



Federal Ministry
for Economic Cooperation
and Development

BMZ Education Strategy

Creating equitable opportunities for
quality education

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Our strategy in summary

Education is a human right and key to ensuring sustainable development, which is why it is a **priority area of German development policy**. We will be expanding our work in this area, through our special initiatives, our new Africa policy and other avenues, and **assigning it at least 400 million euros per year from the BMZ budget**. Our aim is to help our partner countries live up to their responsibility to ensure quality education for all.

Our priorities are **basic, vocational and higher education** and in regional terms our work is concentrated mainly on **Africa**. We place a special focus on **fragile and conflict-affected** areas, especially **refugee situations**. The main objectives behind Germany's engagement are **equitable access** to and **improved quality** of education, through such measures as teacher development. **Inclusive education** and **gender equality** are an essential part of everything we do.

In the area of **basic education**, we advise our partners on how to **design curricula, teaching aids and learning materials**, promote school development and **improve management of schools**. But our work also includes **non-formal basic education for adults**. In addition, we provide support for the **construction, rehabilitation and equipping of classrooms and teacher training centres** plus funding for supplies of teaching aids and learning materials.

Our cooperation activities in **vocational education** are mainly aimed at bringing vocational education systems more **into line with labour market needs** and promoting vocational education and training **in rural regions**. Other areas of our work include the development of **qualification systems** for various sectors facing a particularly marked shortage of skilled workers, plus measures to boost vocational education and training in the **informal economy**.

Employability is a major aspect in **higher education** too. As well as advising our partners on **quality standards** and **higher education and research management**, we perform a wide range of activities, from providing **individual support** (through scholarship programmes run by the organisations that receive funding from the BMZ) to **establishing higher education infrastructure**.

Bilateral cooperation is a cornerstone of our work but Germany also plays an active role in **international processes and organisations**. Examples are the Global Partnership for Education (GPE), **partner organisations' higher education programmes** and **civil society and church-run projects**.

We are committed to ensuring a firm place for education on the **future Sustainable Development Agenda** and will ourselves place great emphasis on education when implementing the agenda. Furthermore, we have made education a core component of our "ONE WORLD – Our Responsibility" **charter for the future**.

1. Our perspective on education

Germany's development work is **value-based** and follows the **principle of sustainability**, which is why we feel **education merits priority status**.

Articles 13 and 14 of the UN's International Social Covenant (ICESCR) recognise **education as a human right**. The right to education is also enshrined in the UN Convention on the Rights of the Child and the Geneva Refugee Convention. In keeping with this thinking, our concept of **education is that it is primarily an end in itself**, the focus being on the human being and humans' entitlement to make full use of their individual possibilities and pursue their interests. But we also consider **education to be important for human rights in general**. People who know their and others' rights can comply with, demand and exercise them.

In addition, education has a **positive effect on numerous sectors of relevance to development activities**. As such, it can be pivotal in achieving sustainable development goals. To better harness the catalytic force of education for sustainable development, **we are expanding our activities in the priority area of education**, through our special initiatives and our new Africa policy for instance, and working to make education a **key goal on the post-2015 agenda**. We will ensure that education features strongly in our implementation of the agenda – an objective also highlighted in the **“ONE WORLD – Our Responsibility” charter for the future**, which states that German development policy must step up its investment in measures to fulfil the right to education.

Germany supplied 1.3 billion euros of ODA for education in 2013, making it the world's biggest donor. And the BMZ will be **increasing its financial support**, with an **annual budget of at least 400 million euros** for education. This support will take the form of bilateral commitments, funding for partner organisations in the field of higher education, multilateral engagement for such institutions as the Global Partnership for Education (GPE) and pledges undertaken

as part of our special initiatives. Examples of how we intend to use the **additional funding** include more scholarships for African students, expansion of our alumni support activities and promotion of training through the green innovation centres in the agriculture and food sector.

We consider education to be a **public task**, for which the **government** is responsible – a view reflected in human rights standards. It is the duty of the government to ensure quality basic education that is equally accessible, compulsory and free for everyone, and further education. Germany's development cooperation activities help governments comply with these duties. But **civil society, communities, trade unions, parents and other stakeholders** have their part to play too in providing sufficient opportunities for quality education for all. To give just one example, without the engagement of the social partners (i. e. employees' and workers' representatives) vocational education would not be possible.

Governments in **fragile, misgoverned states**, in particular, are often unable to **ensure basic social services** for their people. In these cases, we support **church-based and non-governmental organisations**, for example, which are key players in the provision of such services and often able to operate even in difficult political environments. Nonetheless, the aim for the medium to long term is that the government – in cooperation with civil society – should provide education.

The concept of **lifelong learning** guides all of our support activities in the area of education. This approach is necessitated by modern knowledge economies and the dynamic pace of globalisation, where the learning process no longer stops at a certain age or upon gaining a certain qualification. Our engagement therefore covers the **entire learning continuum**, with support for **all areas and forms of education**. We work to promote both formal, school-based education (early childhood, primary

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school, secondary school, vocational, higher and adult education) and non-formal education, as well as helping people to transition between different areas and forms of education. In each case, we tailor our activities to our partners' specific requirements.

Extended **basic education**, **vocational education** and **higher education** are **priority areas** of our work. In part, this is a reflection of our aim to finish the "unfinished business" of ensuring quality primary schooling for all girls and boys, as set out in the Millennium Development Goals (MDGs). But we also firmly believe that our engagement is at its most

effective when we can draw on a **wealth of experience** and **successful models in our own country and in development cooperation**, as is the case with Germany's dual system of vocational education. We know from our own experience how important vocational and higher education are in creating an adequate supply of well-trained skilled workers. And that is all the more true for the extremely dynamic economies of some of the countries with which we cooperate. Our cooperation with the least developed countries is often in the area of basic education whilst our work in vocational and higher education also includes more developed countries.

FOCUSING ON AFRICA AND THE MIDDLE EAST

*Africa remains more **affected by poverty** than any other part of the world and much of the continent **bears the marks of conflict and violence**. At 60%, the **share of young people** in Africa is particularly high. **Youth unemployment** presents a huge challenge, especially in the countries of the Middle East and North Africa (MENA). Education – in the agricultural sector but equally in healthcare, energy or resource extraction – is crucial in tackling these issues.*

*In recognition of its positive impact on development, we have made education a fixed part of the **BMZ's new Africa policy**¹. In addition to our bilateral programmes in **basic education**, our involvement in the **GPE** and our **BACKUP initiative**, we will focus more on **vocational and tertiary education** in our work in Africa. For instance, we plan to set up partnerships between agricultural and food enterprises and vocational education providers as part of the **new green innovation centres** being set up in more than ten countries. The intention is to give people working on family smallholdings better training in the production, processing and marketing of their products. Another important and ambitious project is the **Pan African University (PAU)**, which we are helping to establish.*

*Our aim is to **harness ICT** to enhance education – be it in order to ensure **effective administration of innovation centres** or to **simplify the salary payment process**. In Niger, for example, teachers often have to travel for days to a city where they can collect their monthly salary. A considerable number of lessons have to be cancelled as a result and there is not much motivation to teach in rural regions. Working with our Nigerien partners, **we are piloting a new, mobile payment system**, in which teachers will be given a bank account, a mobile cash account with the mobile telecommunication firm, a mobile device and a small starting phone credit. The ministry transfers the salary to the bank account, from which the teacher can have "virtual money" transferred to their mobile as they need it. They then pick up their salary from one of the mobile firms' outlets, which can be found throughout rural regions.*

*In the **MENA region**, we already run bilateral programmes to promote vocational and tertiary education and we intend to step up our efforts in these areas. In partnership with the German Academic Exchange Service (DAAD), we will be seeking to offer **1,000 additional scholarships for young Africans** on development-related programmes of study in Germany and, primarily, at partner higher education institutions in their own countries in the next few years. Through GIZ and the DAAD, we also support **four bicultural master programmes**, each of which is run jointly by a German and an Arabic higher education institution. We will be **significantly increasing** our funding for **new education programmes** in Africa.*

Currently, the BMZ has an agreement with **over 40 countries** to make education an aspect of development cooperation. In **ten** of them (Afghanistan, Ethiopia, Guatemala, Honduras, Kosovo, Malawi, Mozambique, Pakistan Togo and Yemen), **education is a priority area**. With other partners, education is not an agreed priority area in its own right, but the issue is addressed as part of **other projects in other sectors**, in **regional projects** or using our options for **programming flexibility**. Around the globe, we are active **wherever there is a need** but the majority of our efforts are focused on **Africa** and the **Middle East**. Our intention in providing support for education is to play a fundamental role in tackling the biggest political challenge facing Africa – the need to offer the young people of Africa a future.

