



Health, Education, Social Protection

Quality education for a better future

The challenge

‘Education for all’ is a human right and the basis for the human capital that is critical for all development endeavours. Despite positive developments in school enrolment rates, some 72 million children worldwide still do not attend school, and far too many children are dropping out of school even before completing their primary education. For girls in particular, but also poor and disabled children, many obstacles stand in the way of school attendance. Around 775 million people worldwide are illiterate.

A key challenge for GIZ’s work is to assist countries to develop a holistic, viable education policy and a well-performing stable education system. This requires well-qualified teaching staff and appropriate educational standards, new teaching methods and adequate equipment. In rural areas in particular, adequate provision of secondary education must be made available. Education policy must achieve a balance between quality and quantity.

Our approach

We support our partners’ endeavours to develop and implement an equitable quality education policy for all children and adolescents. We provide advice to ministries and authorities, help mobilise and manage experts and financial resources, and provide support to monitoring and evaluation of outcomes and impacts of interventions. We also promote tailor-made further professional development complementing the training of teachers and school administrators. We strengthen decentralised structures and facilitate the development of local solutions. We also aim to strengthen parents’ and communities’ rights of participation by establishing parents’ councils.

Our approach takes account of the interests of all population groups. This is particularly important in the case of multilingual societies.

Our services

Together with policy-makers and administrators, we develop strategies, concepts and financing plans with a view to improving the bases for planning and political management throughout the education sector. We support our partner institutions’ efforts to introduce sound management approaches and streamline administrative processes. In this context, GIZ provides support for local stakeholders in introducing medium- and long-term reform programmes in school districts and municipalities. By strengthening these decentralised structures, we are fostering the development of a strong civil society. In multilingual societies, target-group-appropriate education strategies such as bilingual education are also pursued.

Our services include promoting the exchange of experiences, collaboration and consultation between the various education stakeholders. We support high-quality training and professional development for school administrators and teachers, as well as for technical officers and managers working in education authorities. GIZ supports the development of a monitoring and evaluation system specifically for education, extending from the central government to school districts and individual schools. Young people and adults are offered new prospects through non-formal education.

The benefit

A good education policy lays the foundations for strengthening countries’ democratic and economic development. GIZ’s work makes a contribution towards improving the level of education within society. It ensures that children, young people and adults of both sexes are better equipped than before for the economic, social and political challenges that the future holds.



As GIZ's partner, you benefit from our many years of experience in the provision of advisory services and implementation of education policy strategies, of monitoring and evaluation and the training and professional development of administrators and civil society.

An example from the field

Yemen is one of the world's least developed countries. Its school enrolment rate, at 70 per cent, is one of the lowest in the world. Girls in particular are often denied access to education. With the implementation of the Basic Education Improvement Programme on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), GIZ has already achieved initial successes in efforts to improve Yemen's education policy.

The programme started by providing in-service training for staff in the education authorities. Staff members who complete the training acquire a better understanding of their role and their performance improves. In order to achieve long-term improvements in the quality of teaching, regular in-service training is being provided for teachers. The training content is developed on a needs-oriented basis at expert meetings which take place every quarter, attended by representatives of the central and decentralised education authorities, the private Curriculum Institutes and the national universities.

Monitoring of students' progress has been introduced in schools, and to date, a total of 1,200 pupils have been tested, lessons have been observed, and interviews carried out with pupils, parents and teachers. As a result, children and young people are more active than before, participate to a greater extent and are achieving better learning outcomes. Regularity of school attendance has also improved, from around 50 to approximately 80 per cent.

A key role, in this context, is played by the Education Management Information System (EMIS): it establishes the bases for better evaluation and management of education policy in future.

A further focus of the project is promoting education for girls through community involvement. In Hajja and Marib, for example, more than 650 social workers, both male and female, have been trained in community participation. The results show that these social workers are now actively promoting girls' enrolment and continued attendance at school, contacting parents if girls are absent from lessons and providing support for children from poor population groups in particular.

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