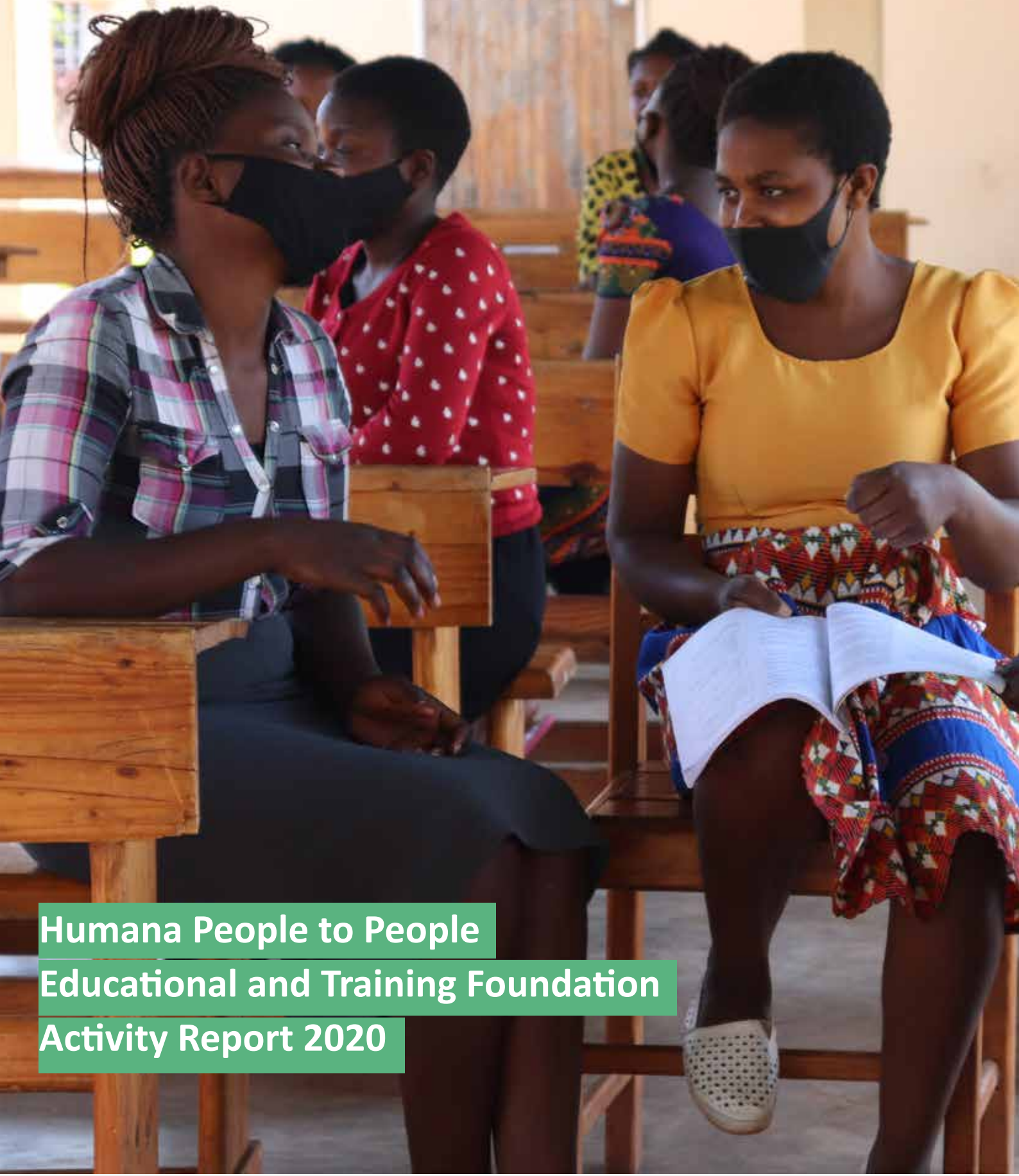




Humana People to People
Educational and Training Foundation



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Activity Report 2020

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1. Introduction

The Humana People to People Educational and Training Foundation (the Foundation) was established in 2019 and is officially registered under the Registre du Commerce de Geneve, Switzerland with IDE CHE-213.021.797.

The overall goal of the Foundation is to provide financial support to development projects globally, especially in the education sector and in training activities being implemented by Humana People to People.

