



TRANSFORMATIVE TEACHER TRAINING

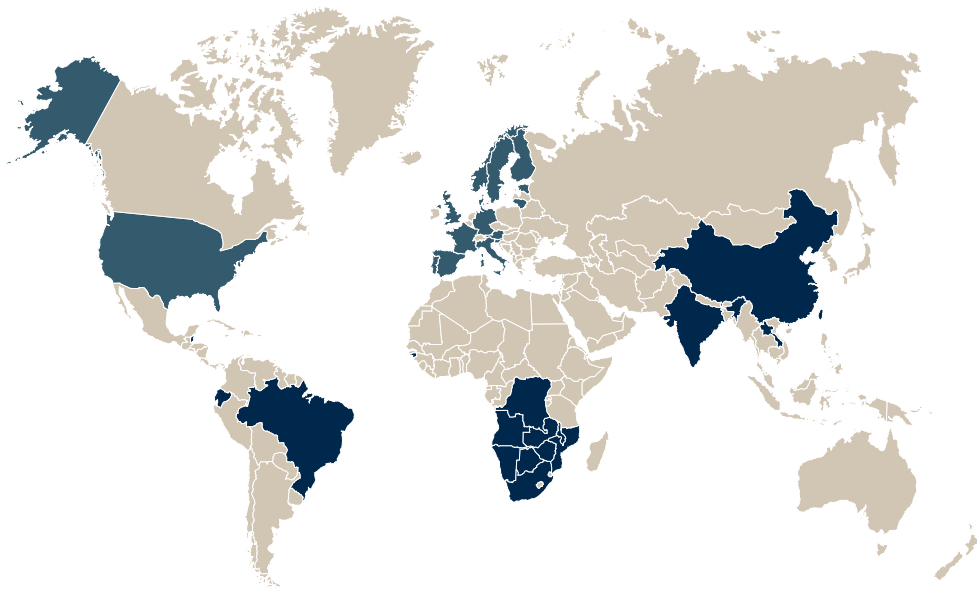


HUMANA
PEOPLE TO PEOPLE

WHO ARE WE?

HUMANA People to People (HUMANA) is an **international network of 29 local NGOs** working for the sustainable development of vulnerable communities, particularly from **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 programmes** that **harness** the power of **education** and **collaboration.** Moreover, our teams are comprised by people hailing from the very communities we serve, offering invaluable local insights and expertise.



You may know HUMANA member organisations by the names of:



OUR WORK IN EDUCATION

Ever since its foundation, HUMANA has been dedicated to advancing and delivering inclusive, high-quality education that is equitable and fosters lifelong learning opportunities for all.

Today, our educational programmes target:

Early Childhood Education

Primary Education Teacher Training

Functional Literacy

Technical & Vocational Training

We firmly believe education is a human right and also the cornerstone of sustainable development, as it serves as the foundation upon which resilient and prosperous societies are built. Recognising the transformative role of education, **our approach aims to provide students and learners of all ages with the foundational knowledge they need while nurturing their capacity to become proactive agents of change.**

While there have been notable improvements in enhancing education access in the regions and countries where we operate, significant challenges and disparities remain. These include limited access to quality schooling, especially in rural and marginalized areas, persistent gender disparities, a shortage of qualified teachers, inadequate infrastructure, and poverty-related obstacles. Conflict, displacement, and health issues further disrupt learning, while the digital divide impedes the adoption of technology in education.

In our pursuit of complementing Government's efforts, **we prioritise working with underserved communities from peri-urban, rural and remote areas**, always promoting a transformative approach to education.