It is our belief that **nobody should be excluded from education**. We see **inclusive education** as the way to realise the **human right** to quality education and to create **equal opportunities**. Inclusive education is our **vision**. We would like to see education systems in which all children **learn together** and each child receives the best possible support for their own unique abilities and needs. Though it is not possible to achieve this worldwide immediately, it is possible to do everything in our power today to **ensure equitable opportunities**. That means abolishing discrimination in all its forms. Gender, age, religion, language, ethnicity, place of residence, poverty, disability and social or economic background must no longer be part of the equation. But these are precisely the factors that present the biggest obstacles on the road towards non-discriminatory access to education for all – we must all work together to change that.

In keeping with the BMZ's cross-sectoral strategy on the issue, **gender equality** is a core focus of our work in education too. Denying girls and women their rights, either directly or through discriminatory social and cultural norms, is a violation of basic rights and prevents the human race as a whole from developing. For us, ensuring girls and women have the same access to quality (vocational) education as boys and men do is an important contribution to putting an end to such human rights violations. Gender-sensitive syllabuses can be essential in helping to eliminate discrimina-

tory mentalities and concepts of gender roles and to overcome gender-specific disadvantages.

We also feel that the **digital revolution** offers particular opportunities to improve access to and the quality of education. We see potential in such areas as education administration and monitoring, teacher training and in remote areas or fragile situations. We are seeking to incorporate **information and communication technologies (ICT)** into learning and teaching processes effectively and efficiently, in the form of mobile e-learning applications or tools for measuring learning progress, for instance. But equally there is a need to help teachers become more **digitally literate**. Both aims require appropriate infrastructure.

2. Education – key to sustainable development

Education is an asset in its own right but it is much more than that. It is an **engine of sustainable development** in all its dimensions – economic, social, ecological and politico-cultural – and can thus help achieve all sustainable development goals.

Education helps people **liberate themselves from poverty**. Schooling, a good qualification and relevant knowledge and skills improve people's chances of finding **decent work** and a **secure income**. Education can also stimulate entire national economies. According to one study, a country's **long-term economic growth** increases by around 0.6% for each additional year of education per citizen – provided the education offered is of good quality.² Furthermore, education can help integrate young people (of whom there are large numbers in many regions) into the labour market, thus enabling the national economy to reap the benefits of this special demographic situation. Yet, if growth is really to reduce poverty, it must be broad in impact and **reduce inequalities**. **Education has significant leverage** in this respect. In fact, it has been proven that, over the long term, the average income in countries with equitable educational opportunities is considerably higher than elsewhere.³ In addition, (basic) financial education plays an important part in **consumer protection**. For example, the more knowledgeable people are about the financial system and its mechanisms, the more efficient (in terms of prosperity maximisation) they are in their use of financial products.

Education is also the **key to personal development**. It offers prospects, paves the way for equal opportunity and empowers people to exercise and demand their rights. **Inclusive education** enables all children, young people and adults to participate in society and to learn about diversity. Investment in **girls' and women's education** has a **particularly positive** effect on social development. They are better informed about their rights, can protect themselves better against gender-specific violence and make

their own decisions more often. Education, especially for women, improves the food supply situation and helps curb the spread of severe diseases such as HIV and AIDS. What is more, infant mortality decreases as education increases. If all women in countries with low to medium incomes were to be given a secondary education, infant mortality would drop by almost 50%⁴. Calculations show that maternal mortality and the birth rate in sub-Saharan Africa would also be considerably lower.⁵

Education can make a major difference in other areas too. It can **generate ecological awareness** and **promote climate-friendly behaviour**. Studies show that education can bring about change in people's perceptions and behaviour in the area of climate change. The Organisation for Economic Co-operation and Development (OECD), for instance, has discovered a correlation between people's knowledge of natural science and their level of environmental awareness and sense of responsibility for sustainable development⁶.

Finally, education can **foster social cohesion, reconciliation and democratic attitudes**. In 18 African countries, eligible voters with a secondary education made positive statements about democracy twice as often as those who had not been educated.⁷ It can be seen, then, that education leads to a multitude of positive effects.⁸ To achieve the goal of **sustainable development**, there has to be a **change in the way people think and act** – a change that will be **practically impossible without education**. It is for this reason that education plays such a central role in international development goals – both on the “Education for All” (EFA) agenda, with its six goals, and for the MDGs defined in the year 2000, two of which deal with education.

3. The challenges facing us

Despite considerable progress, some EFA goals and MDGs will not have been met by the end of 2015. Consequently, quality, inclusive education will be a major priority on the future Sustainable Development Agenda too. After all, the list of challenges still facing us is long, as outlined below.

INADEQUATE ACCESS

The Global Monitoring Report⁹ estimates that **57 million children are out of school**; over half of them are girls. Many more **drop out early** for various reasons. Rural areas, in particular, which are still home to the majority of the population in most of the countries with which we cooperate, do not have enough schools that can be reached **safely and with reasonable effort**. This poses an obstacle for girls in particular, whose education is also traditionally often considered less important. The situation is compounded by the **violence and instability** that prevail in many developing countries. Recently, there has even been an increase in the number of **targeted attacks on educational establishments**. In conflict situations, but not exclusively in such situations, **women and girls are very often the victims of violence**, be it through rape, forced prostitution, domestic violence or harmful traditional practices such as genital mutilation or early and forced marriage.

There is a general lack of **safe and healthy learning environments**. Buildings are not accessible to people with disabilities, there is hardly any school furniture and many schools do not have clean, running drinking water nor working, separate toilets for boys and girls. There are no school meals. All of this has a negative effect on access to education, as does **widespread poverty**. Parents are often confronted with additional costs for school materials and transport. At the same time, children in school are unable to work and contribute to the family income. The chances of improved access to edu-

cation and successful learning outcomes could be increased, in particular, through **early childhood education** but there are not enough programmes at that level.

Disadvantaged children are extremely often denied the opportunity to attend school or achieve successful learning outcomes at school. In many countries, this is true of the **majority** of children. **Disadvantaged groups** include people with disabilities, children compelled to work or get married, orphaned or street children or those who fall prey to child traffickers. They also include people who are extremely poor, who live in rural areas or in conflict or unstable contexts, members of ethnic or religious minorities, people not in possession of ID documents, refugees, migrants, girls and women. It is not uncommon for people to suffer multiple disadvantages.

One fundamental difficulty is that there are still too few children and young people who manage to **transition from primary to secondary education** or, alternatively, to **vocational education**, and later to **tertiary education or the labour market**. This is partly because there are not enough further and vocational education programmes. However, in many cases, it is also a question of poorer people not having the means to finance such education. In some countries, the high level of population growth makes it even more difficult to provide sufficient learning infrastructure.

The number of **illiterate adults** has only **dropped slightly** in recent years and still stands at 781 million¹⁰; just under two thirds of them are women. These individuals **do not have the basic knowledge** they need in order to make their own life choices and have a chance of decent work. There are **not enough non-formal, catch-up and inclusive education offerings**, which experience has shown are a better way of reaching young people and adults who have had little or no access to education. The results of informal learning are seldom recognised.

