



Humana

People to People

A strategic **Partner**
in Training **Teachers**
for **2015** and beyond



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Introduction

Education is a fundamental key to overcoming poverty and well-trained, motivated, committed teachers are essential to the education process. Humana People to People member organisations train teachers in Angola, Malawi, Mozambique and India; teacher training will soon commence in Zambia, Democratic Republic of Congo and Guinea-Bissau. Humana People to People members work in close partnership with national Ministries of Education within the context of national education plans. For example, the national member organisation in Mozambique, ADPP Mozambique, runs 11 teacher training colleges and the One World University where teacher trainers are trained, in partnership with the national Ministry of Education, and has trained 9 284 teachers since 1993. ADPP Angola runs 11 teacher training colleges and has trained 4 093 teachers since 1994 in close collaboration with the Ministry of Education.

Humana People to People sees education as both building knowledge and promoting citizenship; education is an integral part of community development, with schools and teachers playing a major role in rural communities. Teachers are trained to be skilled, competent educators who see their role as agents of change within the wider community and are motivated, able and willing to work in rural settings. The Humana People to People teacher training concept is therefore based on a dual individual and collective approach. It sees the trainee as an active learner responsible for acquiring the knowledge and skills necessary to be an effective teacher. However it is also deeply rooted in team work and the notion of social responsibility within a group. The curriculum is directly oriented towards the fight against poverty, relevant to the local context, practical and flexible. A rigorous theoretical dimension is combined with strong practical experience, as all students carry out extensive teaching practice in primary schools, actively making connections between theory and practice. In order to prepare them for this role, all trainees share with their teachers the responsibility for the management and running of the teacher training college.

The training is strongly rooted in the local community, enabling families and other community members to feel involved in the educational process and preparing trainee teachers to assume a societal role and use their specific skills and resources for the benefit of the wider community. They interact with pupils' parents and the local authorities so as to foster cooperation between the school and the community, to understand the specific challenges they will face and to develop strategies to meet them. To this end extra-curricular options include women's leadership, entrepreneurship, public health and community leadership. In accordance with Humana People to People's commitment to gender equality and promoting women and men as equal partners in development, the enrolment process is designed to progressively ensure that at least 50% of trainees are female, and male and female trainees share daily tasks and responsibilities on the basis of total gender equality. The teacher training colleges actively promote girls' success and completion of primary school, through girls' clubs and communication with parents and school authorities.

Recruitment and retention



In order to achieve the Education for All and 2nd Millennium Development Goal of universal primary education, it is forecasted that 1.9 million teachers will be needed by 2015, more than half of them in South Saharan Africa. Once recruited and trained they, along with existing teachers, need to be retained in their posts and to receive on-going training, support and continual professional development. Recruitment and retention of competent, motivated teachers in rural areas is an acute challenge for traditional teacher training programmes, whose graduates often wish to teach in urban areas or leave teaching altogether after graduating.

The Humana People to People approach to teacher training offers a real answer to this challenge. We recruit efficient, motivated candidates, often from local communities, who are committed to teaching and living in rural communities as agents of community development. We offer them appropriate, motivating training which prepares them for that reality and equips them to play an active role in the local community. Community involvement in the school and teacher training colleges

and a training curriculum which stresses the links between theory and practice mean teachers are valued as respected members of a community, with prized skills and knowledge.

Whilst we support the drive to achieve Education For All by 2015, our focus is on the longer term. We know that the need to retain motivated teachers where they are needed will continue long after the 2015 deadline. We are investing in meeting that need in a sustainable manner well into the future.

Quality

Despite progress in pupil enrolment, in many countries the quality of education remains far too low. Poor education quality is one factor leading to high dropout rates. Even children who complete primary school often have reading, writing and numeracy skills significantly below expected levels and so leave school without the ability to secure a livelihood or to participate fully in social, economic and political life. The ensuing cycle of unemployment and poverty is a terrible waste of young potential; in some contexts the associated sense of hopelessness leads to young people being drawn into violence and armed conflict.

