
Lead executing agency	Secretaria de Estado da Juventude e do Desporto Av. Direitos Humanos Lecidere/Dili, Timor-Leste
Duration	January 2014 – December 2017

girls and young women to ensure they benefit from measures to the same extent as their male peers.

In terms of methodology, the project adopts a multi-level approach. It both includes measures to develop the capacity of state and non-state partners and uses financing for organisations and local initiatives to support measures to promote young people. In addition, in four districts of the country, youth promotion measures agreed as part of youth networks are being implemented by actors as pilot initiatives prior to evaluation and preparation for roll-out nationwide at a later date.

The benefits

The current phase of the Peace Fund project builds on the work of the preceding phase (2008–2013). Over 40,000 young people in Timor have been reached by projects and training programmes promoting peace, with young women accounting for more than 40% of them. Over 90% of the 4,000 participants surveyed said



Peace and human rights campaign with youth associations and non-governmental organisations: Young people planning a mediation event

Photos: © GIZ



Photo: © GIZ

An example from the field

The nationwide film campaign ‘Superwoman for Peace’ has had a huge response. In an interview, the lead actress commented: ‘People increasingly recognise me in the street. When they see me, children shout out either ‘Superwoman!’ or the catchphrase from our films, ‘Attack the problem, not the person!’ That’s really special. I notice that people not only recognise me, they also understand the message we are trying to get across’ (see picture on the left).

The following example is typical of many of the NGO measures supported by the Peace Fund in showing how young people from Timor can be encouraged to actively foster peace. One training course participant was known to be the leader of a violent gang. After taking part in the training course he initiated a series of discussions with the local authorities to broker a peace agreement between rival groups of youths. He was then asked by the local youth coordinator to convince young people of the value of his initiative and to pass on to other young people the basic peace-mediating skills he had learned. His initiative is seen throughout the district as an example of how targeted training measures to promote peace can have a significant impact on young people.

that the measures had in each case made a tangible contribution to peace promotion in their communities.

The current project phase is increasingly implementing measures geared to capacity development among state and non-state partners (NGOs) in the youth sector. In addition, selective support is provided for local initiatives for young people through financing for organisations. In the rural districts of Ermera, Aileu, Manatuto and Baucau, in particular, the actors involved pool their planning for youth promotion measures through networks. The measures are then implemented as pilot initiatives, starting with selected youth centres.

Success factors

The current project phase is able to draw on previous experience and aims to scale up results achieved to date with a multilevel approach involving the following actions:

- transfer of know-how from GIZ fund management to the forthcoming new National Youth Fund;
- networking youth leaders at district level so that they can work together to create and implement crosssector action plans;
- developing and providing a national training programme for state and non-state youth workers;
- supporting the awareness-raising work of the Anti-Corruption Commissions.

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Adaptation to climate change through the promotion of biodiversity in Bac Lieu Province, Viet Nam

Climate change and environmental education in the Mekong Delta

The challenge

Many regions of the world are already feeling the effects of climate change, but most of them are unprepared for it. The Mekong Delta in Viet Nam is one of the areas most acutely affected. There are no tried-and-tested solutions when it comes to climate change. This also presents some unfamiliar challenges to teachers, who are used to having all the answers. GIZ experts are attempting to counteract these effects in Bac Lieu Province as part of a coastal protection programme.

Our approach

The 'Adaptation to climate change through the promotion of biodiversity in Bac Lieu Province' project integrates the topics of environmental protection and adaptation to climate change into school curricula as part of an overarching development concept. With its own dedicated environmental education component, the project is serving as a pilot initiative in the Mekong Delta. Work is based on the principle of pupils contributing to and having a say in decisions, so teachers play a crucial role in this context.

Based on the requirements of the Vietnamese Ministry of Education and Training, the project is developing curricula that reflect the new problems. In addition to imparting knowledge, the aim is to equip pupils to develop their own solutions. Teaching staff will open up the learning process and delegate responsibility in a targeted manner.

Project name	Adaptation to climate change through the promotion of biodiversity in Bac Lieu Province
Commissioned by	German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB)
Project region	Bac Lieu Province, Viet Nam
Lead executing agency	Provincial People's Committee (PPC) of Bac Lieu
Duration	December 2010–December 2014

Teachers meet in subject-specific working groups to share their experience of integrating environmental education into lessons and develop appropriate curricula. Working with the Bac Lieu Department of Education and Training, the project selected 42 teachers. These teachers are coordinating the working groups and developing a network to cover the entire province.

Over a period of three years, they have adapted the curriculum for geography, biology and social studies, tried out new teaching methods and developed additional materials. Lesson plans have been adapted according to subject and stage of education, and resources such as photos, posters and maps have been developed to enable the issues of environmental protection and climate change to be integrated into lessons.

The materials have been adapted to the needs and unique conditions of the local area by involving teachers from the region.



Extra-curricular planting activity; environmental education materials put together by teachers

Photos: © Ong Thi Ngan und Le Thanh Ngan/GIZ

As well as integrating environmental education into lessons, schools organise visits to conservation areas and other extra-mural activities. These initiatives help to show the relevance to pupils' daily lives of environmental protection and climate change, while at the same time increasing public awareness of these issues.

GIZ is hoping that change will come from the ground up in Bac Lieu, with teachers at grassroots level acting as multipliers in providing fresh impetus to schools. The more teachers with dedication and conviction who get involved in integrating environmental education into lessons, the more children and young people the project will reach.

The benefits

Treating climate change and environmental protection as key issues in lessons ensures that these topics are taught to the maximum number of pupils. By teaching this young generation to understand cause and effect, identify problems and work on solutions, schools are preparing them to face the challenges of climate change. Making the link between environmental, economic and social issues and creating synergies that break new ground provides the basis for changes that go far beyond the issue of the consequences of climate change. In addition to changing their behaviour regarding environmental matters, children and young people are being equipped with the tools they need to face the challenges of the future.

To illustrate the lessons with specific examples, the environmental education component also drew on other topics related to the project. For example, new, improved strategies in aquaculture and watersaving innovations in rice cultivation were presented, the opportunities offered by alternative energies were discussed, and experiences gained in coastal protection initiatives were considered. Using examples adapted to the local area makes it clear that nature conservation is compatible with economic development and that both economic and environmental value can be added.



Delivering environmental education as part of a topic-based programme is making the next generation aware of the issues addressed and ensures that pupils' own knowledge is deepened and passed on to others sustainably through personal experience and dialogue.