INADEQUATE QUALITY AND RELEVANCE OF TUITION

To truly contribute to social and economic development, education must be of good quality. It is therefore alarming that at least 250 million children and young people do not have **basic numeracy and literary skills** despite having attended school for several years in some cases. This situation has prompted a global learning crisis to be declared at the international level.¹¹

Apart from producing good learning outcomes, it is important that **learning content is relevant to pupils' lives and later work**. Yet curricula, teaching methods and learning materials often ignore students' reality and fail, for instance, to tie in topics such as health, nutrition or employment. This results in missed opportunities, particularly with regard to HIV and AIDS education, sex education and the related area of gender equality. In vocational and tertiary education, there is still room for expansion of national and local **cooperation between business and government** but also with academic institutions, the informal economy and other social players, such as interest groups and civil society organisations. Poor-quality education is chiefly a staff-related issue. There is a shortage of **well-trained teachers** who are dedicated to their work. Often, the teaching and learning methods merely impart knowledge but no or few **practical or transferable skills** such as analytical thinking, communication or empathy. There is a lack of training opportunities but also of appropriate working conditions, suitable teaching aids and learning materials (multilingual where required) and proper distribution of teachers across the country. Furthermore, there are not enough female teachers, who could serve as role models for schoolgirls.

POOR GOVERNANCE AND FINANCING IN EDUCATION

However, the shortage of staff for the education system is evident not only in schools, training centres and higher education institutions, but also in teacher training, research and, above all, administration.

A further key factor that contributes to poor-quality education is **weak structures and processes in education systems**; here too, well-trained staff are required. **Planning and governance** are important for education systems. But there are also difficulties related to **decentralisation, division of tasks** and allocation of financing between various levels of administration, and with regard to **management of educational establishments**. In many cases, the necessary **capacities** do not exist at the local level to keep track of the progress being made towards strategic goals. On top of that, the level of **participation** by communities, civil society and, in vocational and higher education, business associations and the informal economy is often inadequate.

A further problem is that **recent progress in the field of education has been slower** than in the past. One main reason for this is that **many governments do not yet adequately fulfil** their responsibility to ensure quality education for all. Although the percentage of the overall budget allocated to education has increased in many developing countries, there are still **funding shortfalls**. Indeed, of 150 countries surveyed, 25 invest less than 3% of their gross national product in education. **Many donors** have also **decreased their contributions** in recent years in the face of the worldwide financial crisis. According to the Global Monitoring Report, an additional 22 billion US dollars per year would be needed to guarantee that all children receive quality basic education.¹²

Domestic resources are an important source in securing sufficient financing for education, as is the case for **development financing** as a whole. As stated in the Monterrey Consensus and borne out by the development financing process since then, the **main responsibility** for mobilising these resources lies with the national governments. Germany continues to support its partner countries' efforts to comply with this duty and to **boost their domestic revenues. Transparency and mutual accountability** – two points that we will be seeking to have included in the post-2015 sustainable development agenda – are essential in achieving this.

With budgets tight, the question of **how efficiently** money is used and **what impact** it has is being debated more than ever before – by both the donor and partner governments. However, it is a difficult question to answer since the nature of education is such that it **takes quite some time** for the effects to materialise and it is not always clear what has caused them. For instance, the effects of reformed curricula on learning outcomes cannot be detected until several years after the reform. They do not become apparent until the new content is reflected in teaching aids and learning materials and teachers have been appropriately trained and have applied their new knowledge in class over a long period. Even then, it is not always possible to provide watertight statis-

tical evidence of a link between the activities undertaken and the improved level of education.

Corruption is an issue in the education sector too, where it **hinders equitable access** to educational establishments. For instance, money intended to be spent on education is misappropriated, misused or used for things that only benefit a small portion of the population. It is not rare for educational success to be dependent on personal relationships, bribes or other favours.

Reliable data on education and the labour market, broken down by social factors such as gender, age, income, ethnic and geographical origin and

MOZAMBIQUE – SUPPORTING THE NATIONAL EDUCATION STRATEGY

Mozambique's basic and vocational education programme is a perfect example of how various forms and instruments can be combined to good effect. Germany's development cooperation activities are supporting the Mozambique government as it works to translate its national education strategy into practice. Through our Technical Cooperation activities, international and national long-term and short-term consultants are advising the Ministry of Education in Maputo as well as the provincial and district institutions below it. The German activities are concentrated on the three priority provinces of Inhambane, Sofala and Manica, where planning, monitoring and financing are also important aspects. Administrative staff therefore regularly take part in a regional HR development programme, which offers training modules in planning, budgeting, execution, monitoring and education (POEMA) for members of education administration institutions. The modules have now been rolled out throughout the country and in other sectors. At the national level, the lessons learned at the provincial and district levels are actively incorporated into donor coordination activities.

Technical Cooperation projects are supporting training for primary and vocational teachers, with the aim of improving the quality of tuition. Capacity building for school committees and school development planning are also part of this work. In the field of vocational education, development workers and integrated experts are advising the managers of selected pilot centres as they implement the national vocational education reform in the industrial maintenance sector. This entails introducing curricula aligned with labour market requirements and using new machinery in class, as well as other elements. Another cross-cutting task is raising teachers' awareness of HIV and AIDS prevention and gender equality.

The BMZ's Financial Cooperation projects are supporting the implementation of the national education strategy through joint financing with several bilateral and multilateral donors. The German government has made a substantial contribution to the expansion of the Mozambique schooling system, with funding of over 160 million euros since 2002. In the past ten years, more than 370 classrooms and accompanying infrastructure (teacher accommodation and latrines, for example) have been built with the help of a bilateral school construction programme. Vocational education is soon to benefit from a Financial Cooperation investment too, the aim being to improve the country's training courses as quickly as possible.

disability, is scarce. This **makes it difficult to plan education** and to reveal inequalities. There is also a lack of meaningful data regarding learning outcomes and other aspects of educational quality as well as **relevant research** to support demand-based planning. As a result, there is often both high unemployment and a shortage of skilled workers in the vocational education sector, thus preventing economic and social development. In many cases, higher education and research are not always compatible with international standards.

4. Quality education for all – our approach

The facts and figures paint a clear picture: only if there are **equitable learning opportunities for everyone** does education really bring advances in a country's development and help achieve the overarching objective of German development policy – **poverty reduction**. To promote education in the best way possible, we have made **equal opportunities and quality** our priorities. We feel that it is not possible to have one without the other because only this combination enables us to help our partners completely realise the **human right to education** and to fully utilise the **potential education offers for sustainable and peaceful development**. It is no coincidence that these aspects also feature significantly on the future Sustainable Development Agenda. Improving quality and access also requires action in the area of **education governance**. Our political dialogue and joint projects are based on principles such as non-discrimination, transparency, accountability and participation, and thus serve to promote good governance. Our work in this area focuses on **basic, vocational and higher education**.

WHAT WE HAVE DONE SO FAR

German development cooperation has long played an active role in education owing to the numerous positive effects it has. The **bilateral and regional projects** often run for several years since sustainable change requires **long-term engagement**, coupled with constant adjustment to new findings, situations and necessities.

Improving the quality of education is a core aim in this work, for example, by providing advice on educational planning, implementation of national sector plans, decentralisation processes and on training for educational staff. At the same time, it is important to broaden access to education by, for instance, expanding school infrastructure or supporting disadvantaged groups. New approaches are constantly being

employed alongside existing projects in order to accumulate valuable practical experience and learn from it. These include the establishment of a **Pan African University**, the **research project on inclusive education** and our work to **promote numeracy in the first few years of school**. We also establish links between our work in the countries with which we cooperate and in Germany since sustainable development is a topic that affects us all. Through the **“Education for Sustainable Development”** project, during the UN decade of the same name, we worked in Germany and selected countries with which we cooperate to deliver and disseminate knowledge and competencies required for sustainable behaviour.

The previous BMZ education strategy was the first comprehensive German development policy strategy to take in all areas of education. This new strategy is a continuation of that **integrated approach**. We will continue our **long-standing activities** whilst at the same time adding **new topics** and responding to **our partners' current challenges and requests**, especially **through our special initiatives**. We will therefore concentrate more on increasing equal opportunities and the quality of educational programmes in the following areas.