OUR FOCUS: RURAL & UNDERSERVED COMMUNITIES

Extending educational opportunities to rural and remote communities is not just a matter of equality; it is a fundamental step towards breaking the cycle of poverty and empowering marginalized communities. Access to education for vulnerable groups, including girls, Persons with Disabilities, ethnic minorities, and those living in remote areas, is a catalyst for social transformation. Quality education encourages active participation in society, promotes inclusivity, and helps bridge gaps in social, economic, and gender disparities. Moreover, educated individuals are better equipped to make informed decisions, advocate for their rights, and contribute meaningfully to their communities. 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 TEACHER TRAINING PROGRAMME

The role of qualified teachers for socioeconomic development cannot be overstated, as they are essential for fostering a well-rounded and holistic educational experience. They not only impart knowledge but also help shape students into informed, responsible, and motivated individuals who are ready to contribute to society and address its challenges. A teacher's guidance extends beyond textbooks, nurturing important life skills and values that are crucial for personal and societal development.

Since the opening of our first teacher training college in Maputo, Mozambique, in 1993, our primary goal has been to contribute towards **reducing the teacher gap** in primary education, particularly in rural areas. Ultimately, **our mission is to ensure that every child has a qualified, motivated and empowered teacher in her or his classroom.**

We offer one to four-year programmes that prepare young people to become primary school teachers, principally in rural areas. Our goal is to produce capable, passionate, and determined teachers who provide transformative education, ensure that no child is left behind and equip the community with the knowledge, skills, values, and attitudes necessary for sustainable development.

In addition to formal curricula, our trainee teachers are equipped with skills that span **science, horticulture, practical activities, healthcare, environmental initiatives, art, and culture**, enabling them to make a meaningful impact beyond the classroom. Through **micro projects within the broader community**, they actively contribute to positive change. Prioritizing social and environmental responsibility, they address pressing global challenges including poverty, inequality, and climate change, while promoting core values such as empathy, respect, and tolerance.

Increasing the recruitment and retention of teachers for rural areas calls for specific measures, as simply training more teachers will not solve the teacher problem in rural areas, given the often tougher working and living conditions as compared to urban settings.

To address this challenge, **HUMANA's strategy focuses on training teachers from and in rural areas, as these teachers exhibit stronger community commitment, are better embraced by schools and communities, and play a crucial role in connecting schools with the broader community.** Locally-sourced teachers benefit from established social networks, familiarity with local customs and languages, and are less susceptible to social isolation, owing to potential family ties and community integration. They also have demonstrated a greater likelihood to remain and prosper in the rural communities where they work.

While the Teacher Training programme mainly focuses on the initial education of primary school teachers, it has significantly broadened its scope in partnership with ministries of education and other stakeholders. Over the years, it has included various new initiatives, achieving extensive outreach across numerous districts and provinces. The program now encompasses a diverse range of training opportunities, including¹:

- **Pre-service training for Primary, Secondary and Community Schools**
- **In-service training and Continuing Professional Development**
- **Training of Trainers**
- **Early Childhood Development Training (at TVET level)**