Success factors

The teacher working groups adapted curriculum material for geography, biology and social studies and developed environmental education materials for year groups 7 to 12. The materials were approved by the Vietnamese Ministry of Education and Training in August 2013 and compiled in a tool-kit for teachers. Materials from other provinces can be added to this tool-kit and existing materials can be replaced, allowing each school to use supplementary content or content adapted to its local situation. The teachers' tool-kit has been in place and in use at all secondary education and sixth-form institutions in Bac Lieu since December 2013.

A roll-out to other provinces in the Mekong Delta was initiated at the end of 2012 as part of the integrated coastal protection programme, with funding provided by the Australian Government Overseas Aid Program (AusAID) and the German Federal Ministry for Economic Cooperation and Development (BMZ). The materials have since been modified further and introduced in the surrounding provinces.

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Horizontal knowledge dialogue for ‘Vivir bien’

The Indigenous Intercultural University – a higher education initiative to strengthen Latin American democracies

The challenge

Under new laws introduced in many Latin American countries, the indigenous population is now recognised as part of a country's multicultural society. At the same time, the influence and rights of indigenous organisations are being strengthened.

However, there remains a lack of institutions that empower indigenous men and women through education to participate effectively in governmental, economic and social structures and that teach indigenous knowledge as a key component of national curricula. The present education systems often fail to meet the needs of the indigenous population for education and training, with existing courses on indigenous subjects not designed to support the role of indigenous peoples in today's societal and political processes or the implementation of internationally recognised indigenous rights. Moreover, traditional indigenous knowledge rarely finds a place in general higher education, with the result that valuable potential for intercultural dialogue is not being exploited.

Promoting the advancement of indigenous women is particularly challenging, as they still have a lower level of education than their male counterparts and need more and better access to higher educational establishments.

Project name	Indigenous Intercultural University (IIU)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Regional, Latin America and the Caribbean (America, supranational)
Lead executing agency	Fund for the Development of the Indigenous Peoples of Latin America and the Caribbean (Indigenous Fund)
Duration	August 2005 – December 2014

Our approach

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has been working on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) since 2005 to assist the Fund for the Development of the Indigenous Peoples of Latin America and the Caribbean (Indigenous Fund) in implementing its ambitious ‘Indigenous Intercultural University’ (IIU) network project.

The IIU is a network of indigenous and non-indigenous universities, indigenous wise men and wise women, and IIU graduates who work together to promote greater intercultural integration in the Latin American higher education sector and provide dedicated postgraduate programmes for indigenous leaders and specialists. The courses are run as blended learning courses to enable women and men to study who would otherwise be unable to attend university because of their working, living or income situations. The main portion of each course of study is delivered online. In the two attendance phases, experts from the indigenous faculty from all over Latin America teach modules on the



Indigenous faculty members on a training course; IIU student at a graduation ceremony

Photos: © GIZ

history, world view, traditions and knowledge and wisdom of indigenous people. The project's most important innovation is the integration of this faculty into existing universities. Collaboration between western-oriented academics and those from an indigenous background boosts the intercultural learning process.

The IIU currently offers courses on the following subjects: indigenous law, intercultural medicine, intercultural bilingual education, good governance and public policy, international cooperation, self-determined development, preservation of indigenous languages, and strengthening the leadership skills of indigenous women.

The innovative elements of the IIU approach are:

- integration of indigenous knowledge via the indigenous faculty
- use of differentiated and adapted admissions criteria to post-graduate study programmes for indigenous leaders
- involvement of indigenous and non-indigenous universities, the indigenous faculty and indigenous organisations in designing courses based on the principles of 'Vivir bien' ('Living well'), which seeks to promote a dignified life for all
- creation of a platform for knowledge dialogue between western-oriented academics and experts and those from an indigenous background
- systematisation of indigenous knowledge through investigations.

GIZ provides specific advice and support aimed at ensuring that:

- the IIU network develops sustainable structures;
- the indigenous population gains access to quality higher education provision that incorporates indigenous knowledge on an equal basis;
- indigenous organisations and Latin American governments provide well qualified experts and leaders to deal with indigenous and intercultural matters.

The benefits

Academics and indigenous leaders have shown great interest in the postgraduate courses since their introduction. The high numbers of applicants and the almost 1,000 graduates over the nine-year term of the project testify to this interest.

These applicants and graduates, over half of whom are women, come from 20 different countries and represent more than 90 indigenous peoples. A tracer study following the progress of almost 40% of the graduates showed that by the end of 2010, they had all found employment in technical, professional or managerial positions. 90% of the respondents are working in indigenous and international organisations or in government or academic institutions. Over half hold managerial positions.

There is also growing regional recognition of the indigenous faculty, which has since become a benchmark for alternative models of higher education. The IIU network has also become a recognised project partner of European universities.

The projects serve as a model of how the interaction between modern and traditional knowledge adds social value and increases knowledge acquisition for the integrated development of Latin American nations. It represents an important step towards strengthening plural, intercultural models of society.

Success factors

- Against the backdrop of the complex Latin American and indigenous context, a combination of methods was used to develop networks and strengthen institutions.
- Jointly setting the project objective whilst leaving a high degree of flexibility in terms of the methods used to implement it (including removing barriers to access for indigenous students, setting up an indigenous faculty, integrating indigenous knowledge into course curricula, developing an monitoring system, strengthening institutional participation structures, providing advice on organisational development and supporting dialogue platforms) enabled the project partner's current needs to be taken into account at the various stages without losing sight of the project's overall objective.

By taking a targeted approach to identifying key actors and showing sensitivity in its work with them, the project proved successful, making it a highly sought after partner.

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Preventing youth violence in Central America (PREVENIR)

The challenge

Central America, and in particular the 'Northern Triangle' of El Salvador, Guatemala and Honduras, is one of the most violent regions in the world. This violence takes a number of different forms and particularly affects young people, at home and at school, in the neighbourhood or in the local community. Its causes range from the break-up of family and community structures to the influence of the international drugs trade. Extreme violence leads to the social and economic exclusion of large parts of the population and the emergence of marginalised urban neighbourhoods that lack basic social amenities.

Cooperation between the state and civil society, between government institutions in various sectors (such as security, youth-work, education and employment), and between national and local government is inefficient, and the capacity needed to tackle the issues is lacking. The Central American states rarely share their experiences with one another, while tried-and-tested practices are seldom documented for subsequent use.