The Humana People to People approach to teacher training produces caring, competent teachers who are passionate and committed to what they do and believe in the transformative power of education and its role in personal, community and national development. They learn to continuously reflect on and improve their skills, practice and knowledge and to make links between theory and practice. Whereas one of the obstacles to quality outcomes in

early education is that children may be taught in a language they do not speak at home or even understand, because our teachers are recruited, live and work in local communities, they are able to use pupils' mother tongues during the early stages. Because they are comfortable in and committed to the communities in which they work, they tend to stay there, reducing the disruptive effects of teacher turnover and attrition on education quality.



Aid Effectiveness



The Aid Effectiveness principles of ownership, alignment, harmonisation, results and mutual accountability set out in the 2005 Paris Declaration recognise that aid and development will only be effective and sustained where partner countries set the agenda for their own national development goals and strategies and donors support these strategies, coordinating and streamlining their interventions in-country. Development policies should be focussed to achieve clear goals and monitor progress towards these, with donors and recipients taking joint responsibility for achieving these goals.

Humana People to People members work in close partnership with national education authorities to deliver teacher training, within plans which are aligned with national development strategies and use country systems where these exist. They work cooperatively alongside national teacher training programmes and are often able to contribute to the development of institutional capacity

and to share experiences and learning with these in a process of open dialogue. Goals are defined with the national authorities and progress towards achieving them is assessed through a rigorous monitoring and evaluation process. Humana People to People's ability to deliver teacher training at the community level means they are able to operate programmes in fragile, conflict-affected or post-conflict states.

Integration

Education does not merely constitute an end in itself: education levels are strongly correlated with per capita GDP. This in turn impacts on nutrition and health, access to water and sanitation, shelter and basic services. Education and access to knowledge are also part of a wider empowerment process: the ability to access and utilise information increases social and material security and reduces vulnerability to infection and disease, including HIV&AIDS.

Humana People to People's holistic approach to education and community development is based on an awareness of the connections between education and other cross-cutting factors which impact on quality of life, such as livelihoods, health, HIV&AIDS, gender, nutrition and protection of the environment. Trainee teachers are trained to involve

pupils and the wider community in a series of structures and activities: girls' clubs, farmers' clubs, tree planting, building firewood saving stoves, managing water and activities involving health, nutrition, hygiene and HIV&AIDS awareness. As part of this holistic approach to education and community development they are also taught to promote adult literacy.



Combating poverty

Education is critical for general wellbeing and poverty reduction. The global recession has exacerbated youth unemployment and the marginalisation of low skilled workers. Failure to provide appropriate education opportunities which prepare young people for the challenges of employment and citizenship in an increasingly competitive globalized world undermines economic growth and reinforces national inequalities.

Humana People to People sees the role of the teacher as both transmitting knowledge and promoting citizenship, producing well-balanced individuals able to contribute to the future of their community and their country. As all countries pursue material development, young people may become highly individualistic if they are not educated as citizens as well as to pursue individual success: the integrated approach our graduate teachers are trained to adopt recognises and seeks to overcome this risk.

Our teachers are trained to teach in a way which promotes the integration of practical skills with theoretical knowledge, so as to produce productive

citizens with the skills to live and work in the modern world. We also recognise the value of training and vocational education (TVE): in parallel with our teaching training programmes, at 11 vocational schools in 6 African countries young people learn valuable vocational skills and are accompanied in the initial stages of their working lives.

Humana People to People's expertise in delivering good quality, appropriate teacher training in complex contexts and the ability of our approach to provide robust, practical responses to these challenges makes us a valuable strategic partner for both national governments and international development organisations.





Gender

Gender disparities are still hindering progress in achieving Education For All and costing lives. Countries which do not achieve gender parity in education limit the potential and creativity of their girls and women and their ability to contribute to economic growth and productivity. Furthermore, maternal education is strongly correlated with child survival, immunization, health, nutrition and development; for example children of mothers who attend school are less likely to contract HIV from mother-to-child transmission.