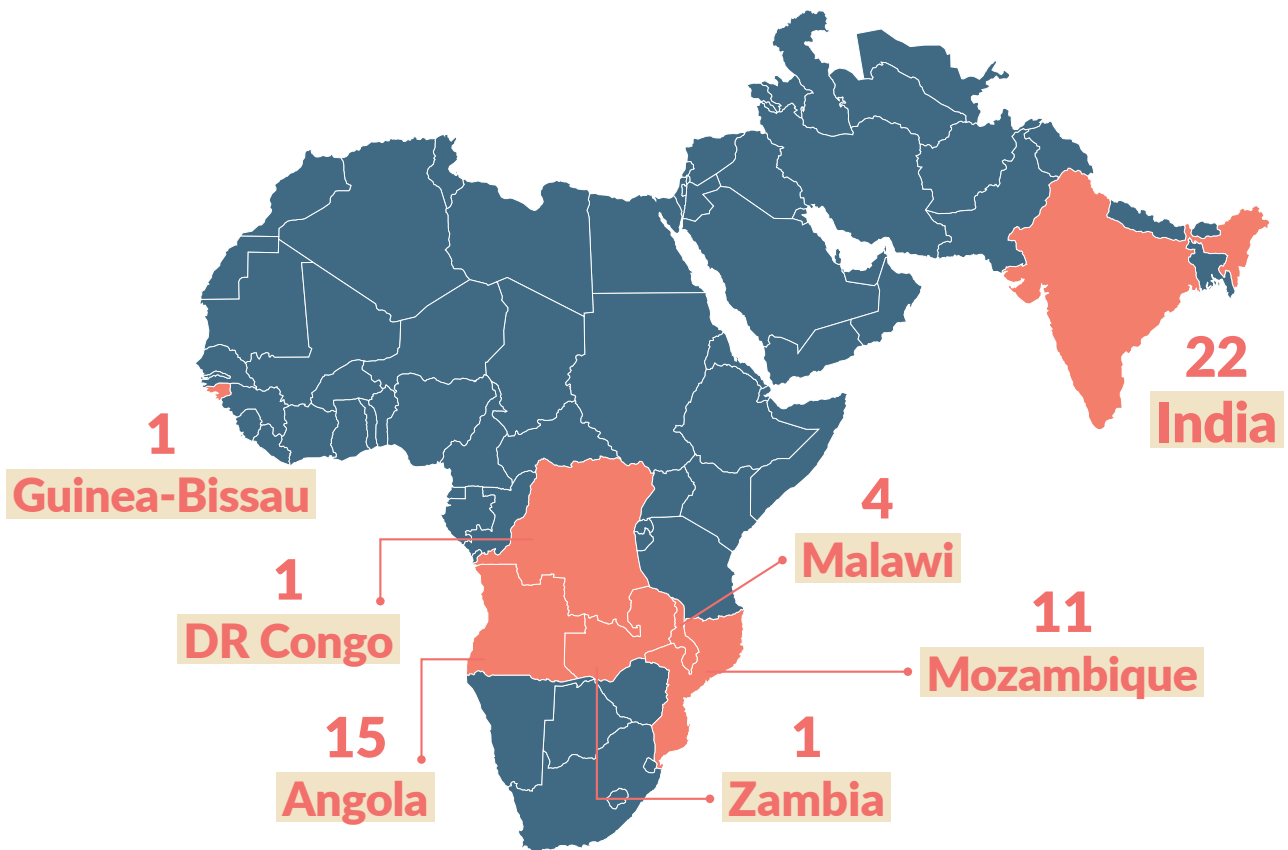
HUMANA's Teacher Training Colleges incorporate the "Graduated Teachers' Network" – a structure offering continuous learning and cooperation among graduates. The network offers graduated teachers, now working in primary schools, the opportunity to work together in an organised manner to support continuous 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.

GRADUATED TEACHERS NETWORK - MALAWI

In 2012, DAPP Malawi launched the Graduated Teachers Network, comprised of graduates from its Teacher Training Program who serve 94 primary schools across Malawi. This network serves as a central platform for exchanging innovative teaching methods and strategies to motivate students amidst high enrolment and teacher shortages. Additionally, network teachers spearhead community initiatives such as "Back-to-School Campaigns", tree planting projects, and health-focused campaigns like cholera prevention. They also coordinate Open Days, providing opportunities for students to demonstrate their progress to parents. This comprehensive approach not only enhances educational outcomes and provides ongoing professional development opportunities and support to in-service teachers, but also fosters stronger community bonds throughout Malawi.

¹ This is a global list. Not every TTC offers currently offers all of the listed services.

Today HUMANA's teacher training programme (TTC) is comprised of **55 colleges** with more than **64,000** teachers graduates to date





OUR PEDAGOGY

While every HUMANA TTC is specifically designed in collaboration with the relevant ministry of education to adhere to national education policies and **meet national qualification standards**, HUMANA's People to People Pedagogy remains consistent across all institutions. The program leverages a pedagogical system that offers students extraordinary learning opportunities. It **emphasizes student autonomy** by making each learner individually responsible for their education. This approach shifts the role of the teacher from a primary knowledge holder to a **facilitator who supports and enhances the students' learning efforts**.

The system is fully digital; every student has access to a computer that connects to the school's digital library and the internet.