Our approach

PREVENIR aims to strengthen regional, national and local key actors by building capacity in the area of violence prevention and to introduce tools and methods that improve cross-sectoral cooperation, thereby helping to reduce levels of violence.

Project name	Preventing youth violence in Central America (PREVENIR)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Central America
Lead executing agency	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Duration	2009–2018

The benefits

PREVENIR promotes cooperation between a range of sectors and between government, civil society and the private sector, encouraging them to develop and successfully implement joint approaches to prevention. For example, the project advises on options for cooperation between actors at national, regional and local level (multi-level approach) with the aim of supporting decentralised implementation of prevention strategies at local level and promoting the feeding back of local experience at national level.

In this context, PREVENIR is pursuing a systemic approach to preventing youth violence, working primarily with mediators and key carers, who have influence in the lives of young people. This is why the project involves teachers and parents, for example.

PREVENIR focuses on prevention methods that have proved effective in practice (evidence-based approach).



'Miles de Manos' regional conference, Guatemala

Training for mediation institutions, El Salvador

Project for short-term employment, Honduras

Foto: © GIZ/PREVENIR



Mobile phone repair course,
El Salvador

Presentation on systematisation of effective community
policing models, Nicaragua

Training for young people,
Honduras

Photos: © GIZ/ PREVENIR

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PREVENIR has three components:

- municipal prevention strategies involving young people
- measures to increase the employability of socially disadvantaged young people
- measures to prevent violence in school and non-school based education

Our partners

The lead executing agency for the project is the General Secretariat of the Central American Integration System (SICA), with PREVENIR assisting in the implementation of the Central American Security Strategy. PREVENIR conducts regional activities involving all eight SICA member states, as well as working at national level with the security, education and labour ministries, police forces and youth institutions of El Salvador, Guatemala, Honduras and Nicaragua. At local level, meanwhile, PREVENIR is being implemented in cooperation with municipal administrations, schools, youth networks and organisations, and municipal associations.

PREVENIR also works with civil society organisations involved in violence prevention and with companies. There is a particular focus on cooperation with universities and other educational institutions that are considered to be key actors in embedding the project's training measures in the partner countries in the long term.

Success factors

A pedagogical approach to preventing violence in schools (*Miles de Manos*) has been developed and successfully tested in pilot schools. Observable physical violence against young people has been reduced by 20 % in these schools over a period of six months. Communication between teachers and students has improved, and learning and behavioural issues are being resolved in a spirit of partnership. *Miles de Manos* was rolled out to another 200 schools and school networks in 2014 with the support of the education ministries of Guatemala, Honduras and El Salvador.

Youth employment plans are also being put together in local communities. So far, the project has brought all the relevant local actors together to draw up 11 of these plans, which provide the strategic basis for delivering funding to local communities and selecting training provision. To date, a number of courses for young people have been adapted to market requirements and 3,000 young people have undergone training.

A modular in-service training system in systemic intersectoral violence prevention for government servants and NGOs has been developed and successfully tested in cooperation with partner institutions. The system is designed to empower local actors to work together to draw up and implement inter-sectoral prevention plans. Nine teams of multipliers (160 individuals) have been trained in El Salvador and in Honduras, with another 5 groups (190 individuals) currently undergoing training in Guatemala and Nicaragua. Following training in El Salvador, multipliers have set up prevention councils in 17 local communities and are helping these councils successfully to implement their prevention plans.

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Supporting the Pan African University (PAU) and establishing the Institute of Water and Energy Sciences (including Climate Change) (PAUWES)

The challenge

Key sectors such as water, energy and climate change are of particular relevance to sustainable development in Africa. The challenges associated with these areas are best met by training highly skilled technical experts and managers, investing in applied research, and ensuring the transfer of innovation and technology.

Until now, however, Africa has lacked high-quality postgraduate and doctoral programmes that are recognised as meeting international standards and conduct applied research into areas relevant to Africa's future.

This means that employees often lack sufficient skills, while African researchers are unable to conduct in-depth research into complex issues for the future. In addition, knowledge transfer is limited, and the African higher education sector has only partial representation in the international scientific community. Consequently, many talented young researchers, technical experts and managers work outside Africa.

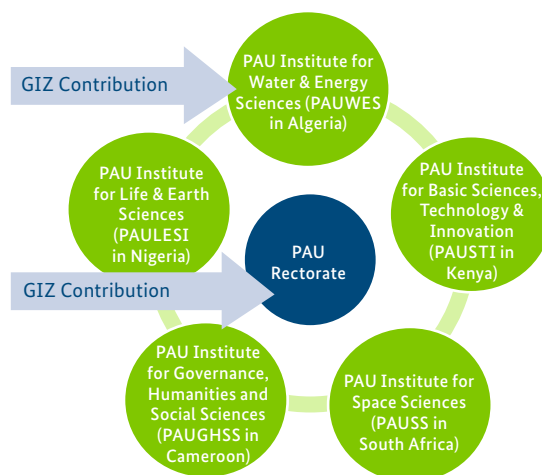
Our approach

The programme strengthens the African higher education landscape and addresses the lack of technical experts and managers by promoting research and knowledge transfer.

The benefits

In 2008, the African Union Commission (AUC) took the decision to establish a Pan African University (PAU). The aim was to close these gaps in the African higher education sector and establish closer links to the international research community and to serve as a beacon in seeking excellence.

The PAU is made up of five thematic institutes located in northern, southern, eastern, western and central Africa, with its Rectorate located in Addis Ababa, Ethiopia.



The GIZ programme supports development of the PAU Rectorate and establishment of the Pan African Institute for Water and Energy Sciences (including Climate Change) (PAUWES) in Tlemcen, Algeria.

Strengthening the African Union Commission and advising on development of the PAU Rectorate

GIZ has supported the AUC since 2011 in developing and implementing the PAU project. Short-term priority areas focus on advising on

Project name	Supporting the Pan African University and establishing the Institute of Water and Energy Sciences (including Climate Change) (PAUWES)
Commissioned by	German Federal Ministry for Cooperation and Development (BMZ)
Project region	Africa (supraregional), Algeria
Lead executing agency	Department of Human Resources, Science and Technology (HRST); African Union Commission (AUC), PAU Rectorate
Duration	2011–2016



Students in Tlemcen, Algeria

Photos: © GIZ / Mohammed El Amine Hefhaf

development of the PAU Rectorate, implementation of a good governance structure, and networking with international partners. For example, support is to be provided for building AUC's planning and implementation capacity by providing advisory services on organisational, network and process issues. The AUC will continue to receive support for its cooperation dialogues with international donors.

