

# EDUCATION CAPACITY STATEMENT

EMPOWERING MINDS,

TRANSFORMING FUTURES



**HUMANA**  
PEOPLE TO PEOPLE

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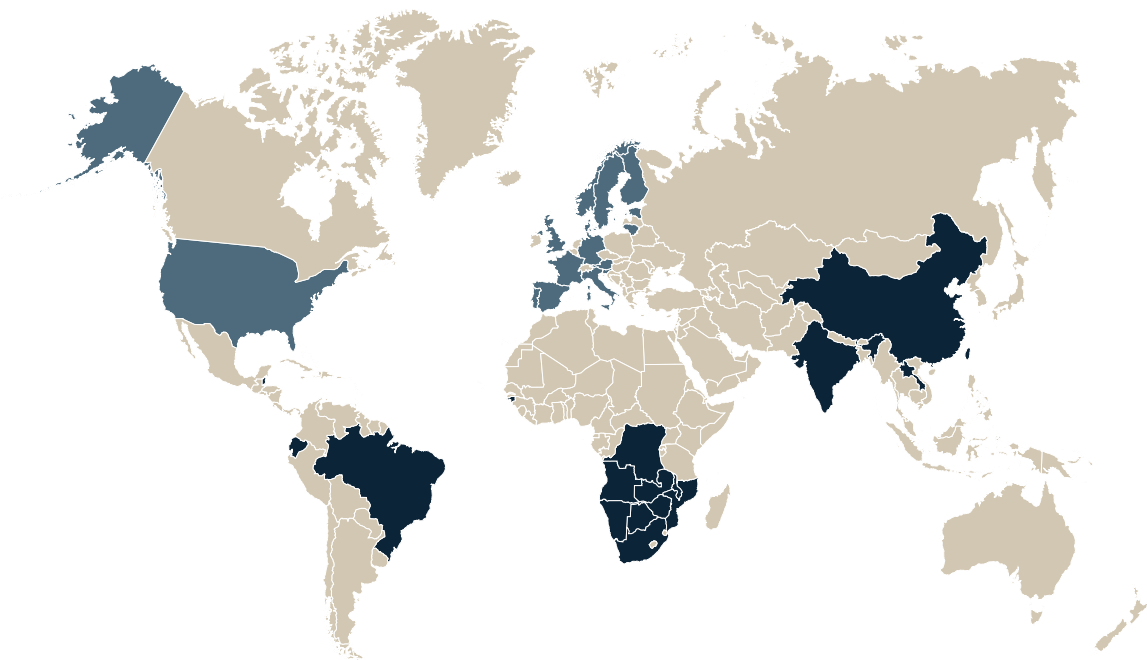
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## WHO ARE WE?

Humana People to People (Humana) is an **international network of 30 local NGOs** working for the sustainable development of communities, particularly in **Sub-Saharan Africa**, the **Americas** and **Asia**.

In our unwavering commitment to tackling some of the world's major socioeconomic, environmental, and humanitarian challenges, we spearhead **community-driven holistic development programs** that **harness** the power of **collaboration**. Moreover, our teams are comprised of people from the very communities we serve, offering invaluable local expertise, insight, and established trust.



You may know Humana member organizations as:



### OUR AREAS OF WORK

Education, Training and Economic Empowerment

Community Development

Climate Change and Agriculture

Health

# HOW DO WE WORK?

## OUR VISION

Education is a fundamental human right and the cornerstone of sustainable development. At Humana, we believe learning should be **inclusive, practical, and transformative**. Our pedagogical principles and approaches to education create a healthy environment for students to be **drivers and navigators of their own training** based on an inclusive and collective education. We work together with governments, communities, and partners (national, regional and international) to bring quality, empowering and context-relevant learning to rural and underserved communities. Today, our educational programs target:

- Early Childhood Education
- Primary Education
- Higher Education
- Technical Vocational Education & Training (TVET)
- Primary School Teacher Training

Our programs bridge educational gaps, promote equity, and empower learners to become proactive agents of change, for themselves and their communities. By fostering an environment of collaboration, leadership, and self-reliance, our approach ensures that education extends beyond the classroom and contributes to social transformation.

## Key features of our approach:



### COMMUNITY-DRIVEN

We work closely with local stakeholders to ensure that education systems respond to the real needs of people and are sustainable in the long term.



### EDUCATION ACROSS LIFE STAGES

Education initiatives span early childhood to vocational training, adult literacy and continuous professional development.



### TRANSFORMATIVE PEDAGOGY

Our pedagogy prioritizes hand-on learning, combining cognitive with experiential learning to promote the development of critical thinking and problem-solving skills. It employs a holistic approach and involves various community stakeholders in the education process.



### CLOSE COLLABORATION WITH EDUCATION AUTHORITIES

We work closely with Ministries of Education and local authorities to align with public policies and curriculums, strengthen systems, and ensure sustainability. In several countries, our teachers are integrated into the public system, and children transition into government schools.



### FOCUS ON RURAL AND UNDERSERVED COMMUNITIES

Targeting areas with low school access, high dropout rates, limited or absent pedagogical resources, high student-to-teacher ratio and/or a shortage of trained teachers/school principals.



### MAKING LEARNING VISIBLE

We encourage students to understand what they are learning and track their own progress. This includes setting clear learning goals, reflecting on achievements, and showcasing classroom work — all of which help build ownership, motivation, and confidence.



## OUR FOCUS

To support national education systems, we target **communities that are often underserved** — from peri-urban settlements to rural and remote areas. These are places where access to education remains a daily challenge due to **poor infrastructure, long distances to school, gender inequality, and a shortage of trained teachers and school principals**. Children in rural areas are more than twice as likely to be out of school as their urban peers (UNESCO, 2022), and in Sub-Saharan Africa, 80% of rural children do not reach minimum reading proficiency by the end of primary school (World Bank, 2023).

This lack of access is compounded by severe infrastructure deficits. Only 34% of rural schools worldwide have access to electricity, compared to 73% of urban schools, and internet access remains below 15% in many remote learning environments (UNESCO). Moreover, many rural schools face a critical shortage or complete absence of essential pedagogical materials — such as textbooks, teaching aids, and classroom equipment — which further hinders effective learning and teaching.

**Teacher shortages** are particularly acute in remote and rural settings, where attracting and retaining qualified educators is a persistent challenge. This contributes to high dropout rates and undermines the quality of education in these areas (UNESCO, 2024).

A key part of addressing this challenge lies in supporting and expanding the presence of **female teachers** in these communities. UNESCO highlights that girls are more likely to enroll in and stay in school when they are taught by women, as female educators serve as culturally appropriate role models and build trust with families and students in traditionally conservative contexts (UNESCO GEM Report, 2020).

Furthermore, **female teachers in vocational-technical and STEM subjects** have been shown to increase the transition of young women into higher education and STEM-related TVET paths by around **2 percentage points**—roughly an **18% reduction in the gender gap** in those fields (Muralidharan & Sheth, 2016).

These educational gains carry significant long-term benefits. **Educated women** are more likely to delay marriage and childbearing, opt for healthier family practices, and assert their rights more effectively. This not only improves health and literacy outcomes for their children—especially daughters—but also strengthens community and economic well-being overall (UNESCO, 2023).

