

“Organisations only learn if the individuals learn something. Individual learning is no guarantee that the organisation learns something but without individual learning, there is no learning organisation.”

Peter Senge

Expression of Interest of GIZ

- **indicating activities GIZ proposes to be involved in under the GRA (cutting across more than one of the thematic areas)**

A) THE GIZ IN BRIEF

- Since 1 January 2011, GIZ has brought together under one roof the capacities and long-standing experience of three organisations: the Deutscher Entwicklungsdienst (DED) gGmbH (German Development Service), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German technical cooperation) and InWEnt – Capacity Building International, Germany.
- GIZ operates in more than 130 countries worldwide. The registered offices are in Bonn and Eschborn (close to Frankfurt/Main). GIZ has more than 17,000 staff members across the globe – some 70 % of whom are employed locally as national personnel.

B) FIELDS OF EXPERTISE / WORKING HISTORY OF GIZ

- Supporting EFA FTI country partners in the implementation of structural reforms to improve long-term education quality and sector management
- Internationally respected expertise in effectively improving instructions and interactions in classroom through use of mother tongue/ multilingual education, improved use of textbooks and teacher training, supervision and support incl. practical classroom skills for teachers
- Broad Capacity Development - Role in enhancing the capacity of EFA FTI country partners to meet their education goals (to develop, implement and monitor sustainable national education sector programs)
- Sustainable Development of capacities at the individual, organizational and institutional level (see EFA-FTI guidelines for Capacity Development!)
- GIZ is creating and implementing flexible and practical Capacity Development programmes using the instruments of advanced training, dialogue, network building, technical assistance and advisory services
- GIZ supports its partners complementary at local (micro, e.g. school), regional (meso, e.g. district), national (macro, e.g. central government) and international level in designing strategies and meeting their policy goals
- GIZ facilitates change and empowers people to take ownership of their own sustainable learning- and development processes. In doing this, GIZ is guided by the concept of sustainable development, and takes account of political, economic, social and ecological factors
- Combining instruments such as virtual learning programmes with residential seminars and virtual learning communities and specialised virtual alumni networks
- Systemic approach of strengthening the Education System at all its levels (e.g. Early Childhood Education, Primary Education and TVET in Mozambique)
- GIZ in its current programmes is cutting across thematic areas (e.g. in Malawi with components of Teacher Education and Nonformal Education for Out of School Youth)

C) PROPOSED ROLE OF GIZ

In working with the EFA-FTI partnership the GIZ has, in the past, contributed to a strategic, participatory approach to capacity development in the education sector, helping stakeholders assess implementation capacity, identify capacity gaps and existing resources and set priorities for a capacity development strategy. (Compare: “Guidelines for Capacity Development in the Education Sector within the EFA-FTI framework”)

Thus, **Capacity Development (CD) is much more than the generation and dissemination of knowledge.** It addresses skills, attitudes and behavioural patterns but also clearly goes beyond individuals. In the definition from OECD DAC, Capacity is defined as “the ability of people, organizations and society to manage affairs successfully”. In supporting EFA FTI country partners in addressing their capacity gaps, GIZ therefore systemically develops capacities of individuals, organisations and at the institutional level (enabling environment).

We therefore propose a leading role in the support of capacity development under the GRA, **addressing capacity gaps in a systemic way.** Using a variety of tools/instruments, this would cut across all the thematic areas under the GRA, complementing to the bilateral work done by GIZ and other institutions in the countries (LEGs). This could encompass the areas CD for Better Learning Outcomes, CD and Additional Education Finance and Sustainable Capacity Development, among others (compare BMZ Special 152 “Capacity Development for Education for All: Putting Policy into Practice”).

C1) Facilitation Role

GIZ proposes to act as a coordinating secretariat and/or supervising entity for Capacity Development (CD) within the Global/ Regional Networks (incl. regional Knowledge-Hubs).