PROMOTING KEY EDUCATION ISSUES SECTOR-WIDE

In view of the significant influence **teachers** have on educational quality and learning outcomes (irrespective of where they teach), all of our major education projects include teacher development components. The post-2015 agenda also places great emphasis on this issue. We help education ministries draw up, evolve and implement strategies and guidelines for **teacher management**. It is important that the countries with which we cooperate in this work adopt a twofold approach, comprising coordinated measures to ensure an adequate supply and distribution of teachers and to identify activities with which to increase the quality of teaching. We work to promote lifelong learning, particularly for teachers. Ensuring they have good qualifications through **quality initial training** and **demand-based, in-service development** is essential if education systems are to be successful and schools are to deliver long-term quality. Our activities in this area are mainly intended to impart **modern, participatory teaching and learning methods** that are gender-sensitive and conflict-sensitive. Multilingualism, mother-tongue tuition and human rights education also play a role in some of our teacher training projects. Our activities to improve the situation of teachers take the form of engagement through the **GPE** and the international **Task Force on Teachers for EFA** as well as bilateral cooperation.

Having said all that, good educational establishments also need **transparent, participatory and efficient administration**. To achieve this, many of our bilateral programmes are aimed at improving **governance** in the education sector and thus **strengthening education systems overall**. We advise our partners on how to draw up national strategies and action plans, reinforce decentralised structures and establish monitoring systems that make the sector more transparent. This often involves an agreement with the partner country on action to be taken as part of a **sector-wide master plan**. **Basket financing** through Financial Cooperation is particularly good for this work. The idea here is that several donors pay into a special account,

which is used to finance selected activities in the sector programme, such as school construction, schoolbook supplies or direct grants for schools. This basket financing can be supplemented by Technical Cooperation.

Decentralised and community-level initiatives often provide an anchor for investment in education, especially in fragile states. Cooperation with non-governmental players has proven particularly effective in this area. One example is a German development cooperation project in Honduras, where Technical Cooperation is being used to support the introduction of what are known as “**transparency boards**”. These provide a means of keeping parents, pupils and civil society regularly informed about the number of teachers working at the school, use of official funding and learning outcomes. The information can thus be verified in the style of a **social audit**. Between August 2013 and May 2014, the Ministry of Education was able to take legal action, based on information from various sources, against 154 teachers who had received a salary without actually teaching.

The international community is currently engaged in a debate about “innovative education financing”, centring on how to mobilise additional resources in order to achieve educational goals. Germany’s experience with **new methods of financing education** has so far concentrated on the following aspects: debt-for-education swaps, involving the **private sector** in vocational education through the “develoPPP” programme, and piloting **demand-based financing instruments** to award student loans and scholarships to disadvantaged groups. We will also be expanding our use of **results-based financing** as an incentive, whereby funding rises when agreed goals are achieved. We are currently discovering how this works in a new GPE financing system. We are also following very closely the current debate concerning **non-governmental players** in basic education (e.g. religious organisations and low-cost, private schools). We provide support for projects run by private, non-profit education providers through our **Engagement Global** service unit.

Many of the countries with which we cooperate have a high level of **population growth** and a **large youth population**. We support our partners as they set up **education and labour market information systems** to ensure that education systems can adapt to medium-term and long-term demographic change. The data gathered in this way must be **publicly accessible** and ultimately aimed at establishing a school system specifically geared to **poor and disadvantaged groups**.

At the international level, increased attention is being paid to **measuring learning outcomes** in the light of the post-2015 agenda's stronger focus on education quality. This can be seen in initiatives launched by the OECD, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank, intended to enhance the effectiveness of existing instruments and fill in the gaps in this area. We wish to support such processes, both in the **countries with which we cooperate** and via **global initiatives**. In each case, careful consideration must be given to which approach is suitable (from tuition-based, continuous measurement to national, regional or global school performance studies), depending on cultural context, current situation and objectives. The core aim should be to **strengthen national systems**.

Another important objective in our work is to simplify the **transition between various levels of education**, especially for **disadvantaged groups**. In Kosovo, for example, our youth and employment development activities are based on an **integrated approach**, combining improvement of basic education and vocational education for future needs, measures to find work for young people on the labour market and to involve them in decision-making processes, and initiatives to get the private sector more involved. We are looking to step up our support for **educational pathways in the economic sectors of the future**, based on the concept of the green economy, with the involvement of business, the scientific community, schools and training centres. This is also an area in which German expertise and German "green technology" can be utilised and transferred.

To learn more about **inclusion**, the BMZ is supporting a **research project** on inclusive education in its broadest sense in Malawi and Guatemala. The findings are to be used to draw up and implement **concrete recommendations for action** to promote inclusive education in development cooperation. In Malawi and Guatemala, **inclusively designed education projects** have already been introduced. In Afghanistan, Togo, Bangladesh, Laos, Namibia, Sri Lanka and Myanmar, too, vocational education components have been made more inclusive, with the focus currently on **people with disabilities**. The BMZ's Action Plan on the Inclusion of Persons with Disabilities defines the framework for these activities as well as being a step towards implementation of the UN Convention on the Rights of Persons with Disabilities. Working through the DAAD, we are also supporting the development of **innovative models for in-service teacher training** aimed at promoting inclusive education as part of higher education partnerships in Ethiopia and Kenya.

Our efforts to make education systems more inclusive are also designed to promote **gender equality**. We take care to ensure that more and more girls and young women have **access to all areas of education** and gain qualifications irrespective of their family situation. This work has enabled girls struggling at primary school in Guinea to benefit from remedial teaching in Maths and French. In Kenya, most of the **scholarships** we grant for secondary school places go to girls from extremely poor families who have performed outstandingly at primary school. In Benin, we are strengthening **education departments' gender competence**. They are then able, for example, to make school heads and teachers aware of the need to report sexual attacks on and physical punishment of pupils and to introduce sanctions. But we are also very much aware that young women need equal opportunities in the world of work too. This is why we have a funding programme in Morocco to help women make the **transition to work** and to improve their employment situation through the involvement of the private sector. Our support for **women in higher and adult education** includes university scholarships in the countries with which we cooperate as well as literacy programmes.

EDUCATION DRIVE IN WEAK AND FRAGILE STATES

To step up our support for **education in fragile and violence-affected countries**, we will broaden our networks, provide and evolve knowledge resources and expand the expertise of the German organisations and partners on the ground. Our educational programmes help people to examine the **causes and impacts of conflicts** and to overcome them without resorting to violence. Our project on education for social cohesion and transformation in Sri Lanka, for instance, includes **psychosocial support and disaster risk management in schools**.

Education for refugees and education and migration are playing an ever larger role in our work, too. It is especially important that refugees be able to obtain an education if we are to avoid a situation in which entire generations have no prospects for the future. With this in mind, we have set out to support camps and communities that are hosting Syrian refugees by delivering education programmes such as **employability-enhancing skills training**. By doing so, we improve their chances of finding work and their prospects when Syria is rebuilt. We will also be awarding **scholarships** for places at Jordanian universities for **Syrian refugees and deprived Jordanians** from host communities. Since 2013, we have been running **additional education programmes for Syrian refugees in Jordan**, funded through the BMZ's special initiative on **"Tackling the root causes of displacement – Reintegrating refugees"**. These programmes bring together members of the refugee and local communities and help them gain relevant skills and develop self-help and self-sufficiency projects. In addition, we have included vocational education for refugees, particularly from Syria, in our new **"MENA Infrastructure Programme"**.

In the area of primary education, the BMZ has contributed 34 million euros from its special initiative on **"Tackling the root causes of displacement – Reintegrating refugees"** to UNICEF "Reaching all Children with Education" programme. The programme ensures **Syrian and Palestinian refugee**

children and deprived Lebanese children **receive primary education**. The funding from Germany is mainly used for the morning sessions.

