



Training of teachers and educational personnel

Advisory service

The challenge

Worldwide there is a shortage of 69 million teachers to provide free primary and secondary education for all children. Low-middle income countries in particular suffer from a massive shortage of trained teachers. To fill the gap, insufficiently qualified contract teachers are often recruited. These teachers are not sufficiently familiar with pedagogy, teaching methods and materials as well as relevant content. There is also an acute shortage of teachers in places where many refugees live. The existing teachers are often overwhelmed by the situation, as many children are traumatized by the displacement. The diverse backgrounds of the children, who come from different regions, cultures and educational contexts, also pose challenges for the teachers. Inclusion, digitization and new ways of learning are further difficult tasks for teachers. Because of their insufficient qualification, teachers and educational personnel also lack planning and management capacities. There is also low motivation and a lack of incentives to take up the teaching profession, because working conditions and pay are poor in many countries. The lack of trained teachers means that more than half of the children and young people do not reach the minimum standards in reading, writing and mathematics, have to repeat classes or drop out of school.

Our approach

We focus on supporting teachers and educational personnel at all levels in their efforts to make learning more effective, improving learning methods and strengthening education management. This should enable relevant and high-quality learning. We work with a holistic concept of education. Inclusion, equality of opportunity and gender justice are essential guidelines. We do not limit ourselves

to cognitive learning achievements, but strive for comprehensive competencies, which includes the acquisition of values and social skills. Quality standards can vary from country to country, depending on the cultural context. For this reason, there is no universally valid approach to improving the quality of education and training. There are, however, areas that are essential for improving educational practice. The GIZ therefore supports good teacher training, is committed to high-quality education, works with partners to provide a safe and healthy learning environment as well as promotes equal learning opportunities for all.

Our services

All levels of the education sector benefit from our services. At national level, we advise the ministries of education on the introduction of quality standards and the adaptation of teacher training to curricula. At decentralized level, we strengthen the education administrations of the provinces and districts. At regional level, we support higher education and teacher training institutions in qualifying teachers and educational personnel. We promote the development of national standards for teacher training and the implementation of reforms. We also advise education management and strengthen the capacities and skills of teachers, educational and pedagogical staff. The focus lies on pedagogical and subject-related didactic skills, more practice in teacher training, better selection of teacher candidates and good teacher management. We promote new forms of learning through innovative information and communication technologies and support the development of digital learning and knowledge platforms, for example for the exchange of teaching materials. In doing so, we take cross-cutting issues such as inclusion, gender and health into account.



The benefits

A change in the education system can only succeed if education and training prepare teachers for heterogeneous learning groups and provides them with the tools for teaching core competences. Well-trained teachers and educational staff are the basic prerequisite for sound educational planning, high-quality educational offerings and good teaching. All pupils benefit from this: If teachers convey relevant content in a didactically valuable way, children and young people can develop competences and fully exploit their potential and social and economic opportunities.

An example from the field

In Mozambique, the school enrolment rate for girls and boys has improved, but only about one in two children finishes the seven-years of primary school. There is a lack of well-trained teachers and the planning and management capacities in the education administrations are insufficient. Teaching and administrative staff are also often absent due to illness, as many are HIV-infected. The GIZ project promotes a better qualification of teachers and educational personnel at all levels. District administrations receive further training in decentralized education management; process consulting supports inspection and school supervision. Curricula as well as teaching and learning materials are newly developed in the course of the project. The use of information and communication technologies in teacher training is promoted, and teachers receive training in how to use these technologies in class. The project also initiated teacher training that addresses HIV, health and gender. Health and gender fairs also take place. Youth clubs are being set up in schools to better reach the pupils. The GIZ project has resulted in more pupils successfully completing primary school.

In addition, the Mozambican Ministry of Education has introduced instruments and processes developed during the project implementation throughout the country. For example, the teacher training institutes use an educational film on participatory teaching methods. The film has become an integral part of the national training strategy for teachers. Half of the teacher trainers for primary school teachers advised by the project improved teaching methods and, above all, focus on greater learner participation. In addition, Mozambique's Ministry of Education has introduced a manual on HIV prevention with the project.

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