This could include the facilitation/implementation of the following activities (just as first examples):

- **Capacity-Assessments**, analyzing the capacity gap, designing a comprehensive CD strategy and defining appropriate M&E mechanisms at individual, organizational and/or institutional level
- **Mapping and analyzing the education system** at different levels e.g. developing a clear idea of the institutional environment in which the education system works (incl. resources and constraints)
- Support the establishing and facilitation of **Regional Networks**, for peer learning and multi-stakeholder exchange, to improve knowledge management and to create fora for the exchange of good practices
- Improving knowledge sharing within and between countries through establishing and involvement in **Communities of Practice** on various thematic areas
- Training, workshops, peer-to-peer-learning and exchange events (covering contents related to the “Out of School agenda”, “Quality/Learning outcomes agenda” as well as “Finance Agenda”)
- Providing the FTI partners with the necessary knowledge and competences to address concrete problems incl. motivation and encouragement for the application of knowledge e.g. through a **combination of face-to-face and e-learning modules**
- The conception, implementation and post-processing of international and regional workshops with the focus on information exchange and motivation **exchange for countries with countries.**

- Provision of online expert portals and **virtual learning communities**
- Support **Knowledge Sharing** and Dissemination via methodologies as video-based courses, or e-learning or other platforms.
- Support and accompany the actual **Application of Knowledge** through “Training on the Job”
- Other specific activities according to the different technical areas (see part D)

C2) Ensuring Sustainability via

- Developing structural, institutional and organisational capacities within partner-countries
- Strengthening academic, research and education institutions within partner-countries
- Applying a strategic, participatory and "best fit" approach to capacity development in the education sector
- Development of learner-centred blended learning concepts **in cooperation with institutions from partner countries**
- Knowledge dissemination **based on existing knowledge** and experimentation
- And others

D) PROPOSED AREAS OF GIZ THEMATIC INVOLVEMENT UNDER THE GRA

Furthermore, GIZ, based on its fields of expertise / working history would be in a position to support experimentation, piloting and the scaling up of good practises as well as the provision of technical assistance e.g. in the following specific thematic areas (among others):

1. Teaching reading and basic skills in local languages (mother tongue/ multilingual education)

GIZ has decades of experience in strengthening multilingual education, especially in Latin America, Asia and North-Africa and therefore could offer technical assistance and the scaling up of good practises e.g. on:

- Curriculum and Material development
- Development of adapted didactics and learner-centred teacher methods
- Integration in Pre- and In-Service Teacher Training
- Strengthening required processes of Decentralization and School-Autonomy

2. Development and piloting/ field experimentation of project designs for Early Childhood Education for school readiness including effective early-childhood education methodology

This could include, among others:

- Support in establishing and involvement in a Community of Practice on ECE
- Support knowledge sharing and piloting
- Establishing the benefit amounts and areas that may be obtained from realistically implementable ECD programs
- Experimentations on low cost, locally developed pedagogic materials supporting child development (cognitive, linguistic, physical and socio-emotional)

- Review of various preschool services promoting school readiness for disadvantaged children and in FTI countries
- Workshops and/or flagship report work on ECD

3. Teacher training supervision and support

- In order to improve the quality of teaching over the widest possible spectrum, GIZ trains those who educate teachers and teachers directly in a rather practical way.
- By involving principals, district officers and supervisors, an accountable and supportive environment is created, enabling teachers to teach relevant content using innovative learner-centred methods.
- GIZ has developed locally adapted Monitoring Instruments for various purposes within the Educational Sector e.g. for Classroom Observation and Teacher Supervision

GIZs role could be to support the scaling up of good practises in Teacher Education and provide technical assistance in their application in countries which have asked for assistance.

4. Learner and System Assessment (IIEP – GIZ collaboration?)

GIZs role could be to support the scaling up of good practises in Learner and System Assessment and Quality Assurance/Monitoring and to provide technical assistance in their application/institutionalization (in countries which have asked for assistance e.g. Honduras or Mozambique). GIZ has proven experience in the:

- Development of quality assurance frameworks, standards or benchmark systems
- Appropriate Performance assessment, measurement and evaluation (incl. at school level)
- Development of tools and better use of results of monitoring (e.g. class and school supervision), exams and assessment systems for quality assurance
- Ensuring Sustainability via Strengthening academic institutions within countries in this regard
- Other Country specific activities related to development of scalable experiences

5. Other Technical/Thematic Areas

We are open to discuss further thematic areas that might come up in the GRA-FTI context.

At this point it should also be noted that the existing GIZ “German BACKUP Initiative - Education in Africa” is specialized in supporting capacity development and knowledge management for the Education Sector in Fragile States/ Education in post-conflict and emergency situations.