We recognise the importance of higher education in development processes and therefore also provide support for this area through our **special initiatives "ONE WORLD – No Hunger" and "Tackling the root causes of displacement – Reintegrating refugees"**. This takes the form of the DAAD awarding **scholarships to African students in Germany, their home countries and in third countries**. The subjects involved include courses intended to secure food supply and prevent conflict. The DAAD will receive an additional 24 million euros for this purpose between 2015 and 2019. The scholarships are backed up by training and networking events aimed at improving the academic education of future generations of experts and managers and of lecturers at higher education institutions. The goal is to secure long-term prospects for the students and to qualify them for positions in government, industry and society.

JORDAN – SCHOLARSHIP PROGRAMME FOR SYRIAN REFUGEES AND JORDANIAN STUDENTS

In 2014, the BMZ launched a scholarship programme for 100 Syrian refugees and Jordanian students at the German-Jordanian University (GJU) in Amman, with funding from its special initiative "Tackling the root causes of displacement – Reintegrating refugees". The aim of the programme, implemented by GIZ in cooperation with the DAAD and the GJU, is to prevent the loss of an entire academic generation. In addition to the possibility of obtaining a scholarship, almost 400 young Syrians and Jordanians in host communities are able to take part in academic training programmes. In these "learning spaces", young people who had to drop out of or did not have the chance to embark on higher education are introduced to academic work. They are also given the opportunity to apply this knowledge in non-profit activities in their communities.

GUARANTEEING BASIC EDUCATION IN ALL ITS FORMS

Basic education lays the **foundations for all further learning**. It is also, with regard to primary education, part of the “unfinished business” of the MDGs, which is why German development cooperation activities will continue to place great emphasis on this area. We see basic education in the broad sense as including **primary school, early childhood, lower secondary and catch-up basic education** for young people and adults. The aim of basic education is to deliver basic life and work skills and a basis for further learning.

It is now a recognised fact that **early childhood education** is tremendously important for children’s development and their success at school and for reducing inequality.¹³ Our work in this field, in collaboration with the United Nations Children’s Fund (UNICEF) and the GPE, has taken the form of supporting international expert networks in their efforts to identify **effective intervention strategies**. Regional workshops are held in Africa to align these strategies with the needs of the respective partners. In response to the tendency to neglect children’s numeracy skills, we will be performing consulting services for our partners in Yemen and Malawi over the next few years to help them make **maths lessons in primary schools more pupil-friendly**. In Honduras and Benin, we are helping our partner institutions deliver training for maths teachers in order to achieve better learning outcomes. The “mNumeracy” approach is experimenting with **mobile technologies** to improve maths lessons at pre-school and primary school stage.

One of our main objectives is to advise countries on how to best design and revise **curricula** and use them in class. This also includes, as in our long-running basic education programme in Mozambique, advice on how to develop **teaching aids and learning materials** in line with good educational practice.

Another important area of our work is **school development**, which is the focus of many of our projects. This has various aims. One is to strengthen

school management, through such measures as closer cooperation with school inspectorates. This entails watching teachers in action in class so as to give them new ideas on how to design their lessons, or offering heads of schools and district directors training opportunities. Another aim is to involve the non-school environment with the help of **school networks or parent associations**. These participation-based approaches help **boost transparency**, raise pupil and parent satisfaction levels and thus **reduce dropout rates**. Furthermore, increased ownership at the school level can lead to greater **effectiveness** and **quality of education**.

We support the areas mentioned above through basic education projects. However, rather than being limited to primary and lower secondary education, some of these projects also include **upper secondary education**. In 2013 we launched a project in Guatemala, aimed at improving the quality of education at both levels of secondary education and ensuring a **coordinated transition between the two levels**. To this end, we are working to strengthen the central and regional education administration bodies and we give advice on curricular design and teacher training, especially in rural regions with a large indigenous population.

To ensure as many children as possible acquire basic numeracy and literacy skills, we provide support for the **construction, rehabilitation and equipping of classrooms** and **teacher training centres** as well as for **supplies of teaching aids and learning materials**. With the number of children completing primary school on the rise, there is an increasing need for more buildings for secondary education too.

We are also seeking to concentrate more on **non-formal basic education for adults**. We will therefore be integrating **catch-up basic education programmes** into **projects in other sectors too**, for example, where a lack of literary skills impedes other project activities. For instance, illiterate adults in Afghanistan must complete catch-up basic education before being able to train as police officers.

EXPANDING VOCATIONAL EDUCATION

Vocational education comprises **initial** and **advanced vocational training**. Any country seeking to develop will need **skilled workers** to ensure productivity and competitiveness. At the same time, vocational education improves people's chances of finding **decent work** so that they can earn an adequate income and escape the downward spiral of poverty and dependence. A number of aspects are key to achieving this. **Access to vocational education** must be **equitable**. Qualification systems must provide permeability and education offerings must be relevant, in other words they must meet the requirements of the labour market. Close cooperation with the private sector, a sufficient number of qualified teachers, examination standards and certification can ensure **quality training**. Our activities are intended to help improve **the image of vocational education**, which is often not as good as that of higher education, and to provide **long-term financing** for it. We are also looking to provide more support for modern service sectors such as ICT. **Collaboration with industry and civil society** is vital in all of these activities.

The priority areas of our cooperation are therefore enhanced alignment of vocational education systems with the labour market and promotion of **vocational education in rural areas**. We are also working on **sector-specific qualification systems** for agriculture, energy, manufacturing, skilled trades and health-care – where workers with the right skills are very few and far between.

In South Africa, for example, we are working with four vocational training centres in a pilot project to train 200 electricians and plumbers (men and women). To ensure employability for the trainees, the idea is to **cooperate closely with businesses from the outset**. The South African Department of Higher Education and Training has provided funding itself to support the new courses.

In Afghanistan, we are supporting a pilot project to link up **apprenticeships in the informal economy** with the formal education system. The goal is to reach larger sections of the population, enhance

existing training structures and save the country major investment costs. We are also working to strengthen other cooperation projects in the area of vocational education in the informal economy, particularly in Africa.

Another collaboration in which we are involved, along with the Netherlands, Norway and the EU, is assisting Pakistan in the implementation of its **Technical and Vocational Education and Training (TVET) Reform**. The TVET policy document adopted in March 2015 paves the way for national certification of competencies acquired both formally (e.g. at a training institute or TVET college) or informally (e.g. on the job). The project also includes training for TVET teachers and the establishment of a postgraduate course for a new generation of TVET teachers.

In many of the countries with which we cooperate, the **private sector** is severely underdeveloped. Often, the economy is predominantly informal and dominated by micro and small enterprises. Our activities are aimed at developing the private sector through such measures as assistance for **business start-ups in promising sectors**. We therefore help business founders acquire the basic knowledge necessary to start up a business or manage it better by offering appropriate training that is as accessible as possible. We also work to promote the **establishment of markets for business services** so that businesses can benefit from this kind of long-term support. And we endeavour to help improve the **enabling environment** for business start-ups and private-sector activities.

Another part of our work involves assisting in the **coordination of German stakeholders** based on the "Strategy of the Federal Government on the Establishment of a One-Stop Shop for International Vocational Training Cooperation". 2013 saw the creation of the **Central Office for International Vocational Training Cooperation**, the task of which is to strengthen coherency between the various ministries. In 2014 we took the Central Office a step further by seconding staff to bring together all international vocational training cooperation initiatives in which the German government is engaged. The intention is that by working together, coordinating

use of funds and pooling expertise, we can bolster efficiency, effectiveness and targeted work planning. The BMZ, Federal Foreign Office and the Federal Ministry of Education and Research work closely with one another, in a coordinated approach, in

MYANMAR: BRINGING VOCATIONAL EDUCATION INTO LINE WITH THE REQUIREMENTS OF THE PRIVATE SECTOR

In Myanmar, a project has been running since 2012 to bring vocational education more into line with what the private sector actually needs. At the micro level, modern, adapted curricula are being developed, vocational teachers are receiving training and urgently needed materials procured. Since the two organisations responsible for implementing German development cooperation policy intend to continue working closely together in vocational training in Myanmar, they are examining the possibility of providing support for other vocational colleges in different places throughout the country. At the meso level, the focus is on assistance for the National Skill Standards Authority. Cooperation with the private sector is essential in this respect as the aim is to involve it in the setting-up of the authority so that the vocational education is in line with labour market requirements and training certification offers a clear benefit and a high level of relevance.