Humana People to People's teacher training programmes include a strong gender dimension, as does all our work. We recruit our trainee teachers using a process designed to produce cohorts with a minimum of 50% female students. Gender parity amongst trainees has been achieved in some countries; the others are working hard to achieve it. In the daily life of the teacher training college and boarding house, tasks

and responsibilities are divided on a non-traditional gender basis, to foster mutual understanding and respect between male and female trainees. The training includes a strong focus on promoting girls' education, encouraging them to take control of their lives and supporting them to complete primary school. During their teaching practice, trainees run girls' clubs to allow girls to catch up on difficult subjects in a supportive environment.



Value for money



Education funders, both national governments and international donors, naturally want resources to be used efficiently. The recent global financial crisis has increased the pressure on both national education budgets and aid budgets, and led to a shortfall in commitments to finance education programmes in line with Education for All needs. In this context it is vital that investment in teacher training constitutes the best possible value for money.

Humana People to People's teacher training programmes provide excellent value for money compared with traditional national programmes. The programmes are financed by a combination of national resources, support from the Humana People to People network and international development aid, depending on the policies and resources of national authorities. The commitment of the teachers produced, the quality of their teaching, the role they play in the community and their focus on supporting girls' education means

they are often able to encourage a majority of pupils to attend and finish primary school in rural schools where both education quality and completion rates have often been very low. Recruiting and training candidates who are committed to working in rural communities leads to far better retention outcomes than those achieved by national training programmes. For example, in Mozambique, by the beginning of 2011, of the 9 284 teachers trained by ADPP Mozambique, approximately 80% of these were still working in rural schools.