Support for the institutional development of the PAUWES

The Institute's objectives include:

- African students acquire knowledge and competencies to promote sustainable development in the African water and energy sector through practical and research-based Masters and PhD programmes.
- PAUWES is networked with scientific institutions across the continent in the fields of water, renewable energies and climate change to produce high-quality research geared to African concerns.
- PAUWES cooperates with industry, administration and civil society and is involved in practical and knowledge networks. This enables solutions to be found for current challenges.

The GIZ programme supports the setting up of PAUWES with the following activities:

- developing international Masters and doctorate programmes and applied research structures at PAUWES;
- advising on development of an institutional administration and financial management system;
- promoting research cooperation with international partners in higher education;
- cooperating with the public and private sector;
- developing the quality management process and a strategy for safeguarding the financial sustainability of PAUWES;
- support and advice on communication and public relations work;
- promoting gender equality at PAUWES.

KfW is financing scholarships for students, personal expenses for teaching staff, and PAUWES equipment and infrastructure. Subcontracted by GIZ, the German Academic Exchange Service (DAAD) is helping to recruit, select and finance teaching staff and to establish networks with German and international universities.

Success factors

The provision of advisory services and support in developing PAU and PAUWES has already seen initial results. A robust communication and information culture with partners and other donors has been developed. The structural and administrative conditions are also now in place for the launch of courses.

Curricula and syllabuses have been developed in collaboration with the partners and international representatives from academia and professional practice; these focus on the specific needs of the African continent. An engineering science course and a Masters course in governance have been developed in the fields of energy and water respectively; each course meets international standards. PAUWES took up its study programmes in October 2014.

In terms of research networking, PAUWES has formally concluded an initial cooperation agreement with a German higher education consortium funded by the German Academic Exchange Service. The purpose of this cooperation arrangement is to promote exchange between partners on the launch of teaching operations and development of a doctoral programme. An international commission selected students from across Africa for the two Masters programmes (Master of Energy Sciences Engineering and Master of Water Sciences Engineering). These students will be tutored by long- and short-term lecturing staff from Africa and Europe.

An outlook

The Pan African University seeks to counter the migration of trained experts and managers by providing practical training opportunities and partnerships with the public and private sector in key areas for Africa. The objective here is to improve employment opportunities in these sectors and to enable highly skilled experts, decisionmakers and young scientists to develop and implement new strategies to meet national, African and global challenges as part of their future activities. GIZ's involvement within the context of the pan-African initiative supports the sustainable development of the continent and, in so doing, makes a significant contribution to poverty reduction and to the attainment of development policy goals.

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Fit for School

Improving health for better education and child development

The challenge

Students suffering from disease are frequently absent from school, sleep less, and show an overall lower academic performance compared to healthy pupils. In Laos, Cambodia, Indonesia and the Philippines, diseases related to lack of hygiene, such as diarrhea and respiratory infections, are still the leading causes of illness and death among children. By the time children enter school, more than half have intestinal worms and a vast majority have untreated severe dental caries.

Our approach

Schools are the most important places for children to play, learn and grow and to acquire essential skills for life. Promoting healthy habits in healthy learning environments allow children to make the most out of their education through better health. Furthermore, children benefit from school health interventions regardless of their background so that existing disadvantages and inequalities are reduced and all have better chances for a healthy and productive life.

The Fit for School approach applies principles of schoolbased management to support the implementation of daily handwashing and toothbrushing and regular deworming to address high-impact diseases. Combined with improved access to clean water, washing facilities and appropriate sanitation, key determinants of health are addressed in a single intervention package.

The GIZ 'Fit for School' Programme

GIZ has been fostering the 'Fit for School' approach in the Philippines since 2008 in various ways. GIZ supports Philippine partners to successfully and sustainably implement the programme. The Fit for School Programme is currently being expanded to the 'Autonomous Region of Muslim Mindanao' (ARMM) in the Philippines through a joint

Project name	Fit for School
Commissioned by	Regional Programme: Federal Ministry for Economic Cooperation and Development (BMZ) ARMM Programme: BMZ and Department of Foreign Affairs and Trade of the Australian Government
Project region	Southeast Asia (Philippines, Indonesia, Laos, Cambodia)
Lead executing agency	Ministry of Education Youth and Sport, Cambodia Ministry of Education and Sports, Lao PDR Department of Education – Autonomous Region of Muslim Mindanao, Philippines West Java Provincial Education Office, Indonesia
Duration	Regional Programme: December 2011 – November 2015 ARMM Programme: April 2014 – June 2015

agreement between the 'German Ministry for Economic Cooperation and Development' (BMZ) and the 'Department of Foreign Affairs and Trade' (DFAT) of the Australian Government.

Due to the high demand from other Southeast Asian governments, GIZ was commissioned by BMZ with the implementation of a Regional 'Fit for School' Programme. It was launched in 2011 as a joint research and development initiative led by GIZ in partnership with the Southeast Asian Ministries of Education Organization and its Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH). The programme aims to adapt the 'Fit for School' approach to the specific national context in Cambodia, Indonesia and Lao PDR. It aims at developing implementation templates and advocacy tools for scale-up and expanded programme coverage.

Your benefits

In the Philippines, what began as a GIZ-supported project piloting the Fit for School approach in one province in 2007 is now the Essential Health Care Programme (EHCP), the flagship school health programme of the Department of Education (DepEd) that targets more than 2.5 million



Group handwashing activity in Lao PDR; Students queuing for toothpaste before participating in a group tooth brushing activity in the Philippines; A school deworming activity in West Java

Photos: © GIZ/Fit for School

public elementary school children in 40 provinces. The regional programme, which was launched in 2011 now benefits between 5,000 to 8,000 children per country in Cambodia, Lao PDR and Indonesia.

A longitudinal health outcome study which started in 2009 is measuring the impact of the interventions in the Philippines and has shown very positive health effects after just one year: 20 percent less underweight children, 30 percent less absenteeism, 40 percent less infections from decayed teeth and 50 percent less heavy worm infections compared to schools employing traditional health education. The same study is being conducted in the Cambodia, Lao PDR and Indonesia and the results are expected to be available by the end of 2014.