Access to education for disadvantaged groups, including girls, children with disabilities, ethnic minorities, and those living in rural and remote areas, is a catalyst for social transformation. Yet, **children in rural areas are less than half likely to attend early childhood education programs compared to urban children** (UNICEF, 2022). The benefits of inclusive education reverberate through generations, as educated parents are more likely to prioritize their children's education, creating a positive cycle of empowerment and progress.



## OUR IMPACT

82

education institutions across Africa, Asia, and Latin America (schools & training centers)

1.8M+

learners reached as of 2024 by the 82 education institutions and the 315 other education programs combined

68,4K

primary school teachers graduated (1993–2024)

5K+

students enrolled in pre-service teacher training programs (2025)

over 34K

young people trained through TVET to contribute positively to their communities (1982–2024)

2,9K+

students enrolled in TVET programs (2025)

## OUR PEDAGOGY

Humana's pedagogy has been developed over 40+ years and is being practiced across schools and training programs in **82 educational institutions and over 300 other teaching and learning programs.**

The pedagogy is also being applied to training activities within other thematic areas (more information on page 33 of our 2023 Progress Report).



# OUR PROGRAMS



## Transformative Teacher Training

**For over three decades, Humana has been at the forefront of addressing the critical shortage of qualified teachers in underserved regions.**

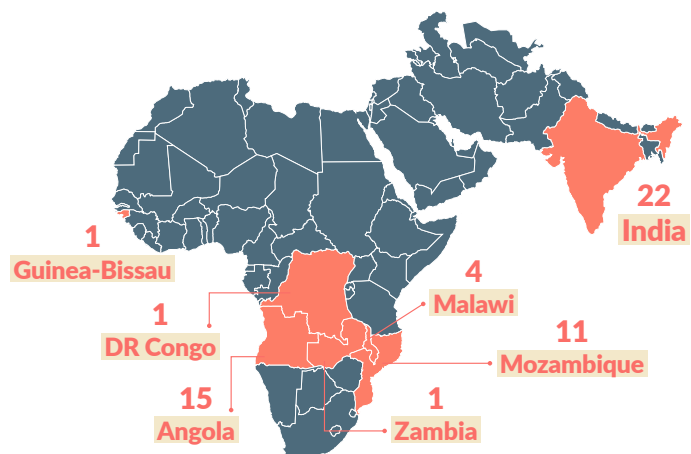
Addressing the urgent need for 44 million primary and secondary teachers worldwide by 2030 requires a renewed focus on training, retention, and factors such as teacher well-being and social status, particularly for teachers in remote communities.

In close collaboration with national Ministries of Education, **our network operates 33 private primary school Teacher Training Colleges (TTCs)** in Mozambique, Angola, Malawi, Guinea-Bissau, Zambia, and the Democratic Republic of Congo (DRC). In India, our member organization works directly with 22 public teacher training colleges. Depending on the country, the programs last between two and five years.

Our teacher training programs focus on preparing teachers-in-training with the skills, attitudes, and methodologies needed to provide quality education in rural and underprivileged areas. **A central pillar of this approach is strengthening foundational learning**, ensuring that children acquire literacy, numeracy, and basic problem-solving skills early in their education. Our members have developed programs that support teachers to use local languages in early grades, produce age-appropriate reading materials, and **apply active pedagogy so that children not only attend school but actually learn to read, write, and count**. This emphasis on foundational skills responds to one of the most urgent global education challenges, laying the groundwork for all further learning

Training combines **practical and theoretical learning**, ensuring that teachers are well-equipped to handle multi-grade and multilingual classrooms, integrate Science, Technology, Engineering, and Mathematics (STEM) and experiential activities into the subjects whenever possible, and lead community-based education projects.

In many of the countries where we operate teacher training programs, our approach emphasizes the importance of training **teachers within rural communities**. Teachers who share the cultural background, language, and lived experience of the communities they serve are more likely to build strong relationships with students, schools, and families. This connection supports greater inclusion, relevance in teaching, and long-term retention in rural schools — contributing to more sustainable improvements in education access and quality.



**Today HUMANA's teacher training programme (TTC) is comprised of 55 colleges with more than 68,000 teachers graduates as of 2024**



# 1. Strengthening National Education Systems Through Teacher Training

A key factor that sets our colleges apart is the fact that **we establish TTCs to prepare graduating teachers to work in the formal public education sector**, through agreement with Ministries of Education in the countries where we have colleges.

National governments and donors like the EU, KOICA, AECID, and MFA Finland co-invest in TTC infrastructure and program quality, recognizing **Humana's significant role in bridging the teacher gap in remote and hard-to-access areas**.



## CASE STUDY • ANGOLA

In Angola, our member **Ajuda de Desenvolvimento de Povo para Povo (ADPP)** has been a central actor in teacher training for over 30 years, operating **15 Teacher Training Colleges (Escolas de Magistério)** across **14 provinces**. These colleges are officially recognized by the Ministry of Education, follow the national curriculum, and integrate practical, community-oriented methodologies.

- **15,825 teachers trained** since 1995, **34% of whom are women**.
- The training includes **1,160 hours of teaching practice**, ensuring graduates are classroom-ready from day one.

ADPP's teacher training program has strong community links. The training takes place in a local setting, **enabling strong engagement with families and communities**, who are actively invited to take part in children's learning. This approach opens space for the teacher to **enter the life of the community**, recognizing the deep links between education and other factors that shape quality of life — such as health, nutrition, gender equality, and livelihoods.

**Education is approached holistically**, as a key lever for sustainable development.

The program also takes a **strong gender-transformative approach**, tackling challenges such as:

- cultural norms that prioritize boys' education over girls',
- lack of awareness about the long-term benefits of girls' education,
- early pregnancy, sexual harassment, and other forms of **gender-based violence (GBV)**,
- inadequate school sanitation and safety, which particularly hinder girls' attendance,
- and the overall lack of ambition or opportunity to challenge these barriers.

These colleges don't just train teachers — they nurture **educators as community leaders** who are prepared to **inspire change**, address entrenched inequalities, and improve the future prospects of the children and communities they serve.



## 2. Real Life Learning: A Holistic Approach to Teacher Education

All Humana TTCs follow national curricula and qualification standards but are united by a common pedagogy that **emphasizes student autonomy, "real-life" learning, and real-world application**. Trainees learn to become facilitators of learning rather than just transmitters of knowledge.

**Most of our TTCs are also digitalized.** Students engage in extensive practicums, fieldwork, and community-based projects, allowing them to **reflect, adapt, and grow as change-makers**.

**Trainees are prepared to teach the full range of national curriculum subjects**, while also gaining hands-on experience in school management, teamwork, and resource use. The training includes public **pedagogical sessions** (with students, teachers and the surrounding community), **thematic investigations, and field visits**, enriching their understanding of rural communities and helping them tailor their teaching to local needs and realities.

Most TTCs are **residential and operate as learning communities**, with shared kitchens, gardens, and workshops. Over the course of at least two years living on campus, **trainees develop essential life and professional skills** by planning and organizing daily tasks — including cleaning, cooking, and managing calendars for learning activities - and, most essentially, by learning to live together with others. **Non-gendered task sharing** is a central component, reinforcing values of equality and cooperation from the start.