At the macro level, our activities are centred on capacity building for the relevant ministries and other players to facilitate the development of a coherent regulatory framework for vocational education. This also entails a continuation of the extensive review of the training sector, with the medium-term objective being to adopt and implement a new vocational education strategy. Germany's development cooperation work in this field has ensured that the topic of vocational education, in particular the role of the private sector, has been placed high on the political agenda in Myanmar. One reflection of this was the creation of a working group on vocational education, established by the vice ministers of the ministries responsible.

various dialogue formats (for example, round tables at state secretary, ministry and working level) and in **selected vocational education projects** in South Africa, Mexico and in the Mekong Delta (through a cross-sector cooperation fund entitled "Promotion of vocational training in the Mekong Delta").

STRENGTHENING HIGHER EDUCATION AND RESEARCH

Students, lecturers and researchers are important **potential decision-makers** in the countries with which we cooperate as they have the ability to trigger and implement lasting political, economic and social **change**. They can also help devise **innovative solutions to local and global problems**. This fact is reflected (for the first time in this form) in the United Nations' future Sustainable Development Agenda, which explicitly mentions tertiary education.

Our goal in promoting **equitable, decentralised higher education** is to improve access for everyone and especially for poor, disadvantaged groups. In addition, we are looking to increase the **quality and relevance** of higher education in keeping with internationally recognised quality standards, labour market requirements, social responsibility and development-related fields of research. We are also striving to establish or strengthen **quality assurance capacities and mechanisms** at higher education institutions and in teaching and to lend transparency and efficiency to the **management of higher education and research**. This involves us supporting, for instance, the installation of regional quality assurance structures (in West and East Africa, for example) and continuous training in the area of management.

ICT has become a **cornerstone of quality** in research and teaching at higher education institutions since the latest research strategies, methods and findings tend to be accessed electronically nowadays. We promote **ICT-based learning formats** (e-learning/blended learning/mobile learning, massive open online courses) since they are a way of making higher education more accessible.

Through numerous **higher education cooperation programmes** run by the DAAD, we support institutions in the countries with which we cooperate and help them develop courses and curricula that meet labour market requirements, set up centres of excellence and step up their internationalisation efforts. We also strengthen joint programmes between **countries of the South and emerging economies**. One example is a programme entitled “**Innovation for sustainable development – new partnerships**” (NoPa), which has been launched for a three-year term. It brings together GIZ, the DAAD and CAPES to fund German-Brazilian research projects concerned with protection and sustainable use of natural resources as well as renewable energies and energy efficiency. The aim is that, through Technical Cooperation and through the scientific and academic organisations the BMZ supports, Germany will work with partners from the political sphere and private sector to ensure that the findings of this research have a practical benefit. The ultimate objective is that the innovations yielded by the projects should make a key **contribution to environmental and climate protection measures**.

We support students and researchers in development-related areas through **scholarship programmes** run by the DAAD and the Alexander von Humboldt Foundation. We also provide funding for individuals through **demand-based financing instruments** offered by the KfW Development Bank. To deliver this funding, we have set up regional **student loan programmes** in several African and Latin American countries with the help of microfinance institutions.

We lay the foundations for good teaching, learning and research by **establishing and expanding higher education infrastructure**. In Mongolia, for instance, we are currently in the process of setting up the German-Mongolian Institute for Resources and Technology in response to the shortage of specialists and managers in an economic sector of vital importance to the country.

At the same time, we want to offer young people a **practical alternative** to purely academic higher education and develop courses **in line with labour**

market requirements. One way we are doing this is by starting three dual programmes of study, leading to a bachelor degree, at Al-Quds University in Jerusalem. And we also support projects such as the DAAD’s University-Business-Partnership programme, which fosters cooperation between higher education and research institutions on the one hand and industry and labour market players on the other.

AFRICA – SETTING UP A JOINT UNIVERSITY

The BMZ has teamed up with the Federal Foreign Office and the Federal Ministry of Education and Research to support the African Union (AU) initiative to found a Pan African University (PAU). The idea behind the PAU is to help expand higher education, research and technology at a high academic level. The PAU will be affiliated with existing higher education institutions and the plan is that it will be comprised of five institutes, spread across the continent. Each will concentrate on one specific field, from energy to natural or social sciences. The thrust of the BMZ’s support is for the establishment of the Pan African University Institute of Water and Energy Sciences (incl. Climate Change) (PAUWES) at the Abou Bakr Belkaid University of Tlemcen in Algeria. It is also supporting the AU Commission in Addis Ababa, Ethiopia, as it designs the overall strategy for the University and sets up important coordination bodies. Our Technical Cooperation consultants are advising the governance and management levels of the PAU and the PAUWES Institute. The DAAD is helping to select and recruit teaching staff and network them with German and international higher education institutions. The PAUWES Institute buildings are to be rehabilitated using Financial Cooperation to reduce maintenance requirements and increase climate compatibility. In addition, laboratories and computer rooms are being installed and scholarships for Masters students and doctoral candidates are being provided, as are, in the initial phase, financial contributions to pay for teaching staff.

We want to make higher education and research a **bigger part** of our bilateral cooperation activities, particularly when **education is a priority area, but also across other sectors**, in the priority areas of sustainable economic development, climate protection, environment, governance and health. We are already supporting partnerships between higher education institutions and hospitals in developing countries and Germany through the ESTHER Alliance¹⁴. In addition, we are seeking to more effectively bring together **alumni from BMZ-funded programmes** with representatives of government, business and civil society in the countries with which we cooperate.

SUPPORTING NON-FORMAL EDUCATION

Non-formal education has an important part to play across all areas of education and in cross-cutting issues, such as gender equality. It lends itself particularly well to situations requiring a flexible approach to the **needs of key target groups**. It compensates for the **deficits of the formal system** in relation, for example, to literacy, skill acquisition (particularly in the informal economy) or transitioning between areas of education. It also enables disadvantaged groups to **take part in and have a say in society** as it helps them determine their needs and standpoints and learn techniques with which to defend them properly. Finally, non-formal education programmes are used in **crisis situations** – in refugee camps, for instance. In this context, there is a particular need for **conflict transformation measures** and opportunities for reflection, in addition to **vocational education offerings**. In Mali, we provided funding to DVV International (Institute for International Cooperation of the German Adult Education Association) so that it could conduct courses for refugees, internally displaced persons and returnees. These programmes combine income-generating activities to restore local business cycles with support to overcome the traumatic experiences many of these people have suffered.

Non-formal education is predominantly the domain of **non-governmental organisations** from civil society

and the private sector; **local authorities** also play an important role. Our work in this area is mostly conducted in collaboration with **DVV International**. One example is the more than 20 **adult education centres** run by the Afghan National Association for Adult Education (ANAFAE), where almost 200,000 men and women per year undertake programmes of learning with the help of DVV International and funding from the **special initiative “Tackling the root causes of displacement – Reintegrating refugees”**. Most of the courses offered at these centres deliver skills of relevance to the labour market, literacy skills or content to support school curricula. In addition, many of our bilateral programmes also draw on non-formal education to reach children and young people who are out of school.

BENEFITING FROM SYNERGY WITH OTHER SECTORS

In order to better achieve other development goals through education, we work on a **cross-sector basis**. In turn, this approach can increase quality and equality of opportunity in education. For example, healthy and well-nourished children learn better. With this in mind, we seek to utilise the **potential education offers for development in other sectors** too. This aspiration reflects the spirit of the future Sustainable Development Agenda, which is based on the principle of different sectors influencing and strengthening each other.