Success factors

The Regional 'Fit for School' Programme is based on the Fit for School Action Framework, which consists of three key success factors:

Simplicity

To achieve significant health impacts, the programme focuses on the most prevalent diseases in school-age children such as hygiene deficiency-related illnesses, dental caries and worm infections. The interventions are simple and evidence-based, and consist of handwashing with soap and toothbrushing with fluoride toothpaste as daily group activities, complemented by biannual deworming. By applying a skills-based approach the programme goes beyond the traditional instruction-based health education. By implementing the activities as part of the daily school routine, it supports children in acquiring healthy habits and promotes sustained behavior change. These interventions are packaged to facilitate implementation, which includes clear and simple guidance and implementation templates that allow school principals and teachers to run the programme with minimal supervision and effort.

Sustainability

Independence from external funding is essential for sustainability. The Fit for School programme therefore only covers the costs of an initial start-up and research phase and thereafter commits technical assistance to local or national government partners to establish appropriate budget lines for the sustainable financing of programme materials. The community and parents are actively involved in the construction of the required group washing facilities. In addition, they are engaged in monitoring and evaluation through a simple participatory process. This ensures accountability and transparency, strengthens local ownership and promotes community empowerment.

Scalability

Programme management is kept as lean as possible and is integrated in existing structures of the education sector with support of the health and related sectors. The programme follows a modular structure and uses uniform templates to facilitate implementation and scale-up. Standardized and pre-packaged supplies are made available to ensure quality while supporting a simplified government procurement process.

These three principles are supported by a number of enabling factors, such as supportive policies, multi-level advocacy and an effective link with research institutions to monitor programme performance and assess its impacts on health and education.

Success Story

Aida Ban-ay is an English teacher in Manalongon Central School in the Philippines. She enjoys her academic work with pupils very much. When the Fit for School Programme was introduced (called Essential Health Care Programme EHCP in the Philippines) she welcomed the opportunity to go beyond her traditional teaching subject. Now she supervises the daily handwashing and toothbrushing activities, although the children like organizing the group activity by themselves. This has made the implementation much easier and less of an extra burden than Aida and her colleagues thought at the beginning. She was very pleased to note that children bring these habits home to their families as agents of change and are thus increasing the impact of the programme even outside of the school.

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German BACKUP Initiative – Education in Africa

Improving education financing in Africa

The challenge

There are about 250 million children around the world who are not learning how to read, write or do basic maths, even though over half of them attend primary school. 57 million children do not attend school at all, most of them living in sub-Saharan Africa.

If they are to acquire basic skills, young people must complete at least their lower secondary education, and yet only half of the young people in countries in sub-Saharan Africa achieve this. According to UNESCO, 26 % of the world's illiterate adult population will be living in sub-Saharan Africa by 2015.

For this reason, many countries will fail to achieve the six Education for All (EFA) goals by 2015, despite considerable progress having been made. Among other things, this is the result of an inadequate level of funding provided for the education sector and a pressing need for African countries to further develop their national institutions, their knowledge, skills and structures in order to effectively manage their national education systems.

The Global Partnership for Education (GPE) was established in 2002 to support the achievement of the six EFA goals. Since then, developing country partners worldwide can apply for funding from GPE's multi-donor fund to develop and implement their national education strategies. Whether or not a country receives financial support depends on certain factors, such as the degree of educational progress, educational needs, and the efficiency of the national education strategy. In order to meet the application requirements with regard to GPE's Funding Model, a partner government needs, for example, to deploy well-trained staff to facilitate the processes.

Our approach

The German BACKUP Initiative – Education in Africa (BACKUP Education) was established in 2011 to assist African partner countries in accessing funding from the GPE Fund and using it effectively to implement national education strategies.

BACKUP Education is one of five beacon projects of the German Federal Ministry for Economic Cooperation and Development (BMZ)'s current education strategy and forms part of Germany's contribution to GPE. BACKUP stands for **B**uilding **A**lliances, **C**reating **K**nowledge and **U**dating **P**artners. The project is being jointly financed by BMZ and the Swiss Agency for Development and Cooperation (SDC).

Project name	German BACKUP Initiative – Education in Africa
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ); Swiss Agency for Development and Cooperation (SDC)
Project region	Africa
Duration	January 2011 – September 2017

In order to obtain and effectively use funding from global funds such as the GPE Fund, partner countries require among other things specific knowledge and technical skills. If this expertise needs to be developed in the countries or brought in at short notice, partners often require additional funding through a flexible and rapid mechanism. This is where German development cooperation's BACKUP model comes in: it is designed to provide this specific type of support. It aims to prevent bottlenecks or compromises in the quality and effective implementation of the



globally financed programmes. This targeted form of support can generate visible added value. The BACKUP model has been successfully implemented in the health and climate sectors, as well as in the education sector as described here.

The benefits

Types of support offered by BACKUP Education

At the heart of the German BACKUP Initiative – Education in Africa is a demand-based support mechanism. African ministries of education, national civil-society organisations and regional networks can apply for the following modes of support:

Fast Access Mode up to EUR 20,000	Funding at short notice for one-off activities such as participation in trainings or conferences
Consultancy Mode up to EUR 50,000	Financing of expert and advisory services on developing and implementing national education strategies, sector analyses etc.
Project Mode up to EUR 100,000	Funding for medium-term activities related to applying for and/or using GPE grants

Features of BACKUP Education

- Request-based funding approach
- Responding to locally identified needs
- Filling funding gaps swiftly and flexibly
- Alignment with processes supported by GPE and use of GPE cooperation structures
- Assuring quality and complementarity through close cooperation with relevant education partners at all levels
- Emphasis on conflict sensitivity, gender equality, civil society participation and national capacity development
- Promoting South-South exchange

Success factors

Since 2011, the German BACKUP Initiative – Education in Africa has assisted numerous state and civil society education partners in creating the necessary conditions for successfully applying for or effectively using GPE funding.

Examples from the field

By mid-October 2014, BACKUP Education had supported 92 activities in 23 African countries.

Guinea

Supported by an international team of experts, the Guinean Ministry of Education drew up the programme and management documents needed to apply for GPE funding. BACKUP Education financed the provision of advice in response to an application from the Ministry of Education. This enabled Guinea to apply in time for a grant of USD 37.8 million from GPE to implement its national education strategy. Close cooperation between the international experts and professionals at the Ministry contributed to the development of national capacities.