A distinctive and innovative feature of the training is the inclusion of **study trips**, during which trainees visit historical sites, local schools, and rural communities from other regions. These trips offer powerful, practical learning experiences and deepen trainees' understanding of national identity, education systems, and rural challenges.

In addition, the program delivers **life skills training**, equipping future teachers with critical **personal and social competences such as communication, teamwork, leadership, and gender awareness** — all essential for their effectiveness as educators and change-makers in their communities.





### 3. A Continuum of Teacher Education: From Pre-Service to Lifelong Learning

While the Teacher Training programs mainly focus on the initial education of primary school teachers (pre-service), the scope has significantly expanded thanks to partnerships with ministries of education and other relevant stakeholders. Over the years, it has included various new initiatives, achieving extensive outreach across numerous districts and provinces in our different countries of action. The program now encompasses a diverse range of training opportunities, including:

#### Pre-service training for Primary, Secondary and Community Schools

Since 2009, HPP India's **Necessary Teacher Training (NeTT)** program has been implemented with state governments to provide elementary school teacher training. It offers a two-year **Diploma in Elementary Education (D.El.Ed.)** with the **District Institute of Education and Training (DIET)**. As of 2025, **16,589 teachers have graduated** from this program in 31 DIETs in six states. Currently, the program is implemented in 15 DIETs across five States. NeTT has also been implemented as a four-year integrated teacher training program at the **Prarambh State Institute of Advanced Studies in Teacher Education** in Jhajjar, Haryana.

#### In-service training and Continuing Professional Development

Humana's TTCs incorporate the **"Graduated Teachers' Network"** – a structure offering continuous learning and cooperation among graduates. The network offers graduate teachers, now working in primary schools, the opportunity to work together in an organized manner to support continuous improvement of their teaching. The network engages primary school teachers in school development, facilitates experience exchange, and equips them with tools for creating inspiring teaching and learning situations in school.



#### CASE STUDY • ZAMBIA

##### Scaling Learner-Centered Teaching in Zambia's Community Schools

Between 2017 and 2019, DAPP Zambia collaborated with the Roger Federer Foundation consortium to implement I Act — an **interactive, school-based continuing professional development (CPD) program** designed for community school teachers. Delivered through peer group learning and 10 months of self-study, the course emphasized learner-centered teaching using locally available materials. Each group was equipped with a tablet preloaded with instructional content.

Implemented in partnership with the Ministry of Education at district and zonal levels, I Act reached **9,152 teachers** across **2,692 community schools**—covering 75% of Zambia's community-led schools. Over **520,000 learners** benefitted from improved teaching quality and many showed enhanced academic performance. The program also fostered collaboration, raised teacher status, and strengthened CPD culture. DAPP played a key role in developing the course and facilitating nationwide implementation, with plans to expand access to more teachers in the future.

## Training of Trainers

Humana's Training of Trainers (ToT) model focuses on developing individuals who can train other teachers, multiplying the impact of educational initiatives.

### CASE STUDY • GUINEA-BISSAU

#### Strengthening Vocational Education through a Cascade Training of Trainers Model

In Guinea-Bissau, Humana's national member, ADPP, partnered with the Ministry of Education to implement a sustainable Training of Trainers (ToT) model in vocational education, funded by Enabel from 2022 to 2024. The initiative was led by ADPP's DNS-Bachil Teacher Training College.

Responding to the lack of pedagogical training among vocational instructors, the program equipped 25 trainers

from four leading schools to become "teacher-leaders" who mentor peers and foster improved teaching practices. Training included: **modern pedagogy and lesson planning, inclusive methods and digital tools, and ethics and professional conduct.**

A dedicated manual, aligned with national education policy, and active learning methods—like simulations and group work—ensured long-term impact within institutions.



## Early Childhood Development Training (at TVET level)

Early Childhood Development (ECD) training focuses on **equipping teachers to work with young children, providing a strong foundation for lifelong learning.** The training includes methods for fostering cognitive, emotional, and social development in children aged 0 to 5, with an emphasis on play-based learning, inclusion, and early intervention for vulnerable children. Within the Humana network, this training is offered in South Africa (National Qualification Framework Level 4) and Namibia (Diploma Level 5); in the past five years, **482 teachers have graduated** from these schools.

### CASE STUDY • SOUTH AFRICA

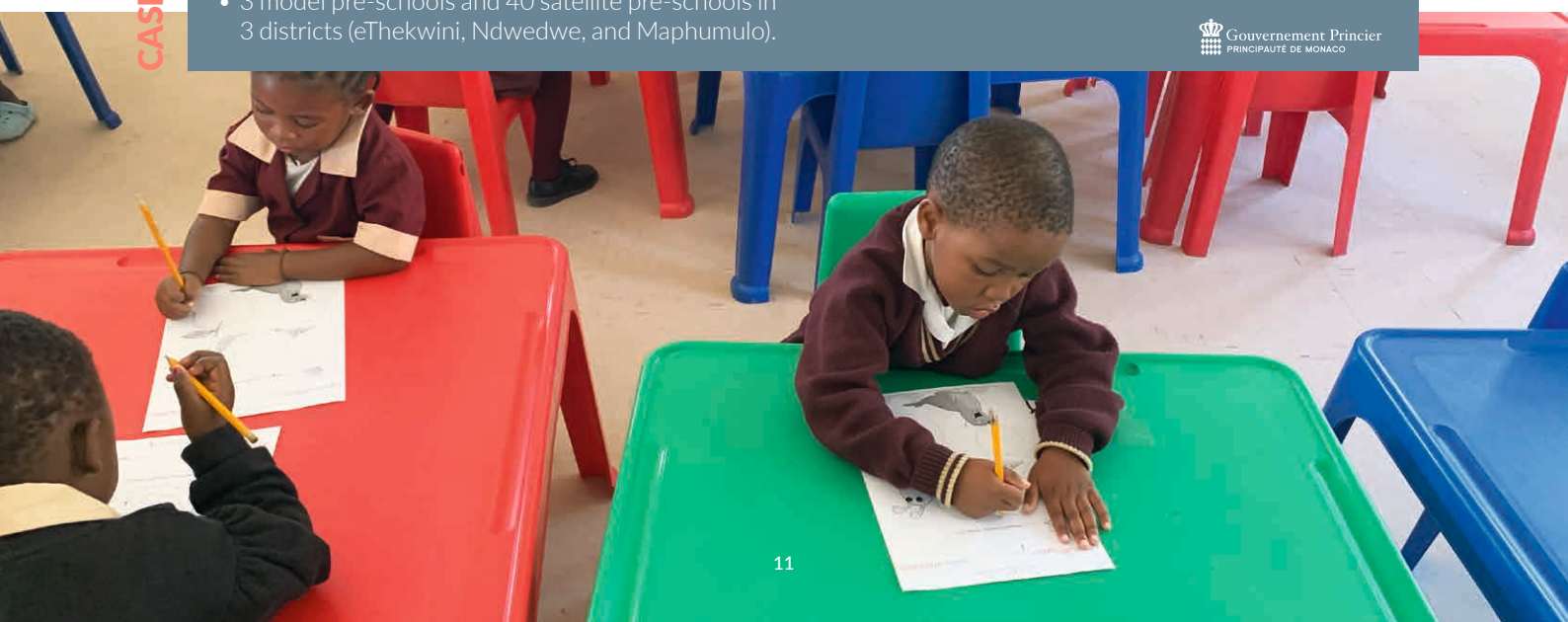
#### Training Preschool Teachers in KwaZulu-Natal

In KwaZulu-Natal, **Humana People to People South Africa (HPP-SA)** supports the training of Early Childhood Development (ECD) practitioners through the **Preschools Teachers of the Future (POFTT)** program. This has been funded by the Government of Monaco since 2017.