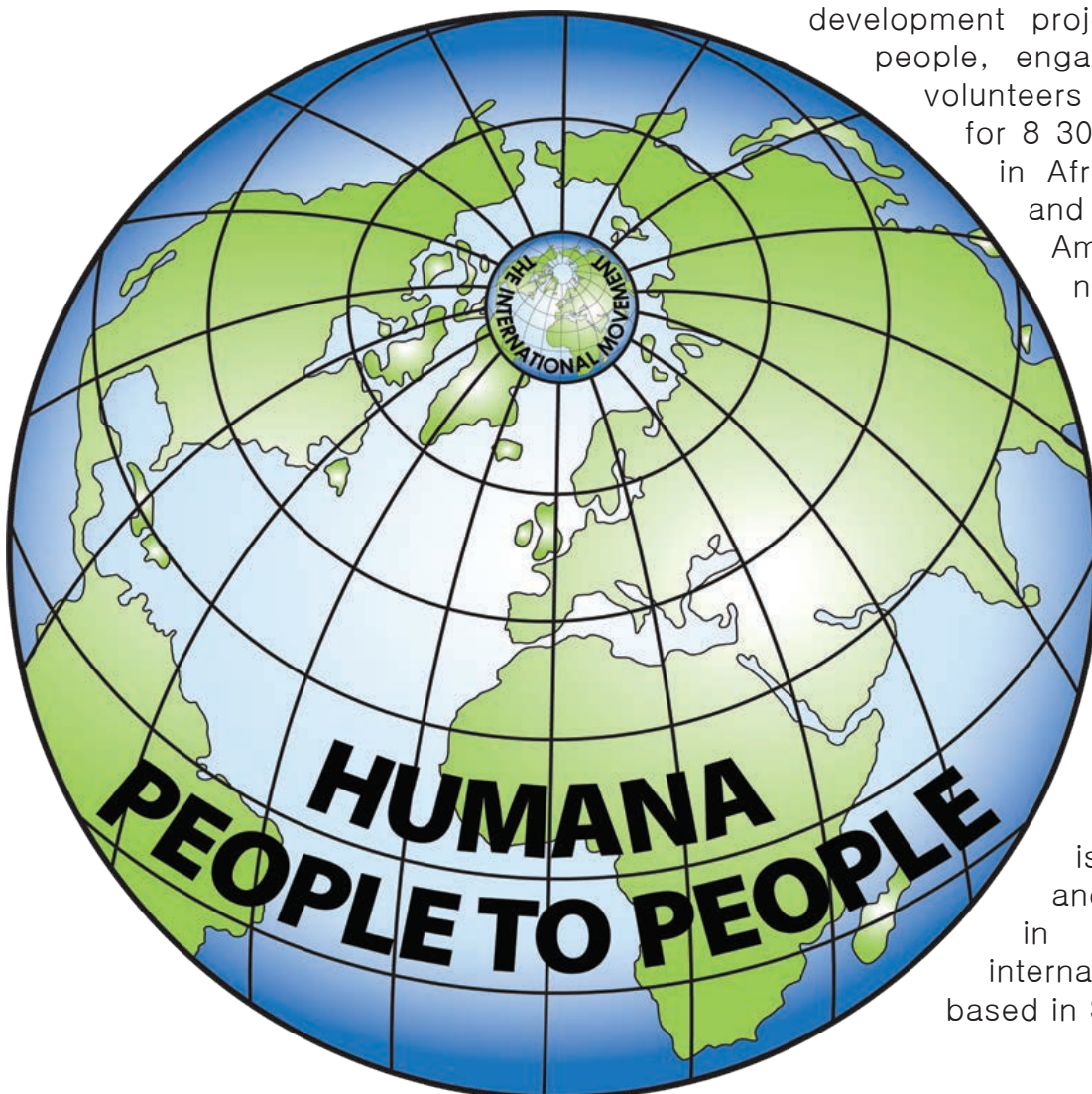
Humana People to People

Humana People to People is an international network of not-for-profit organisations engaged in international solidarity, cooperation and development in Europe, Africa, Asia and the Americas. Humana People to People grew out of a progressive education movement in Denmark in the 1960s and its ensuing support for the anti-apartheid movement in Southern Africa in the 1970s. Humana People to People is rooted in a commitment to fight shoulder to shoulder with the poor in a collective, participatory process which supports people to make changes, improve their lives and solve their problems.

We see overcoming poverty and human development as a holistic process involving many people:

children, parents, teachers, farmers, other community members, local leaders, national governments and international partners. We believe that poverty can only be overcome through a coordinated community-wide approach which combines education, adult literacy, improved livelihoods, environmental protection, health and sanitation and the empowerment of women. Humana People to People organisations work as part of civil society within communities, supporting them in long-term projects in Education, Community Development, Agriculture and Rural Development, Environmental and Economic Development, Health and the fight against HIV&AIDS.

Humana People to People organisations operate in 43 countries of the North and the South. Over 330 development projects reach 11.5 million people, engage 200 000 community volunteers and provide employment for 8 300 people in 10 countries in Africa, 3 countries in Asia and 3 countries in Latin America. 35 independent national development aid organisations are members of The Federation for Associations connected to the International Humana People to People Movement, which supports its member associations with services such as programme development, staff training and financial planning. The Federation is registered in Switzerland, and has a European hub in Barcelona, Spain. Its international operations are based in Shamva, Zimbabwe.





Disciplina Português
Tema: Introdução da Letra D

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Partnership in Development



Humana People to People has been working directly with communities for 33 years, and has extensive experience collaborating with funding partners who have an interest in contributing to the fight with the poor. Humana People to People engages with its partners in development to promote progress in communities in the areas of production, health, education, environment protection, economic livelihood, child welfare and other tailored interventions.

Humana People to People members are registered organizations in the countries in which they work and are part of the local civil society. They work to strengthen other stakeholders in the form of community organisations, the community itself, families and individuals. Humana People to People empowers people and enjoys the trust of the people. It is a ground-

level partner with the community where the development projects take place while also engaging with local, provincial and national authorities about problem identification and strategies for solutions.

Through partnership development tasks can be solved and contribute to the desired community transformation relevant to attain the UN Millennium Development Goals, international resolutions and national government development strategies.

Partnership in Development is a real people effort. Development is created by people with the understanding that their contribution is crucial for progress in our world. We thank all the people who are active in the projects and all the people who have contributed their time, clothes or funds for more activities and surplus to be created.