Regional dialogue

At the regional level, BACKUP Education has supported the work of the three African constituencies within the governance structure of GPE in order to promote Africa's interests within the partnership. Between 2012 and 2014, BACKUP Education organised four meetings of the African constituencies ahead of the half-yearly GPE board meetings. These meetings allowed the African GPE partner countries to discuss and build consensus on upcoming board decisions. Based on the positive experiences of the three Africa constituencies, the GPE Board of Directors decided in June 2014 to provide funding to strengthen communication and coordination among the six GPE developing country partner constituencies through face-to-face meetings.

BACKUP Education has therefore contributed to a sustainable funding solution and helped Africa to strengthen its voice in the governance structure of the world's largest partnership for education.

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Sector programme Education

Providing advisory services to BMZ, division of 'Education and the digital world'

The challenge

Education is a human right and drives sustainable development. Yet despite successes over recent decades, around 57 million children are still denied access to education. Too few students make the transition to secondary or tertiary education or to vocational training. And the number of adults who are illiterate has remained virtually unchanged over recent years.

Many education systems around the world face the twin challenges of inadequate access and poor quality. Despite attending school for a number of years in some cases, around 250 million children and young people lack basic literacy and numeracy skills, while curricula often lack relevance to everyday life and to employment. Restricted access to education and poor quality of education are often the result of inadequate educational planning and of underfunding of the education sector.

To tackle these challenges, BMZ has made education a key area within German development policy. Germany is supporting partner countries in Africa, Asia, Europe and Latin America in implementing national and international education goals and is increasingly positioning itself in the global education agenda. BMZ has therefore adopted an education strategy with a holistic approach; its education priorities are to enhance quality and equal opportunities for all in all areas of education.

Project name	Sector programme Education
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Volume	EUR 5 million
Objective	BMZ's enhanced positions on education within development cooperation are promoted at all levels of German and international development policy.
Duration	May 2014 – April 2017

Our approach

The sector programme Education provides advisory services to respective BMZ divisions. These services cover all areas within the education sector except technical and vocational education and training:

- Core issues (gender equality, quality of education, inclusion, strengthening the education system, new approaches to education finance, and the use of information and communication technologies)
- Multilateral thematic areas
- Regional and country group-specific thematic areas, in particular education in fragile contexts
- Wider basic education including early childhood-, primary- and secondary education, non-formal education, and literacy training
- Higher education and research

Policy and strategy development

- Support for BMZ in revising and coordinating its education strategy
- Advice regarding education in the Post-2015 Development Agenda



Technical advice

- Provision and updating of background papers on current education topics
- Expert technical advice on BMZ position papers
- Commissioning and supervising research

National and international coordination and events

- Support regarding the design and implementation of national and international events
- Involvement in national and international coordination- and working groups on behalf of BMZ

Cooperation with multilateral actors

- Advising BMZ on its engagement in the *Global Partnership for Education*
- Support for cooperation with the *Association for Development of Education in Africa*
- Support for the *International Task Force on Teachers for EFA*
- Cooperation with the *Learning Metrics Task Force* and the *Organisation for Economic Cooperation and Development* on measuring learning outcomes in developing countries

Regional analyses and cooperation with donors

- Support in creating a database on key educational data of partner countries and individual country profiles
- Advice to BMZ on potential cooperation agreements with other donors

Examples from our thematic portfolio**Education in fragile contexts**

Violence, conflict and fragile statehood pose substantial challenges both internationally and in individual partner countries. Conflict-sensitive education can make a major contribution to opening up prospects for children and young people and to the development of peaceful societies. The sector programme is

involved in national and international networking and provision of knowledge resources, in developing the skills of German organisations and local partners, and in enhancing the technical base of the thematic areas.

The Global Partnership for Education

The Global Partnership for Education (GPE) is an important multilateral actor implementing the global 'Education for All' action plan. The GPE draws on a fund of USD 5.8 billion to support the development and implementation of education sector plans in around 60 partner countries. The GPE's focus is on improving educational quality, pre-service and in-service teacher training, promoting education in fragile states, and mobilising the necessary funding from the donor community. The sector project supports BMZ in its work in constituencies and on the GPE Board of Directors, in specialist forums and in advisory bodies.

Strengthening higher education and research in development cooperation

Fair access to higher education and the quality and relevance of teaching and research go hand in hand with socioeconomic progress in our partner countries. Skilled experts and managers from our partner countries will be shaping the agenda in their home countries in future and they will be playing an active part in managing global change, so their training must be tailored to their country's needs and capacity. The sector project advises BMZ on improving teaching quality and boosting labour market orientation and on promoting higher education management capacity, internationalisation and innovation transfer to universities in our partner countries.

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Inclusive Education

Applied Research for more Evidence in Education

The challenge

Several international agreements, initiatives and goals call for the right to education and claim free, compulsory and quality elementary education for all children and youths. Even so, *'universal participation in primary school is likely to remain elusive in many countries by 2015.'* (EFA GMR 2014)¹. Many of the children not attending school or dropping out early belong to disadvantaged groups. Alongside the remaining challenge of providing the option of schooling and equity of access for all children, improving the quality of education for those *'250 million children who are unable to read, write, or do basic mathematics'* (ibid.) is central to combating the global learning crisis.

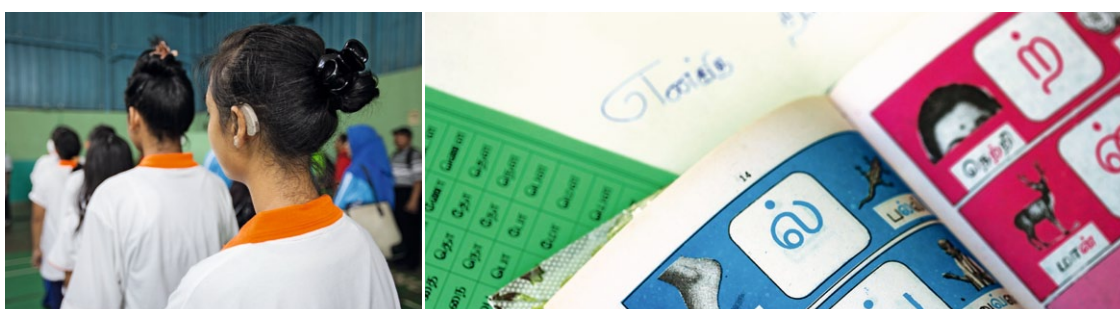
The international community discusses inclusive education as a key strategy for bringing quality education to everyone. Inclusive education can be considered as a global vision that is underpinned by international conventions, goals and commitments. But anyhow, this vision has to be appropriated by the national societies and to be adapted to the relevant local contexts.