- The **KwaZulu-Natal Experimental College (KNEC)** delivers accredited ECD courses, aligning with national education policies.
- 3 model pre-schools and 40 satellite pre-schools in 3 districts (eThekweni, Ndwedwe, and Maphumulo).

- POF teachers are trained using **practical, child-centered methodologies** rooted in the children's real-life context.
- Since 2015, **221 ECD practitioners have successfully graduated** from the program, and approximately 82% have either found or returned to a previous job in the sector.

The program strengthens the quality of ECD teaching, especially in underserved communities, by equipping preschool teachers with the tools and skills to deliver holistic early education.





## 4. Scaling Inclusive Pedagogy

Across our network, we develop and pilot methodologies that enable more inclusive, participatory, and effective teaching—particularly in under-resourced schools. One such example is the Trio Method in Malawi, which leverages peer-to-peer learning, community involvement, and structured group work to transform teaching in large classrooms.



### Trio Method – Scaling Child-Centered Teaching in Malawi

In Malawi's Dowa District, the EU-funded **Upscaling Child-Centered Teaching** project introduces DAPP's innovative **Trio Method** to 40 public primary schools, reaching 160 teachers and over 18,000 learners. Developed by DAPP Malawi, a member of the Humana network, the method organizes students into trios who collaborate on learning tasks, support one another, and involve parents in the learning process. This has been made possible thanks to EU funding through the Global Gateway initiative and administered by Enabel under the Regional Teachers' Initiative for Africa (RTIA); it will be running from 2025 to 2027.

By promoting peer-to-peer learning and learner autonomy, the Trio Method empowers children to

thrive even in large, under-resourced classrooms. The approach allows teachers to focus their attention where it's most needed, while encouraging community engagement through parent involvement and school open days.

In its second phase, the project will scale to 200 additional schools, aiming for full district coverage. It is aligned with Malawi's National Education Sector Investment Plan and is implemented with support from DAPP's four TTCs. To foster further learning and potential adaptation, DAPP will organize visits for Ministry of Education officials to observe the Trio system in practice—first in Malawi, and then in India. Following local school visits, two MoE officials will take part in a 7-day exchange trip to study how Humana People to People India implements the Trio Method, opening pathways for cross-country learning and contextual adaptation in Malawi.

## 5. Advancing Pedagogy Through Academic Collaborations

### Collaborations with Universities and Researchers

Humana strengthens teacher education by partnering with academic institutions to co-develop inclusive and practice-oriented pedagogical approaches. In Mozambique, ADPP is a core partner in **TIPOTE – Towards Inclusive and Practical Teacher Education (2024–2026)**, led by JAMK University of Applied Sciences (Finland) with support from the Finnish Ministry for Foreign Affairs and in collaboration with the University of Lapland, ANEP, and the Ministry of Education. The project works directly with four ADPP Teacher Training Colleges—Cabo Delgado, Nhamatanda, Gaza, and Maputo—to improve the integration of theory and practice in pre-service teacher education.

TIPOTE strengthens inclusive, child-centered pedagogy through the development of school-based mentoring systems, the use of locally relevant and multilingual teaching approaches, and targeted capacity building for teacher educators. Academic collaboration is central to the project's success, bringing together **Finnish pedagogical expertise and research-based methods with ADPP's deep contextual experience in rural education**. This model ensures that innovations in teacher training are both grounded in evidence and tailored to the realities of Mozambican classrooms.



## 6. Climate-Resilient Education

As climate change continues to disrupt livelihoods, displace communities, and strain ecosystems, education has emerged not only as a tool for learning but also as a critical driver of resilience and sustainable development.

At Humana, we work at the intersection of climate and education by **strengthening systems that equip youth and communities with the knowledge and skills to adapt, respond, and thrive**.

Our TTCs prepare teachers to deliver inclusive, participatory, and locally relevant education - empowering children with critical thinking and environmental awareness from the earliest years. And our TVET programs promote green skills, sustainable agriculture, and entrepreneurship, directly addressing climate-linked vulnerabilities in rural and low-income settings. In countries such as **Angola, Malawi, India, and Namibia**, we are working with governments and partners to align vocational curricula with climate resilience, while ensuring that marginalized youth - especially girls - gain practical skills to build secure, sustainable futures.

### The Green Schools Concept

Under the ADSWAC Project, supported by the Adaptation Fund, the Green Schools Program (GSP) is being implemented in 38 schools across Angola and Namibia (2023–2027) to strengthen climate resilience through education.

The Green Schools model creates school environments where **children learn about climate change and environmental stewardship** through both classroom and hands-on activities. Each school has a designated **green school agent** who coordinates climate actions with teachers, students, and the community.

Key activities include:

- Lessons on **climate change and environmental protection**, using locally adapted manuals and student action booklets;

- **School gardens and tree nurseries**, linking theory with practical food production and reforestation;
- **Community open days** on climate-smart agriculture, water conservation, and sustainable land use;
- Use of **nature as a classroom**, encouraging curiosity and a connection to the environment from a young age.

In Angola, the program is anchored in the Teacher Training College of Cuando Cubango, where teacher trainees conduct internships in local schools and engage in GSP activities.

In Namibia, the Ministry of Environment, Forestry and Tourism (MEFT) and the Namibian Environmental Education Network (NEEN) support environmental clubs and school engagement, in collaboration with school boards.



## 7. Learning in Crisis Contexts and Emergencies

In a world increasingly marked by conflict, climate-related disasters, and displacement, **Education in Emergencies (EiE)** has become a vital component of ensuring every child's right to learn, as enshrined in **SDG4**. More than a fundamental right, education is also a basic need for children caught in crises and a key component of humanitarian response.

Our EiE work aims to:

- Increase access to education for vulnerable girls and boys affected by crises;
- Promote quality learning that supports resilience and emotional recovery;
- Protect children by minimizing disruptions to education and ensuring that **schools serve as safe, stabilizing spaces**.

We are expanding our efforts in crisis-affected areas such as Mozambique and Zimbabwe, delivering accelerated and resilience-focused education programs that help systems adapt, recover, and ultimately transform—starting with the teachers who make learning possible.



### CASE STUDY • MOZAMBIQUE

#### Strengthening Teacher Resilience in Disaster-Prone Mozambique

In Zambezia province, **ADPP Mozambique** is implementing a two-year project (2025-2026) funded by the **European Union** and coordinated by **Expertise France** under the **Regional Teachers' Initiative in Africa (RTIA)**. The initiative supports teachers in the cyclone- and flood-affected districts of Namacurra, Nicoadala, and Mocuba, aiming to strengthen education system resilience in the face of recurring natural disasters.