The digital library is a comprehensive resource, containing all necessary educational content and is accessible at any time, facilitating constant availability for all students. Additionally, the training program integrates personal and collective experiences – including an extensive practicum, community actions and fields trips- that directly connect with real-life scenarios in school environments and beyond.

This approach not only allows students to deeply engage and reflect on their learning but also positions them as **active agents of change**, empowering them to transform their educational environments.

The **educational framework is structured to optimize learning experiences**: self-study constitutes half of the program's duration, allowing students to explore subjects independently and at their own pace. The remaining time is divided between interactive lectures and presentations by faculty, which make up a quarter, and practical experiences, which also account for a quarter. This balanced approach not only fosters a **collaborative learning environment** but also unites students and teachers in a mutual quest to acquire knowledge, leading to deeper understanding and the ability to take informed action.

The **“core group” is a fundamental organisational structure** within HUMANA's teacher training programme. A core group is a structure –comprised of 10 students plus the teachers- which decentralises learning and creates space for students and teachers to interact, debate, challenge existing knowledge and take part in collaborative, community actions. The collective effort fosters **quality discussions, social cohesion, and knowledge production**, making them key figures in transforming both education and society.

Students are trained to be competent in all subjects that form the national primary school curriculum. They acquire **thorough knowledge of the methods to teach each subject**: mathematics, physical education, geography, natural sciences, indigenous languages, and more.

The students also all take part in the **operation of the college**, with real-life responsibilities that are shared by all. This empowers them with hands-on experience with school management and administration, skills that serve them well in their future profession.



This also contributes to **greater gender equality**, both at the TTC and in primary schools, as teachers serve as role models (i.e. women who repair roofs and men who clean classrooms.)

Within the framework of this program, students actively engage in developing key competencies such as **teamwork, critical thinking, resource management and problem-solving**. Rather than passively absorbing information, students actively plan, implement, and document their own training experiences. This hands-on approach cultivates the practical and analytical skills vital for their future roles as educators in rural environments.

Most of our colleges operate as **boarding schools**, offering not just classrooms but also comprehensive facilities that offer sports, food production, gardens, kitchens, and workshops. These settings provide an ideal training ground for students to acquire new skills, collaborate effectively, and shoulder real-life responsibilities alongside their peers and teachers.

ADVANCING STEM TEACHING IN ANGOLA

In partnership with the Angolan Ministry of Education and the private sector, ADPP Angola has implemented the STEM programme since 2017, to improve the teaching of science, technology, engineering and mathematics in schools. Involving more than 1,100 schools, this initiative has transformed teaching approaches and materials. Teachers now actively seek low-cost materials for hands-on experiments, making lessons more interesting and enjoyable for students.





The success and expansion of HUMANA's Teacher Training programme is underpinned by trust-based collaborations with an array of partners, including national governments, international donors, and local communities.

International donors (e.g. the EU, MFA Finland, KOICA, USAID etc.) have played a significant role to fund building construction and rehabilitation to establish training colleges, as well as to improve the content and outreach of the programmes. Some national governments also contribute to infrastructure expenses and provide facilities for this purpose, demonstrating their commitment to enhancing their education systems and a recognition of HUMANA's crucial significant role in bridging the teacher gap in remote and hard-to-access areas. Additionally, HUMANA's deep engagement with local communities fosters mutual trust and catalyses positive change from and within the communities.

COLLABORATIONS WITH UNIVERSITIES

HUMANA member organizations actively collaborate with universities to advance pedagogy, pedagogical leadership, inclusive education, and effective training methodologies. This joint effort aims to develop practices that bolster teacher support and enhance student learning outcomes. DAPP Malawi, for example, partners with the Learning Systems Institute at Florida State University and the Government of Malawi on the Strengthening Teacher Education and Practice Programme, which works with public and private teacher training colleges nationwide to strengthen teacher education preparation programs (pre-service) and operationalize a national continuing professional development (CPD) framework. Similarly, ADPP Mozambique collaborates with JAMK University of Applied Sciences, the University of Lapland, and local partners on the Theory-Practice Balance in Teacher Education (TEPATE) Project, which is enhancing teacher training conditions in Mozambique.