Despite what we know about the causes of exclusion and disadvantages, applied research is still missing to pinpoint the mechanisms that determine the success of inclusion in educational systems in developing countries. This makes it difficult to identify concrete, evidence-based countermeasures at the level of educational planning in technical cooperation programmes; and to find suitable measures for each country for the development and implementation of inclusively designed education systems.

The concept of **Inclusive Education** addresses the transformation of educational systems, their previous contents and approaches and the experienced school cultures (Artiles 2006)¹. The aim is to enable an equitable, joint and non-discriminative participation of all children in a high quality education setting. In alignment with the Salamanca Statement on Special Needs Education (1994)² we conceive inclusion in its broader sense: *'Schools should accommodate all children regard-less of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.'* Not least the adoption of the UN Convention on Rights of Persons with Disabilities³ leads to the perception of inclusion as a fundamental principal of the universal right on education.

- 1 Artiles, Alfredo. Learning in Inclusive Education Research: Reme-diating Theory and Methods with a Transformative Agenda (2006).
- 2 The Salamanca Statement and Framework for Action on Special Needs Education (1994). UNESCO
- 3 UN Convention on the Rights of Persons with Disabilities (2006).

1 EFA-Global Monitoring Report. Teaching and Learning. Achieving quality for all (2014). Paris: UNESCO.





Photos: © GIZ

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Our approach

According to its Education Strategy and its Action Plan for the Inclusion of Persons with Disabilities (2013–2015), the *Federal Ministry for Economic Cooperation and Development* (BMZ) seeks to promote the inclusive design of educational systems in development cooperation. In line with these frameworks BMZ mandated the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) GmbH to execute a global research project with the aim to link the scientific community of inclusive educational research, political decision makers and practitioners in development cooperation. GIZ takes up the bridging function between those complementary fields of action, contributes to the scientific basement of policy decisions in development cooperation and facilitates needs-driven and informed engagement in the field of inclusive education.

The services provided by GIZ under mandate of BMZ are:

- Coordination of applied research in inclusive education in cooperation with the two study countries Guatemala and Malawi
- Establishment of International Knowledge Cooperation Networks (e.g. Community of Practice)
- Organization of experts meetings and conferences relevant in the topic area
- Provision of scientifically collated data
- Dissemination of examples of promising practices in inclusive development cooperation
- Development of instruments and action oriented strategies in cooperation with different stakeholders
- Contribution to evidenced based sector policy advice

Project name	Applied Research for Inclusive Design of Educational Systems
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Global Research Project (Study Countries: Malawi and Guatemala)
Lead executing agency	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Duration	January 2013 – September 2016

The benefits

- Contribution to the scientific debate on inclusive education in development cooperation together with other national and international partners
- Development of research capacities of partners in developing countries in the area of inclusive education
- Provision of evidence for the successful implementation of inclusive educational measures
- Development of instruments for the promotion of inclusive education in development cooperation

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Sector Programme ‘Sport for Development’

Establishing Sport as an Instrument for Achieving Development Goals

Background and Goals

German development cooperation as well as state and civil society organisations worldwide are increasingly seeking and utilising new instruments to achieve development goals. Sport is one of these instruments, as was also internationally acknowledged by the 2003 UN Resolution 58/5, which describes sport as ‘a means to promote education, development, health and peace’. The United Nations has also emphasized the role of sport in attaining the Millennium Development Goals.

The tremendous potential of ‘sport for development’ to achieve the German government’s development goals has been little utilised to date. Alongside its importance in the field of education, sport can also serve as an overarching theme and tool in areas such as health promotion, HIV prevention, gender equality, violence prevention, conflict resolution, good governance, inclusion and the environment. It is the declared goal of German development cooperation to place greater emphasis on ‘sport for development’ and to utilise sport as a vehicle for attaining its development goals.

By tasking the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH with implementing the ‘Sport for Development’ sector programme, the BMZ has taken an important step towards meeting this goal.

Project name	Sector programme ‘Sport for Development’
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Local country	Worldwide, including Afghanistan, Brazil, Colombia, Mozambique, Namibia and Palestinian territories
Political sponsors	Ministry of Youth, National Service, Sport and Culture in Namibia (MYNSSC); Afghan Ministry of Education, Brazilian state and municipal administrations (e.g., in Rio de Janeiro), among others
Overall term	January 2013 – December 2015

The ‘Sport for Development’ Approach

By its nature, sport encourages participation and brings people together. It contributes to the health and well-being of children and youth, is enjoyable, and transmits values such as fairness, tolerance, respect and discipline. When utilised in a pedagogically correct manner, sport enhances self-esteem and self-confidence and promotes responsible behaviour. By taking part in sport, children and young people learn to manage victory, as well as defeat. They acquire life skills that help them deal with challenging situations and improve their long-term prospects. As one of the most developed aspects of civil society, sport is an engaging and effective tool for social mobilisation and an important vehicle for participation, sport brings people and communities together, bridging national, ethnic, social and religious divides.

As a tool in development cooperation, sport can serve as an impetus for social transformation and change, on both the individual and the social level.



Sport brings people together, gets them moving, and empowers – on the sports ground and at continuing education programmes.

Photos: © GIZ/Florian Kopp, Oliver Becker

Success factors

As is the case with all such endeavours, development programs that take a 'sport for development' approach must take into account social, cultural and economic conditions in the partner country.

In general, this entails a focus on mass sports that do not require expensive equipment, and that are already wellrooted in the partner country. The training and further education of coaches and trainers is also an important factor. Finally, programmes for utilising sport as a tool to achieve development goals must be developed jointly with local partners.

The 'Youth Development through Football' (YDF) project is a joint endeavour of German development cooperation in Africa. Its impressive success has been documented by the University of Johannes-burg, which has served as an academic partner throughout the project. Approximately two-thirds of the 110,000 participating children and youth demonstrated gains in self-confidence, and a reduction in violent and discriminatory behaviours. The YDF programme also developed and implemented a com-prehensive plan for trainer education, which has been under UNESCO patronage since 2011.