The project applies a **resilience framework** (absorptive, adaptive, transformative) inspired by the Global Partnership for Education.

Key interventions include:

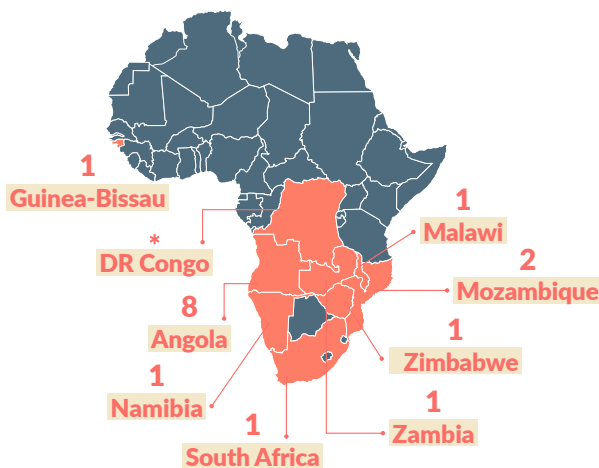
- Formation of School-Based Disaster Risk Management Committees (SBDRMCs)
- Development of School Emergency Plans (PEBEs)
- Teacher training in disaster risk reduction, adaptive methodologies, ICT, and green skills
- Support for female teachers and educators with disabilities
- Creation of peer-support groups and host community networks for teacher well-being





# Technical and Vocational Education and Training (TVET)

Humana has made vocational training a cornerstone of its strategy to combat youth unemployment and drive sustainable development.



\*TVET programs, no college facilities.

A distinctive dimension of our TVET model is the integration of STEM education, with flagship initiatives in Angola, amongst others. Through partnerships with public and private actors, ADPP Angola has trained thousands of teachers and students in mathematics, physics, chemistry, natural sciences, and ICT.

This approach combines theory with hands-on experiments and problem-solving, using practical kits and locally available materials. Students learn to connect science with daily life, while developing critical thinking, teamwork, and creativity. By embedding STEM within TVET, we prepare young women and men for green and tech sectors, closing skills shortages in emerging markets.

Across Angola, Guinea-Bissau, Malawi, Mozambique, Namibia, South Africa, Zambia, and Zimbabwe, we have established **16 Technical and Vocational Education and Training (TVET) colleges**. As of May 2025, over 2900 students were enrolled in our programs for the year.

In many of the countries where we operate, youth unemployment and underemployment are alarmingly high, driven by limited access to quality training and a mismatch between education and labor market demands. In Sub-Saharan Africa, **over 80% of workers are in informal, insecure employment**, and only a fraction has access to structured skills development opportunities (ILO, 2024).

Our TVET programs directly address these challenges by providing locally relevant, future-oriented training in key sectors such as **sustainable agriculture, construction, hospitality, and renewable energy** — all while consistently integrating life skills, green skills, and digital skills components.

Additionally, we place a strong emphasis on **entrepreneurship and community development**, equipping students not only to access employment, but also to create it. We actively reach out to underprivileged youth, including those from low-income backgrounds, women, and people with disabilities.

Today **HUMANA's Technical and Vocational Education Training (TVET)** is comprised of **16 colleges** with more than **34,000** young people trained as of 2025

**Our TVET model is built around key pillars that enhance both the quality and impact of vocational training:**

## 1. Practical and Job-Oriented Learning

Our TVET programs are designed to provide a **combination of practical and theoretical training**, ensuring students acquire the skills and knowledge necessary for the workforce. Internships and apprenticeships constitute a significant portion of the training, often representing over 40% of the course duration.

We **establish partnerships with a diverse range of businesses**—from local enterprises to multinational corporations—and collaborate with networks like the Global Apprenticeship Network (GAN) to facilitate quality apprenticeship placements.

For instance, in Angola, ExxonMobil supports internships in the energy sector; and in Namibia, we work with GAN to connect students with private sector apprenticeship opportunities. **These partnerships ensure that our students are well-prepared for the job market and equipped with relevant technical skills.**



### CASE STUDY • ZIMBABWE

#### Inclusive and Market-Driven TVET for Youth with Disabilities in Zimbabwe

With funding from Enabel, DAPP Zimbabwe was leading a consortium to pilot **inclusive, market-responsive vocational training** for disadvantaged youth—especially young people with disabilities (YWD)—in rural Zimbabwe (2018-2022).

Training was implemented at DAPP Zimbabwe's **Ponesai Vanhu Technical College (PVTC)** and the Government's **Chaminuka Vocational Training Centre (CVTC)**, in partnership with **Leonard Cheshire Disability Zimbabwe (LCDZ)** and **Bindura University of Science Education (BUSE)**. Together, the partners co-designed flexible short courses in areas like solar technology, ICT, and climate-smart agriculture, guided by input from the private sector.

Curricula were updated to include **life skills, digital components, and disability-inclusive methods**, and teachers were trained accordingly. A **start-up fund** supported youth-led enterprises, while strong links with employers, DPOs, and local communities promoted inclusion and reduced stigma.

## 2. Entrepreneurship and Self-Employment Focus

Recognizing that employment opportunities may be limited, **our programs emphasize entrepreneurship training, financial literacy, and small business development**, especially in countries like Angola, Brazil, Malawi, Mozambique, and Guinea-Bissau. Graduates are equipped with the tools to start their own enterprises, fostering local economic growth.

### CASE STUDY • GUINEA-BISSAU

#### ADPP Guinea-Bissau's Entrepreneurship Incubation Centre in Bissorã

As part of the EU- and UNIDO-funded IDEA program under the West Africa Competitiveness Program (WACOMP), ADPP Guinea-Bissau — a member of the Humana network — ran an entrepreneurship incubation center at its vocational school in Bissorã (2021-2024).

This initiative supported **60 early-stage entrepreneurs**, focusing on key value chains such as cashew, mango, fishing, and agroforestry. Participants

received structured guidance through eight business development tools, personalized weekly mentorship, and access to a global network of funders and sector-specific resources. The program provided essential infrastructure, including internet access and tablets, to ensure effective participation.

ADPP's incubation center in Bissorã exemplifies its commitment to fostering entrepreneurship and economic development in rural Guinea-Bissau. A similar center, DAPP Mikolongwe Business Incubation Centre, is operated by the Malawian member of HPP, DAPP Malawi, within its vocational school.



## 3. Linking TVET to Value Chain Development

Beyond providing accredited skills training, Humana's vocational training centers are directly contributing to the execution of large-scale sustainable development programs.

### CASE STUDY • GUINEA-BISSAU

#### Embedding Skills in Large-Scale Development Projects in Guinea Bissau

In Guinea-Bissau, ADPP's Vocational Training School in Bissora is training 460 youth from 34 target communities in climate-resilient agriculture, post-harvest practices, animal husbandry, and business management **under the Green Climate Fund-financed APICA project (2024-2029)**. These courses—structured with internships and high female participation targets—equip graduates to strengthen local livelihoods and community adaptation efforts. APICA aims to **reach over 200,000 farmers nationwide** with climate-smart agricultural practices, and the integration of vocational training ensures that young people are not only beneficiaries but also agents of knowledge transfer and innovation in their communities.