OUR MEMBER ORGANISATIONS WORKING ON TEACHER TRAINING

Angola



ADPP Angola runs **15 teacher training schools** in the provinces of Benguela, Bié, Cabinda, Caxito, Cuando Cubango, Cuanza Norte, Cuanza Sul, Cunene, Huambo, Londuimbali, Luanda, Lunda Sul, Malanje, Uíge and Zaire with a total of **12,694 graduates** to date since **1995**. In addition to pre-service training, ADPP Angola provides in-service training to improve teachers' professional skills and personal capacity to provide quality, child-centred education. ADPP's teacher training programme incorporates topics of relevance for modern teaching such as health, nutrition, culture, discipline, and administration; these topics are introduced on a weekly basis through practical activities, workshops and excursions.

DR Congo



HPP-Congo

HPP-Congo established **DNS Mbankana School** in 2012, in the rural area of Kinshasa province. After a two-year training program, graduate teachers receive a diploma in professional teacher education. To date, a total of **238 teachers from six different provinces** have completed their training with a training certificate professional from the Ministry of Primary, Secondary and Technical Education (MEPST). HPP-Congo has an agreement with the MEPST to build and operate a total of eight teacher training colleges in the DRC.

Guinea-Bissau



ADPP Guinea-Bissau established a Teacher Training College in Cacheu region, in Bachil village, in **2012**. The program and curriculum were approved in 2014, with the confirmation of the Ministry of Education to hire the graduated teachers at primary education schools. Since its opening, **243 teachers** have completed the three-year teaching programme and graduated from the school, most whom have been hired and placed by the Ministry of Education in rural schools across the country. Additionally, ADPP Guinea Bissau and the Ministry of Education signed an agreement in 2007 for the establishment of a total of seven teacher training schools for rural teachers in different regions of Guinea-Bissau.

India



HPP India provides support to pre-service teacher education, in-service teacher training, development and provision of classroom learning resources for teachers and children. Since 2009, its **Necessary Teacher Training (NeTT)** programme has been implemented by 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)**. To date, **16,589 teachers have graduated** from this programme in 31 DIETs in six states. Currently, the programme is implemented in 15 DIETs across five States. NeTT has also been implemented as a four-year integrated teacher training programme at the **Prarambh State Institute of Advanced Studies in Teacher Education** in Jhajjar, Haryana.

Malawi



DAPP Malawi runs **four teacher training colleges** accredited by the Ministry of Education in various areas of Malawi: Blantyre Rural District and Thyolo District (South), Dowa (Central) and Mzimba (North Malawi). Since the first college opened in 2003, nearly **3,700 primary school teachers** have been trained, with an average of approximately **300 graduates per year**. Upon graduation, the student teachers receive a T2 certificate from the Ministry of Education and are added to the list of teachers to be employed by the Ministry of Education.



Mozambique



Since opening its first TTC in Maputo in 1993, ADPP Mozambique has established a total of **11 teacher training colleges**, graduating a total of **24,342 primary school teachers** to date. In 1998, ADPP inaugurated the Instituto Superior de Educaçao e Tecnologia (OWU/ISET) in Changelene, Mozambique, which was nationally accredited in 2005. OWU/ISET offers Bachelor's degrees in **Pedagogy and Community Development** to train students to become dedicated teachers and dynamic project managers that implement community development projects. Within its TTC programme, ADPP places special emphasis on inclusion of persons with disabilities, offering braille and sign language courses in some of its institutions.

Zambia



DAPP Zambia established the **DAPP Mkushi College of Education** in 2012, graduating a total of **318 teachers** to date. The college is accredited by the Teaching Council of Zambia and affiliated to the University of Zambia and offers the pre-service Government-approved curriculum for a 3 years' diploma course. Furthermore, as the other HPP TTCs, Mkushi College of Education offers education that goes beyond the curriculum and accredited content. Students experience a well-rounded training that prepares them for challenges they will meet in a rural school, both academically and practically.



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