The topic of **health** ties in with education in numerous ways. Strengthening **sexual and reproductive health and rights** through education, particularly family planning and comprehensive sex education, is very important to us. This is why we support the implementation of the “Ministerial Commitment on Comprehensive Sexuality Education and Sexual and Reproductive Health Services for Adolescents and Young People in Eastern and Southern Africa”.¹⁵ Education is also an effective means of stopping **female genital mutilation**. Programmes in this area take the form of dialogue forums, outside the school system, for families and communities with school-children and children without access to formal edu-

cation. With education considered a “social vaccine” against **HIV and AIDS**, preventing their spread by means of education is a key area of our work, as can be seen, for example, in our education programme in Mozambique. In the area of **hygiene education** – also relevant to public health – we have launched a system called “Fit for School” in the Philippines and south-east Asia to roll out preventive measures nationwide. We use schools to introduce concepts such as regular washing of hands, cleaning of teeth and, where needed, deworming. We also provide support for **healthcare worker training** in developing countries.

In the area of **rural development**, we provide assistance for vocational education as part of our **special initiative “ONE WORLD – No Hunger”** to make sure it becomes a fixed component of the **green innovation centres for the agriculture and food sectors**. Specifically, we support public and private vocational education institutions in Ethiopia, Kenya, Malawi, Togo, Benin, Mali, Ghana, Tunisia, Nigeria, Cameroon, Zambia, Burkina Faso and India. Establishing **knowledge and learning systems for the agricultural sector** is an essential part of these activities. One example of this work is the training delivered by DVV International through the special initiative to boost rural productivity (in an environmentally aware manner) in Guinea, Mali, Mozambique and Zimbabwe.

The world is now home to a record-breaking 1.8 billion young people between the ages of 10 and 24.¹⁶ Education can open up new prospects for young people, especially if it is combined with **employment-promotion** measures, as called for in the BMZ’s integrated employment strategy. In many of the countries with which we cooperate there are more young people than old, which means that **quality (vocational) training** for young people, especially women, and successful **integration of skilled workers** into the local labour market are important steps on the road towards a country’s sustainable development. We are, for example, providing support, through a regional fund, for **innovative ideas** designed to equip young Tunisians with a qualification and get them into employment. The civil engineer-

ing sector there is tackling the acute lack of skilled workers with a particularly **practical and flexible style of training** whereby mobile classrooms are integrated into construction sites. This intensive training enables workers to acquire precisely the skills industry needs.

Promotion of employment is also a prominent action area in the **special initiative “Stability and development in the MENA region”**. We give financial assistance in the field of (vocational) education for the **establishment of dual programmes of study** in the Palestinian Territories and **measures to promote the employability of young people** of secondary school age in Yemen.

We are also increasingly integrating **environment and climate** issues into our projects. The approach of “green skills for green jobs” plays a particularly

LAOS – SUPPORTING CLIMATE AND ENVIRONMENT EDUCATION

Laos ranks among the countries most affected by climate change – partly because its economy is extremely dependent on natural resources. However, a baseline study conducted as part of an environmental education project has revealed a massive lack of knowledge about the environment and climate, both in the rural population and among policymakers and decision-makers in industry. To counter this, an environmental education and communication strategy has been developed, with support from Germany, which uses a wide range of instruments to reach various target groups. Whilst the major national newspapers carry articles on environmental issues, primarily directed at decision-makers and opinion formers, the project also works with local mass media such as TV and radio stations. Finally, in the area of non-formal education, there is also an awareness-raising campaign for rural regions, implemented in cooperation with a non-governmental organisation. It takes the form of an “environment bus”, which tours through three Laotian provinces with films, exhibitions and games.

significant role in vocational education, with more and more people training in the fields of **resource management, energy efficiency and renewable energies**. For example, we support vocational education for climate and environmentally related occupations in South Africa's energy sector. In 2015 we have launched a project in Senegal to bring higher education and training courses on renewable energies and energy efficiency more into line with industry needs (in terms of employability and practical application). These topics are also gaining importance in **schools**: in Laos and Vietnam we help public authorities and teachers **integrate environmental protection and climate change into lessons** and design **information campaigns**.

Sport can also play a role in development cooperation activities to promote employment. It can be used to reach children and young people who are out of school, teach them **key life skills** and help them find an **alternative route into education**. In Afghanistan, our sports lessons at girls' schools boost the **self-confidence** of young Afghani females as well as being good for their **health**. In addition to this and a number of other pilot projects in Asia and Latin America, our "sport for development" activities are mainly concentrated on Africa.

5. Forms of cooperation

We employ **various forms** of cooperation and **numerous instruments**, which means we can respond flexibly to our partners' needs and local factors. Our focus, however, has always been on **bilateral and regional cooperation**. We see this as the best way of incorporating **our values and interests** into development cooperation activities and working as equal partners. **Technical and Financial Cooperation** are central to this work but we are also actively involved in various **international organisations and processes** and collaborate with other partners, such as international foundations. We also provide funding for projects run by **civil society and church organisations** or **partner organisations in higher education and research**. Our dialogue and cooperation with these organisations and with **industry** is important to us because of their valuable expertise but also because education needs a wide range of stakeholders and supporters.

OFFICIAL COOPERATION

Bilateral and regional cooperation

The BMZ's bilateral and regional education programmes are implemented by **GIZ** (Technical Cooperation) and the **KfW Development Bank** (Financial Cooperation). Germany's **implementing organisations** for development cooperation support countries worldwide in their efforts to improve their education situation and to gradually realise the human right to education. Through this work, GIZ and KfW help ensure that the German government's development goals are achieved. Their activities are based on a **multi-level approach**: national (macro), regional (meso) and local (micro).

Technical Cooperation involves **capacity development** measures to enable people, organisations and societies to mobilise and enhance their abilities to bring about sustainable change. The programmes use a **variety of instruments**, which are coordinated

with one another and reinforce each other's impacts. In addition to **consulting services provided by national and international experts** at the macro, meso and micro levels, **HR development for skilled employees and managers** from partner organisations also plays a role, as do, to a lesser extent, **financing and physical assets**. These instruments serve as the basis for a variety of activities, such as political, specialist and organisational consulting, training and knowledge sharing or dialogue and networking activities. For instance, as part of our teacher development activities, national education ministries can receive advice on how to draw up a programme paper concerning professional development of teaching staff. At the province and district level, authorities can be given support to help them set up appropriate in-service teacher training systems that also involve schools. Technical Cooperation activities could also be used to set up and equip training centres. Specialist institutions such as Germany's **National Metrology Institute (PTB)** and **Federal Institute for Geosciences and Natural Resources (BGR)** also help establish training and research programmes in technology and natural resources as part of Technical Cooperation measures.

Financial Cooperation comprises **financing** for partners on **both the supply and the demand side**. For the former, most of the investment goes to **construction, rehabilitation and equipping of schools as well as teaching aids and learning materials**, the aim being to improve the learning environment and access to educational institutions. The executing agencies also benefit from consulting services and, where required, project-related training. On the demand side, the KfW's primary objective is to help disadvantaged sections of the population gain access to good education. It does this in the form, for example, of **scholarships** for gifted, poor pupils, **voucher systems** for training for employees from small companies in the informal sector and **loans** to students who would otherwise not be able to afford to study.

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Multilateral and European cooperation

In addition to our bilateral cooperation, we also play an active role in European and multilateral organisations, above all the **GPE**, as well as the **European Union** and other international forums. We support the GPE through bilateral activities such as the **BACKUP Initiative**, contributions to the actual fund itself, participation in the GPE steering committee and our bilateral education programmes on the ground. We are also keen to engage in knowledge-sharing with **other like-minded, bilateral donors** in order to make our support more effective and

more visible and to align our activities better with one other. We are guided in this work by the **EFA goals** and the **MDGs** related to education and will also be looking to the **post-2015 Sustainable Development Agenda** and what it has to say about education.

Other important partners are **UNESCO, UNICEF**, the UNESCO International Centre for Technical and Vocational Education and Training (**UNEVOC**), the International Labour Organization (**ILO**) and the **World Bank**. We play an active role in all of these organisations.