Similarly, through the **African Development Bank-financed PACVEAR program (2021-2025)**, ADPP's vocational training center delivers skills in climate-smart agriculture and entrepreneurship directly

linked to key national value chains such as rice, cassava, horticulture, cashew, and small livestock.

By preparing youth and women for opportunities in production, processing, storage, and marketing, the center **connects training with tangible employment and enterprise pathways**. PACVEAR's ambition is to enhance productivity and competitiveness in these value chains while empowering tens of thousands of smallholders, youth, and women entrepreneurs, and the inclusion of vocational training within its structure is a recognition of the role education plays in driving systemic change.

Together, these collaborations illustrate how Humana's vocational schools function as **strategic vehicles for embedding skills into broader agendas of value chain development, resilience, and inclusive growth**. They also demonstrate how donor-funded, multi-sectoral investments increasingly rely on vocational training institutions to operationalize their objectives, bridging education with economic transformation.





## 4. Taking Skills Training to the Hardest-to-Reach

Many young people remain out-of-reach of formal education and training systems, particularly those living in remote, rural, or underserved communities, and women and girls.

**Reaching these young people—especially those who have dropped out of school or never had the opportunity to attend—is essential** if we are to achieve inclusive development, reduce poverty rates, and open pathways to sustainable livelihoods.

We do this in countries like Malawi, Mozambique, or Zimbabwe through **innovative mobile training and outreach training programs**, which bring skills directly to youth in their own communities through vans or satellites.



### Mobile TVET in Malawi – DAPP Mikolongwe's Reach Beyond the Classroom

To address youth unemployment and barriers to access, DAPP Malawi established the Mikolongwe Vocational School (MVS) in 1997. The school trains out-of-school youth in practical skills across ten vocational fields, from renewable energy to tailoring and carpentry. In 2015, DAPP Malawi introduced a **Mobile Training Unit**—a specially adapted van equipped as a classroom, workshop, and storage unit. This innovative unit brings vocational training to remote villages, offering both formal and informal courses to youth who would otherwise not access education.

The model includes:

- **On-site training in local languages**, with a strong emphasis on practical skills (90% of instruction).

- **Courses aligned with market demands**, selected together with local community structures.
- **Entrepreneurship and financial literacy** components, preparing youth for self-employment.
- **Inclusive approaches** to reach adolescent girls and youth with disabilities.
- **Satellite centers** in four districts for broader reach.
- **Business incubation services** to help graduates launch microenterprises.

With over **14,000 youth trained** since its inception, the program is a flagship example of localized, relevant, and inclusive skills development in action.

## 5. Sustainability and Green Skills

Our schools increasingly integrate environmental education, sustainable production systems and ecosystem services into their curricula, **preparing students for the green jobs of the future**. Training in renewable energy, water management, sustainable agriculture, and climate resilience generally helps address global environmental challenges while creating employment opportunities.



### Vocational Excellence in Climate-Resilient Agriculture

Humana's national member, ADPP Mozambique, is a core partner in the VECRA-MOZ project, funded by Erasmus+, which began in 2024 and will run until 2027. Implemented with CINOP (Netherlands), HAMK (Finland), Young Africa, Instituto Politécnico de Nacala & Nhamatanda, and the Provincial Business Council of Sofala, the project aims to green agricultural vocational education and boost youth employability.

It focuses on:

- Developing climate-smart agriculture modules co-designed with agribusinesses and students;

- Training 40+ TVET teachers in green skills, digital tools, and learner-centered pedagogy;
- Establishing demonstration farms and greenhouses for hands-on learning;
- Using blended learning, mobile apps, and simulations to teach drought and flood response;
- Promoting green entrepreneurship and local innovation.

A strong public-private partnership model underpins the initiative, with local businesses actively shaping curricula, offering internships, and supporting real-world training pathways.



## 6. Digital Integration

While access to technology remains a significant challenge in some of our schools—particularly in rural TTCs and TVET centers—Humana recognizes that digital literacy is essential for preparing youth for modern economies.

Our current efforts focus on **building foundational digital skills, such as basic computer use and relevant software training**, where infrastructure allows. In many contexts, digital access is provided through offline tools like preloaded digital libraries and local networks, given limited or intermittent internet connectivity.

Although digitalization is not yet a core feature across all programs, we are committed to **progressively strengthening digital integration** by expanding infrastructure, training educators, and embedding digital skills into vocational curricula to ensure learners are not left behind in the global digital shift.

### CASE STUDY • INDIA

#### Empowering Youth through Digital Innovation

Humana People to People India's BridgelT program, implemented in partnership with Tata Consultancy Services (TCS) from 2020 to 2025, aimed to **bridge the digital divide in underserved and rural communities** by enhancing digital literacy and IT skills among youth.

Since its inception, the program has **reached over 135,000 students across 1,200 government schools and vocational training centers in 12 Indian states**, providing foundational computer education, coding skills, and access to digital tools. By improving digital literacy and employability, the initiative prepares young people for opportunities in the digital economy and empowers them to actively contribute to India's tech-driven growth.



## 7. Strategic Partnerships

To maximize impact and relevance, Humana actively builds strategic partnerships with private companies, vocational networks, and public institutions in its TVET projects. Whether through **equipment donations, teacher upskilling, or co-designed curricula**, such alliances are central to ensuring that TVET not only responds to today's employment challenges, but also drives inclusive, relevant, sustainable growth.

### CASE STUDY • GUINEA-BISSAU

#### Powering Skills for the Green Economy: Innovation in TVET through Strategic Partnerships

Humana is strengthening its TVET offer across Africa through collaboration with **Schneider Electric**, a global leader in energy management and automation. This partnership enhances our capacity to deliver **future-ready training in electricity and renewable energy**, with a focus on **green skills, climate resilience, and job creation**.

In **Guinea-Bissau**, for example, Schneider Electric has already supported our vocational schools by providing

**modern didactic equipment**, training teachers, and reviewing curricula to align with evolving industry standards (2020-2023). This collaboration also enabled the integration of **entrepreneurship training**, updated **learning modules**, and practical access to **clean energy technologies**.

By embedding innovation and private sector expertise into our TVET model, we aim to better equip youth and adults with the skills they need to thrive in the **green transition** and contribute meaningfully to **sustainable development** in their communities.



