

German Cooperation with Afghanistan

Qualified Teachers for the North



Context

Classrooms in tents and poorly trained teachers – this is still the reality in many areas across Northern Afghanistan. In Balkh province, nearly thirty years of war had left around two thirds of the 550 schools destroyed or damaged, while in Kunduz province, approximately half the 440 schools were left without a building. As well as needing equipment, textbooks and other educational resources, the schools faced a severe shortage of teachers. Currently, there is an average of 45 students to one teacher, and half the teaching staff are under-qualified. Consequently, demand for qualified teachers remains high. Afghanistan needs to train almost 100,000 more teachers for its primary and secondary schools by 2020. There is a particularly great need for high-quality training for primary school teachers to enable them to deliver classroom education appropriate for children in all subjects.

Well-qualified teachers are the key to a high-quality education and to highly motivated, high-achieving students. Learning content needs to be geared more strongly to the needs of secondary

schools and the labour market. It is against this backdrop that the German government has been assisting Afghanistan to reform its education sector since 2005.



Future teachers studying in Mazar-e Sharif | © GIZ

Overview	
Programme	Basic Education Programme for Afghanistan (BEPA)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ) Swiss Agency for Development and Cooperation (SDC)
Partner	Afghan Ministry of Education (MoE)
Implementing organisation	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Provinces	Badakhshan, Balkh, Kunduz, Samangan, Takhar
Programme objective	To create the conditions for quality improvements in basic education

Objective

The project aims to improve the quality of basic education. To bring learning content up to the required standard for access to secondary schools and the labour market, but also to motivate and sustain students' interest in learning, the German government is assisting Afghanistan with teacher training and curriculum development.

Measures & Results

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is working on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Swiss Agency for Development and Cooperation (SDC) to support the Afghan government in creating necessary framework conditions for improving basic education. One priority area



Student teachers learn new and student-centred teaching methods | © GIZ

of this work is the introduction and implementation of a modern national curriculum. The focus is on methodological and didactic training for teachers to enable them to actively involve students in lessons.

- The Afghan-German Cooperation assisted the Teacher Training Directorate at the Afghan Ministry of Education with revising the curricula. Lecturers and teachers completed training in didactics and methodology, as well as subject-specific training for maths and science. These professionals teach 15,800 university students and 88,300 school students in the Northern provinces. The Teacher Training Directorate is also currently developing a course on gender equality and human rights.



- A specialist primary school teacher training curriculum is presently being developed with the Afghan Ministry of Education. This will ensure that Afghan primary school children in the first three levels of school are taught in an age-appropriate manner by the same class teacher for almost all of their subjects.
- With support from the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Afghan partners developed a course on peace education and human rights for initial teacher training. This course is now taught at all teacher training institutions.



- Trainee teachers at 22 teacher training centres now complete a mandatory internship introduced for the first time in 2008. This allows them to gain specific initial teaching experience over a period of several weeks and learn to actively involve children and young people in lessons. Teaching quality has improved significantly as a result.
- Vocationally-oriented learning is now on the curriculum for the upper school years, enabling students to make informed decisions about their future careers.
- The Afghan partners take a targeted approach to promoting access to education for girls and women.
- School boards consisting of school staff, parents and civil society representatives work together to build a healthy learning environment for children, something which is helping to improve the education situation.

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