Financial Overview for Humana People to People

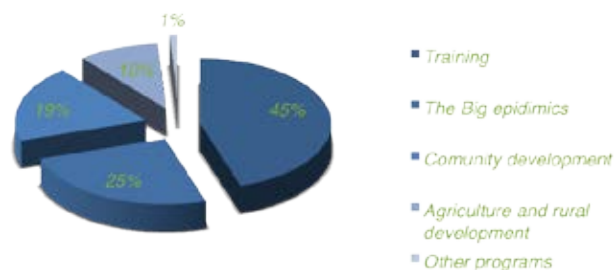
The members of the Federation[★] spent in total 90 million US\$ for Humana People to People activities in Africa, Asia and Latin America in 2010. This is an increase of 10 million US\$ over 2009, which has enabled the members to expand their activities and involve even more people in the development projects.

Humana People to People wishes to thank all partners and individuals who have contributed to the development

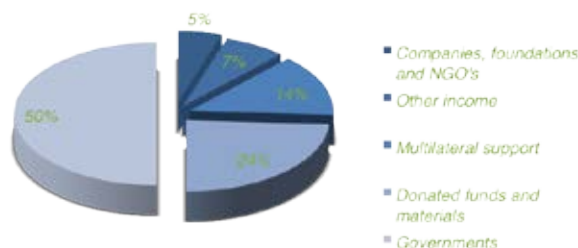
programs and made it possible for the staff and the more than 12 million people to be active and impact their own, their families' as well as their nation's development.

The program activities fall into the 4 categories: Agriculture and Rural Development, Training, The Big Epidemics, and Community Development as described in the Annual Report 2010, and the expenses are illustrated according to the expenses they have each carried in the year.

Expenses



Sources of funding



Each member of the Federation is independent and operates within the context of the country of registration. The members set up their financial statements according to the national laws and specific requirements from their many partners. There are therefore no consolidated accounts for the whole movement, but the Federation has received information as here presented.

Teacher training in the Federation

Angola	Graduated by August 2012
ADPP Teacher Training College Luanda	622
ADPP Teacher Training College Caxito	785
ADPP Teacher Training College Bie	315
ADPP Teacher Training College Benguela	690
ADPP Teacher Training College Huambo	755
ADPP Teacher Training College Cabinda	626
ADPP Teacher Training College Zaire	455
ADPP Teacher Training College Uige	242
ADPP Teacher Training College Kunene	164
ADPP Teacher Training College Malanje	228
ADPP Teacher Training College Kwanza Sul	24
ADPP Teacher Training College Kwanza Norte	0
TOTAL	4.906
Currently under training	2.212

Guinea Bissau	Graduated by August 2012
ADPP Teacher Training College DNS Cacheu	0
TOTAL	0
Currently under training	40

Malawi	Graduated by August 2012
DAPP Teacher Training College Chilangoma	456
DAPP Teacher Training College Amalika	126
DAPP Teacher Training College Dowa	0
TOTAL	582
Currently under training	564

Zambia	Graduated by August 2012
DAPP Teacher Training College Mkushi	0
TOTAL	0
Currently under training	39

Humana People to People

Mozambique	Graduated by August 2012
ADPP Teacher Training College Niassa	1.188
ADPP Teacher Training College Chimoio	1.287
ADPP Teacher Training College Cabo Delgado	1.011
ADPP Teacher Training College Nhamatanda	1.440
ADPP Teacher Training College Maputo	1.613
ADPP Teacher Training College Macuse	1.423
ADPP Teacher Training College Nacala	1.183
ADPP Teacher Training College Gaza	775
ADPP Teacher Training College Tete	357
ADPP Teacher Training College Inhambane	420
ADPP Teacher Training College Nametil	351
TOTAL	11.048
Currently under training	1.130

Mozambique / Universities	Graduated by August 2012
Padagogy Faculty	442
Fighting with the Poor Faculty	63
TOTAL	505
Currently under training	194

Congo	Graduated by August 2012
DNS Mbankana	0
TOTAL	0
Currently under training	40

India	Graduated by August 2012
DNS Bastar, Chhattisgarh	44
DNS Jashpur, Chhattisgarh	0
DNS Korea, Chhattisgarh	0
DNS Ferozpur Namak, Haryana	0
DNS Morni Hill, Haryana	0
TOTAL	44
Currently under training	930



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