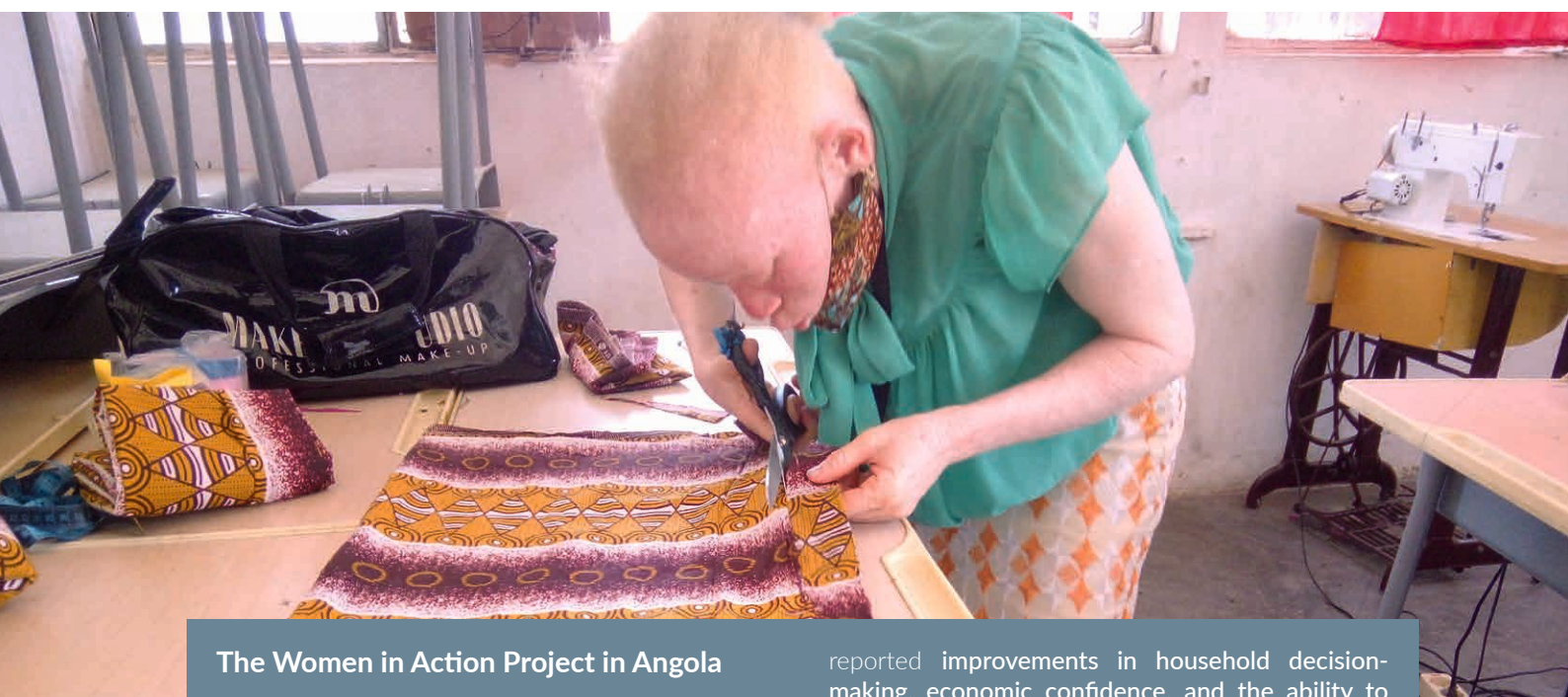
## 8. Graduates as Agents of Change

Humana's TVET programs are designed not only to equip graduates with employable skills but also to prepare them as **agents of socioeconomic change**.

We believe vocational training should empower individuals to uplift their communities, challenge inequality, and foster inclusive local development. Many of our TVET schools are boarding institutions, where trainees live and learn together as part of a community.

Over the course of their studies, they share kitchens, workshops, and gardens, and organise daily tasks collectively – from cooking and cleaning to planning activities. This communal life strengthens cooperation, equality, and responsibility, while also building essential life skills alongside professional training.

**Dedicated life skills training components**—focusing on communication, critical thinking, leadership, and self-confidence—which help build the personal and civic competencies needed to engage meaningfully in society. As a result, our graduates often become peer educators, small business owners, and local leaders who drive positive transformation in their neighborhoods. Special emphasis is placed on empowering women and youth to take on leadership roles, ensuring that training translates into lasting impact beyond the classroom.



### The Women in Action Project in Angola

The *Women in Action* project in Cazenga, Luanda, empowered women in vulnerable neighborhoods through a **community-based, peer education approach**. Funded by ExxonMobile (2016-2023) and implemented by ADPP Angola, the program supported 320 women to become active agents of change by organizing them into groups where they received **training in health, rights, family well-being, economic resilience, and personal development**.

Trained as “Passadoras de Conhecimento” (Knowledge Sharers), women went on to educate others in their communities, multiplying the impact. Through this model, the project addressed gender inequality from the ground up, while reinforcing social cohesion and community resilience. Participants

reported **improvements in household decision-making, economic confidence, and the ability to advocate for themselves and their families**.

As one of the students of the six-month sewing course, Sonia Cangaia Culembé Neto, explained in an interview with ADPP Angola, “A lot has changed in my life thanks to the course. I already sew my own clothes. It is from sewing that I earn most of my money. I also teach literacy classes. **With the earnings from sewing, I decided last year that I would be able to go to college and I am now in the first year and paying tuition fees with my own money....** With the sewing skills I have, the girls in the neighborhood are interested in sewing and I have instructed four of them, two of whom have already had the opportunity to come to the center to take the dressmaking course.”



## 9. Elevating Youth Voices

In 2024, Humana co launched the Africa Skills Revolution with **AUDA-NEPAD**, under the African Union's Year for Education agenda, to **center young Africans in reclaiming the value of TVET**. This continental campaign was anchored in three main pillars: **Engage** (dialogue and youth-centered advocacy campaign), **Elevate** (a continent-wide competition to celebrate youth innovation and spotlight the achievements of African TVET graduates), and **Connect** (the "Make Yourself Heard" survey to capture how youth experience and perceive TVET).

The pan-African **Youth Voices Report**, mainly based on the survey of over 300 young people aged 15–35 representing various geographies, socio-economic contexts, and professional aspirations, revealed that **while nearly 90% of youth see TVET as relevant to the labour market**, persistent challenges remain: **72% face financial barriers**, and **over half report insufficient access to quality information and career guidance**. At the same time, over 70% call for more emphasis on **entrepreneurship, digital, green, and soft skills**—highlighting clear directions for reform.

The campaign also included a **TVET competition**, which received nearly **490 youth-led entries from 36 countries**, celebrating young innovators in agriculture, digital, solar, and social enterprises. Two winners were invited to participate in a high-level launch panel discussion, presenting their stories directly to development partners, and media.

Through this initiative, Humana not only **supports youth voices via survey data**, but also elevates real-life stories—creating platforms for young leaders to influence policy and public narratives. The Africa Skills Revolution exemplifies our commitment to **youth-centered, advocacy-driven TVET** that transforms both perception and systems.





# Early Childhood Development

**Humana supports Early Childhood Development (ECD) in underserved communities with long-standing experience in South Africa, India, Namibia, and China.**

Through the Preschools of the Future (POF) movement, our members work with parents, local communities, governments, and civil society partners to expand access to quality early learning for children aged 0–5.

The POF Movement trains preschool teachers to teach children in rural communities. **In 2024, over 2.800 preschool children were enrolled.**

- In many countries, early childhood education is **often community-led rather than state-provided**. Humana supports **existing preschools and ECD centers**—identified through local needs assessments—by:
- Training and mentoring **community members and parents** as facilitators (known as Educators of the Future);
- Assisting with **registration and compliance** to enable access to state subsidies and school feeding programs;
- Improving **infrastructure**, including access to safe water, sanitation, learning spaces, and materials.

## Our ECD approach promotes:



### CHILD-CENTERED, PLAY-BASED LEARNING

That nurtures creativity, early literacy, numeracy, and social-emotional development.