German Engagement in Overview

The sector programme 'Sport for Development', which will allow the BMZ to introduce the topic of sport into German development cooperation, encompasses four main areas:

Expert Advice

The GIZ sector programme will serve as an expert consultant for the BMZ. It will also develop and make available to the BMZ lessons learned, methods and instruments utilised by existing and completed programmes within the field of 'sport for development'.

Promoting Networking

The GIZ sector programme will also promote coordination and networking of German and international actors from the world of sport and development cooperation. This will help build upon existing synergy and promote the ongoing incorporation of existing experience and expertise. The GIZ sector programme will support the BMZ in establishing German engagement in the sphere of 'sport for development.'

Implementing Pilot Programmes

On behalf of BMZ the GIZ sector programme implements pilot programmes in partner countries, which will evaluate and develop a variety of approaches. Ongoing academic and research support for these pilot initiatives will provide expert feedback regarding the most successful methods for utilising sport in development cooperation. Using a scaling-up process, this feedback will be employed in additional regions and countries in which Germany engages in development cooperation.

The target group for the German development cooperation actors are mainly children and youth, particularly those from regions affected by poverty. These children and youth often face additional challenges due to social, political and cultural conditions in their home countries. Special attention will be paid to girls and young women, who often have fewer opportunities to participate in sports and limited access to educational and social programmes.

Utilising Major Sporting Events

German development cooperation utilises major sporting events as a platform to raise public awareness for development issues. To accompany major sporting events, the GIZ 'Sport for Development' sector programme implements measures to promote mass and leisure sports in a socially effective and sustainable manner.

Cooperation Partners

Collaboration with partners is essential to ensuring the success of sport-related development cooperation. To this end, German development cooperation works closely with non-governmental organisations, sports clubs and associations, political decision-makers and international research and economic organisations. This collaboration also requires establishing strategic partnerships with industry, along the model of the partnership with the Nike sporting goods manufacturer (the 'Designed To Move' campaign.)

Some existing partner organisations who are working together with German development cooperation in the sector of 'Sport for Development' are the:

- German Olympic Sports Confederation (DOSB)
- German Football Association (DFB)
- German Sport University Cologne (DSHS)
- International Council of Sport Science and Physical Education (ICSSPE)
- United Nations Office on Sport for Development and Peace (UNOSDP)

Pilot Programmes

Afghanistan – School Sports for Girls

The pilot programme in Afghanistan focuses on targeted measures aimed at girls and young women. School sports remain the only opportunity for girls and young women to take part in sports in Afghanistan. Together with local partners, the programme qualifies sports teachers, who will utilise their training in schools. The pilot programme is collaborating with the Basic Education Programme for Afghanistan (BEPA). The focus is on football and volleyball, which are especially popular with Afghan girls.

Pilot programme partners:

- Afghan Ministry of Education
- Afghan Football Federation (AFF) and other national sports associations
- German Football Association (DFB)

Brazil – Football, Violence Prevention, and Youth

German development cooperation in Brazil is collaborating with local trainers, coaches, teachers, social workers and educators to develop a new training concept. The focus is on the integration of social competencies and life skills in football training. The concept is targeted at schools and public projects in disadvantaged areas.

Pilot programme partners:

- Municipal administrations in Rio de Janeiro, Salvador da Bahia, Fortaleza and Recife
- Local non-governmental organisations, including Bola pra Frente
- German Football Association (DFB)

Mozambique – HIV Prevention, 'Life Skills' & Organisational Development

Building upon the YDF project carried out in Mozambique, German development cooperation is utilising sport to raise awareness about HIV among young people and to transmit life skills that will enhance their daily lives. The pilot programme is also providing expert advice and training to national partners

in key areas of competency, as well as organisational and structural developmental support. Additional goals include incorporating modules on life skills and HIV prevention in the training curricula for sports teachers. The programme has engaged in ongoing collaboration with the German development cooperation programme focused on HIV/AIDS prevention.

Some pilot programme partners include:

- Pedagogical University Maputo, Faculty of Sports
- Associacao Desportiva de Albazine (ADA) and additional sports associations/community projects
- German Football Association (DFB)
- Bavarian Football Association (BFV)

Namibia – Strengthening the Position of Girls and Young Women

Building on the positive experience of the YDF project in Namibia and the activities of the partners listed below, this pilot programme focuses on girls and young women. Its first aim is to develop a pedagogical sports programme that will include sports for girls with measures aimed at HIV/AIDS prevention, health promotion, and life skills training. These will be implemented in a variety of spheres, including in a new centre for the promotion of sports for girls, and within specific counselling services offered to girls and young women. The pilot programme has been collaborating closely with the German development cooperation 'Multisectoral HIV and AIDS Response Programme'.

Pilot programme partners:

- Ministry of Youth, National Service, Sport and Culture in Namibia (MYNSSC)
- Namibian Football Association (NFA)
- 'Galz and Goals' project of the NFA Women Desk
- German Football Association (DFB)
- Fussball- und Leichtathletik-Verband Westfalen e.V. (FLVW)
- UNAIDS Namibia



Team spirit also means assuming responsibility and supporting others.

Photo: © GIZ/Florian Kopp



Exchange of the social-educational work with football fans and of the sustainability of major sporting events

Photos: © GIZ/Adriano Facuri, Léo de Azevedo

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Colombia – Promoting Peace and Preventing Violence

For years now the Colombian government has been using football to promote peace in the country. One such programme is 'Colombia Joven', which is sponsored by the Office of the President. In follow-up to the German programme to build peace by promoting cooperation between the State and Civil Society (CERCAPAZ) and the prevention of recruitment of minors (Child Soldiers) in Colombia (KISO) programme, in late 2014 German development cooperation began focusing on local partners to improve existing sports education. In addition, the pilot programme is developing a model to utilise sports for the promotion of peace in conflict regions.

Pilot programme partners:

- Fundación Pies Descalzos (the 'Shakira Foundation')

Palestinian territories – Promoting Career Training

In late-2014, German development cooperation began supporting the economic development of Palestinian territories through sport, and using sport to help prevent violence among young people. In this pilot programme, sport is utilised as a tool to promote vocational training and work skills. In close collaboration with the 'Technical and Vocational Education and Training/Labour Market' (TVET/LM) programme, the 'sports for development' approach is being integrated into the curricula of non-governmental technical and vocational training centres. In addition, the training centres are taking part in organised sport camps and tournaments along with civil society organisations and private industry in order to promote vocational training and traineeships for young people.

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