GERMAN BACKUP INITIATIVE AIMS FOR “EDUCATION FOR ALL” IN AFRICA

The “German BACKUP Initiative – Education in Africa” (“BACKUP Education” for short) is part of Germany’s contribution to the GPE and is financed by the BMZ and the Swiss Agency for Development and Cooperation (which recently joined the initiative). This regional project supports African partners in their efforts to implement the six EFA goals in their countries. “BACKUP Education” has a leverage effect in this process since the targeted support it gives improves access to GPE funding and promotes effective use of those funds. At its core is an application-based fund. African education ministries and civil society organisations can apply for swift and flexible support to fill funding gaps that arise when applying for and using GPE funding.

In South Sudan, for example, the application procedure for GPE funding was at risk of failing due to a lack of capacity. An international assessor was brought in, financed by BACKUP Education, enabling the South Sudanese government to submit the application documents on time and in accordance with the applicable quality criteria. The approved funding of over 36 million US dollars is now to be used to rebuild the country’s education system. This will mainly benefit the approximately 3 million children and young people of school age.

In the area of **vocational education**, we already work very successfully with the **European Training Foundation**. We are also working to establish a **cooperation structure between Germany, Austria, Switzerland and Liechtenstein**. In addition, we will be seeking to contribute input to the **G20 and G7/G8 processes** and to ensure that these bodies continue to be active in the field of education.

Cooperation with non-governmental players

Beyond our official cooperation activities, we have been active in **tertiary education** for many years through **programmes run by academic organisations**. Via the **DAAD**, we promote higher education through 10 programmes designed to support individuals (scholarships and alumni activities), partnerships between higher education institutions and higher education management. We also work with the **Alexander von Humboldt Foundation (AvH)** on a joint research scholarship programme and research award scheme. In 2014, our grants to the DAAD and AvH came to just under 50 million euros. In addition, we play an active role in **non-formal youth and adult education** via **DVV International**, to which we gave funding of more than 16 million euros in 2014.

We are also engaged in close dialogue with **civil society**, for instance **non-governmental organisations** involved in the Global Education Campaign and other, **church-based bodies** and **academic institutions**. The formats vary and take place, for example, in an **institutionalised dialogue** with non-governmental

organisations or in “**thematic teams**”. We also organise ad hoc meetings such as the current meetings concerning education in the post-2015 debate. We shall use these opportunities to report annually on the **progress made with the implementation of the Education Strategy**.

Another area of support concerns educational programmes offered by **civil society and church-based organisations in the countries with which we cooperate**. This is used, for example, for the building and equipping of schools and for non-formal education for disadvantaged groups. In 2014 more than 19 million euros in funding was supplied for educational support measures conducted by private organisations in cooperation with their partner organisations in developing countries.

In Germany, we want to raise awareness of the importance of sustainable development with the help of **education and information on development policy issues** and measures to **strengthen active citizenship**. One of the platforms we are using for this is “**weltwärts**”, the **development volunteer service**. On average, over 3,000 young adults per year travel to Africa, Asia, Latin America or Southeast Europe with the **weltwärts** programme to volunteer on German development cooperation projects. As these young people are set to become key figures in our society, it is especially important that they develop an **awareness of development issues**.

The **private sector** is a vital partner in our **vocational education** activities. The majority of our development partnerships with industry in the priority area of sustainable economic development are directly connected to vocational education. In addition, the BMZ has been supporting **vocational education partnerships with German business associations** since 2009 with the aim of strengthening **local institutions and structures**, especially in Africa. These partnerships enable chambers and other associations and their institutions to contribute expertise to make sure vocational training develops in line with industry needs in the countries with which we cooperate and thus to ensure **direct transfer of knowledge**. At the end of 2014, there were 16 of these vocational education

partnerships worldwide. A further 12 were launched in or are planned for 2015. Besides **sequa GmbH**, which implements the vocational education partnership programme, the **Senior Expert Service (SES)** is also a relevant player in vocational education.

Finally, we are seeking to expand our contact with **new private donors** – international foundations, for instance – so as to benefit from their experience and raise more funding for education in developing countries.

6. Looking to the future

It is already clear now that the **international education goals** set in 2000 will **only be partly achieved** by the end of 2015. This is why our new education strategy focuses all the more on the major obstacles **on the road to “Education for All”**. But we are also looking to post-2015 – at the international level through our engagement in the **post-2015 debate** and here in Germany through the “ONE WORLD – Our Responsibility” **charter for the future. Equitable, quality education** must have a firm place on the new agenda for after 2015 if education is to **live up to its potential** and promote **sustainable development for everyone** worldwide.

Glossar

<p>Lifelong learning</p>	<p>Lifelong learning is the concept that everyone should be able to learn, at any age, in any situation (family, school, workplace, etc) and in any form (formal, non-formal or informal). In accordance with this concept, education systems that promote lifelong learning pursue an integrated approach, taking in all sub-sectors and forms of education, from early childhood education to primary and secondary education to vocational, tertiary and adult education.</p>
<p>Strengthening education systems</p>	<p>Strengthening education systems means designing processes and structures at the educational level (lesson planning, performance measurement, curriculum, teacher training, etc), the organisational level (administrative, HR and management structures in educational establishments) and the institutional level (educational policy, planning, governance and financing) in such a way that the education system is effective as a whole and in terms of meeting permanently changing social and individual requirements.</p>
<p>Inclusive education</p>	<p>An inclusive approach is one in which everyone can participate in quality education on a non-discriminatory, equitable basis. Inclusive education is based on the diversity concept, which values human diversity as a source of potential for society and thus nurtures it. Inclusion also means that all children learn together, usually in general education schools near their homes. This necessitates change to and reform of education systems, for example, in the form of new curricula, pupil-centred teaching methods and flexible teaching aids. Schools must be accessible to all children and create a safe and healthy learning environment. It is also important that these types of school network with the local community.</p>
<p>Equity/ equality</p>	<p>Equality means the same education and career-advancement opportunities for everyone, irrespective of their origin, gender or social background. However, equality is not achieved merely by providing the same opportunities for everyone as doing so does not take into account that everyone comes from different circumstances. The prerequisite for equality is equity. Equity requires human rights obligations to be fulfilled, active, needs-oriented, individual support and the removal of social and structural barriers at all levels of society.</p>
<p>Formal, non-formal and informal learning</p>	<p>We define formal learning as targeted, certified learning in educational establishments, leading to recognised qualifications. By contrast, non-formal learning is targeted, uncertified learning outside of the main education systems, for example, on-the-job learning or learning by doing at youth organisations, trade unions and in political parties. Informal learning differs again in that it is a natural part of everyday life with no specific aim necessarily and no certification.</p>

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Informal economy	According to the ILO definition, the informal economy comprises all economic activity that is not subject to or not adequately covered by formal regulations, be it in legislation or in practice. It is the opposite of the formal economy.
Qualification system	Qualification systems are recognised and standardised methods of gaining qualifications through (vocational) education systems. Recent years have seen increased development of qualification frameworks, with the aim of improving the comparability and recognition of the qualifications within a country. There is also consensus on the importance of recognising non-formal and informal learning outcomes. The important point is that examinations must be assessed by an independent body and certificates recognised throughout the country in question.
Permeability	Permeability refers to the ability to access and transition between different programmes and levels of education. Vertical permeability entails looking at the various levels of education and ensuring that the qualifications gained at each level enable the holder to move to a more advanced programme. The aim of horizontal permeability is to enable individuals to move from one educational establishment to another at the same formal level of education and/or training in the same subject area.

End notes

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ADDRESSES OF THE BMZ OFFICES

→ BMZ Bonn

Dahlmannstraße 4

53113 Bonn

Tel. +49 (0) 228 99 535 - 0

Fax +49 (0) 228 99 535 - 3500

→ BMZ Berlin im Europahaus

Stresemannstraße 94

10963 Berlin

Tel. +49 (0) 30 18 535 - 0

Fax +49 (0) 30 18 535 - 2501

CONTACT

poststelle@bmz.bund.de

www.bmz.de