### CAPACITY-BUILDING FOR LOCAL EDUCATORS

Training parents and volunteers as Educators of the Future equipped with practical, nurturing pedagogy



### INCLUSIVE PARTICIPATION

Ensuring children from all backgrounds—including those with disabilities or living in rural areas—can learn together.



### NUTRITION AND HEALTH SUPPORT

Including access to school feeding schemes and hygiene practices to ensure children are ready to learn.



### COMMUNITY OWNERSHIP

With parents and local stakeholders leading the development and sustainability of centers.



### STRONG EQUITY FOCUS

Recognizing that quality early childhood education is especially transformative for children from low-income families, helping to level the playing field before formal schooling begins.





### Village-Based Preschools in Rural China

Since 2008, Humana People to People China has supported over 700 preschool classes in rural China, reaching more than 60,000 children aged 3–6 across 20 counties in Yunnan, Sichuan, and Hubei. Each preschool is supported for three years with a Learning Through Play approach in mixed-age, full-day classes.

The program includes regular teacher training, parent engagement, and hands-on support from local project staff. It also provides subsidies, insurance, bonus and psychological support for teachers, who grow up together in the teachers' support groups. As of now, 124 classes serve 2,890 children, supported by 152 trained teachers.

In 2024, HPP China launched a 2-year ECD project in two rural villages of Tengchong City, with support from Planet Aid, our US member, and funding from the Evergreen Education Foundation. The project establishes **Parenting and Play Centers** as spaces where children aged 0–6 and their caregivers engage in guided play, reading, and early learning activities. Each center is led by a locally trained **Parenting Guide**, with regular home visits and caregiver training to reinforce learning at home.

The approach reflects Humana's model of community-led development—strengthening early learning through local capacity, responsive support, and family engagement. Designed for low-resource, rural settings, the project offers a **replicable, cost-effective ECD model that empowers caregivers and builds strong foundations for lifelong learning.**



Building on this community-led approach to early learning, we also recognize that quality ECD cannot be achieved in isolation from children's broader wellbeing. **Good nutrition, hygiene, and safe, stimulating environments are essential to help young children thrive.** In several countries, we strengthen ECD programs by integrating food security, health promotion, and infrastructure support — mobilizing community resources to address multiple barriers to early development.

In many settings, our ECD work is complemented by efforts to strengthen the transition from pre-primary to primary education, **ensuring continuity in learning and reducing early dropout rates.** This includes fostering collaboration between preschool caregivers, primary school teachers, parents, and school management structures to create a **supportive and inclusive learning environment** as children progress through their educational journey.

Where relevant, these efforts are embedded within the **Children's Town model**—a holistic, child-centered approach implemented in countries such as Zambia and Zimbabwe. The model offers a structured continuum of care and learning that extends well beyond the early years, making it particularly impactful for vulnerable children in need of sustained support.





## Integrating Nutrition and Early Childhood Development

In South Africa, the **Preschools of the Future** movement illustrates how early childhood education can be embedded in a wider ecosystem of food security and community development. In one year, **37 nutritional gardens were established at preschools across KwaZulu-Natal** thanks to the support of the Government of Monaco (2024-2025).

These gardens not only provide healthy meals to children but also serve as training grounds for parents, who learn sustainable gardening techniques. Monthly parent meetings reinforce ECD principles, promote household hygiene, and build trust between caregivers and the school. The initiative complements South Africa's National Integrated Early Childhood Development Policy and the Department of Basic Education's efforts to link early learning with nutrition. This not only strengthens government-led

priorities but also ensures the model's relevance and long-term sustainability.

This model of combining early learning with community-based nutrition and health interventions is also implemented by **Humana People to People India (HPPI)** through the flagship "**Nandghar**" program, developed in collaboration with the **Vedanta Foundation** and the **Government of India in 4 states (2020-2023)**. With the goal of ensuring high-quality implementation across **4,000 Anganwadi Centers**, the initiative provides preschool education, nutritious meals, and basic health services to children from disadvantaged backgrounds.

HPPI manages and operates **1,200 Nandghars** across four states, reaching over **36,000 children**. This integrated approach underscores the importance of mobilizing community resources and partnerships to support the early development and wellbeing of children in underserved settings.



## Integrated Early Childhood and Holistic Development: The Children's Town Model in Zambia

While Humana's ECD initiatives primarily focus on cognitive and emotional development in the early years, some programs—such as **DAPP Children's Town in Zambia**—go beyond traditional ECE by offering a **continuum of support from preschool through adolescence**, tailored to the needs of **street-connected and vulnerable children**.

Established in 1990, Children's Town includes a preschool unit as the foundation of a broader rehabilitation and learning pathway. The project

supports government efforts in **providing basic education to former street children and other vulnerable and orphaned children** through a two-tier education system called Practical and Theoretical Basic Education (PTE), which gives them choices of seeking either employment, transitioning into higher education or starting an enterprise when they graduate from Grade 9. The pupils also take education tours to relevant industries to learn more about their career pathways. This comprehensive approach – currently supported by the Child Welfare Fund – is particularly effective for children who require not only education but also **psychosocial support, life skills, and reintegration into society**.



## Higher Education

**At Humana, we believe education is the foundation for lasting change - empowering individuals, strengthening communities, and driving sustainable development.**

Humana supports access to quality higher education through **ISET-One World**, a public teacher-training and development institute in Mozambique run by our member ADPP. Founded in 2005 and formally accredited by the Mozambican government, ISET equips youth—especially from rural and underserved communities—with the skills and mindset to lead change in education, community development, and environmental action.

### **ISET's model is rooted in relevance, inclusion, and a combination of theory and practice:**



#### **DEGREE PROGRAMS**

Include bachelor's degrees in Education for Community Development and Pedagogy, and a fully online master's in Pedagogy and Didactics.



#### **OVER 1,270 GRADUATES TO DATE**

With more than **56% women**—most now working as educators, project managers, and social workers in rural areas.



#### **CURRICULA COMBINE ACADEMIC STUDY WITH LIVED EXPERIENCE**

Through multi-year cycles: students engage with communities across the country and continent through practical internships, community projects, and a "Global Year" experience.

To extend access to higher education, ISET offers **distance learning pathways**, currently reaching more than 960 learners, in addition to nearly 200 on-campus students.

ISET also plays a **leadership role in system-level education reform**. It is a core partner in the TEPATE Project (2020–2024), an international collaboration with Finnish and Mozambican universities to advance **learner-centered teaching, teacher educator training, and school leadership**. The project strengthens the practice-theory connection in pre-service teacher education and supports local language and cultural inclusion in pedagogy.



At Humana, we believe education is the foundation for lasting change - empowering individuals, strengthening communities, and driving sustainable development. Our approach is rooted in partnership, innovation, and deep community engagement, **ensuring that learning is accessible, inclusive, and responsive to the challenges of today and tomorrow.**

Whether through training resilient and community-minded teachers, equipping youth with vocational and life skills, or integrating climate-smart practices into education, we are **committed to building education systems that leave no one behind.**

As we look to the future, we stand ready to collaborate with governments, donors, and communities to expand impact, scale proven models, and continue advancing education as a force for equity, opportunity, and resilience worldwide. We invite you to join us and the local communities with whom we work in this exciting and crucial work.



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