The Foundation celebrates its second year of existence and contributions to education development. It is driven by the desire to

improve conditions and increase access to education among deprived populations in poor community settings of the less developed countries.

Investment in education is valued by the Foundation as a long lasting investment in people's potential to transform their social and economic circumstances, thus contributing to provision of early childhood education, primary schooling, secondary and tertiary education as well as informal training shape the objectives of the Foundation.



2. Activities in 2020



Global education

Today, 258 million children and youth still do not attend school; 617 million children and adolescents cannot read and do basic math; less than 40% of girls in sub-Saharan Africa complete lower secondary school and some four million children and youth refugees are out of school – (UNESCO 2020). Children's right to education is being violated and it is unacceptable.

At the peak of the COVID-19 pandemic, schools were closed for 91% of learners, or 1.5 billion learners and students. It is apparent to everyone that education is a global public good and schools are more

than just a place of learning: they are a place that provide protection, well-being, food and freedom.

The Foundation promotes education as a fundamental right and the most powerful aid to development. Defending this right means defending humanity's opportunity to create sustainable development for the future.

Inclusive and equitable quality education and lifelong learning opportunities for all are necessary conditions for involving millions of children and young people in moving towards a fulfillment of the Sustainable Development Goals of UN in the next decade, up to 2030.

Education in Malawi

Malawi has been ranked as one of the lowest-performing nations for literacy in sub-Saharan Africa. Malawi is one of the least developed countries in the world and education is proven as one of the critical pathways to improving living conditions in the country.

Currently, primary school education quality is characterized by weak infrastructure, poor hygiene and low teaching quality. With more than half of Malawi's population living below the poverty line, many children enroll

and drop out of school frequently due to work responsibilities at home or illnesses. Especially for many young girls, dropping out is common due to early marriage, pregnancy and various cultural barriers affecting retention of the girl child in schools.

Inequality in Malawi's education is shown by the disparities within the rural and urban education delivery, with close to 100 learner-to-teacher ratio and poor school resourcing in the rural schools. Teachers are facing difficult circumstances and do a tremendous job to achieve results for their learners.



Supporting DAPP Malawi Teacher Training programme

In 2020, the Foundation contributed US\$229 000 to assist two teacher training colleges being operated by Development Aid from People to People in Malawi (DAPP Malawi). The supported schools are DAPP Chilangoma Teacher Training College and DAPP Dowa Teacher Training College. DAPP Malawi is a member of Humana People to People and has a vested interest in training quality primary school teachers to support the government of Malawi's plight to improve access to education among its citizens.

The first teacher training college under DAPP Malawi opened its doors in 2003 in Blantyre south of Malawi. The new college brought a new approach from Humana People to

People's philosophy of teaching, which is defined, by innovation, research, academic studying and practice.

DAPP Malawi has built its experience in training young teachers specifically for the rural areas, teachers who are ready to teach and work collaboratively both with the children and their parents as well as the entire school to improve learning and the school environment. With 3 100 teachers trained by end of 2020, the programme is thus providing rural children with qualified and trained teachers who are working professionally and with a heart for the children and passion for the teaching itself.

Through the programme, the student



In Humana People to People's own words: "Through our pedagogy, student teachers explore life in all its colour whilst learning. They experience a variety of different learning processes and become conscious of how and when learning takes place. Student teachers learn individually and in groups, but in both cases they are the driving force for their own learning. They study and often also live together with a group of peers and instructors who are readily available for support. The teacher training programmes strive to contribute inspiration, active research and experimentation, often highlighting challenging pedagogical routes."

teachers come to realise that all primary school learners have the potential to become skillful and productive members of society. They become acquainted to ways of teaching that build on the active participation of the learners, and they learn to inspire learners, parents and colleagues to be interested in development and in being part of shaping a positive future for their society and for the individuals they interact with.

At both colleges the student teachers are involved in the operation of the college. They participate in the detailed planning of their own programme together with the lecturers, and they use the operation of the daily functions of the college as a training ground, giving many practical experiences.

Extensive school practice is part of the training, and here the student teachers have engaged with the community around their practice schools. They have involved parents

in their children's school life, and they have drawn on experiences from farmers, mothers, elders - in general, they have had the community around the school serving as a place to learn more from the practical life of the people.

The COVID-19 pandemic affected the teacher training colleges in Malawi with school closures for both student teachers in school practice and those that were based at the two colleges in Dowa and Chilangoma. Continuous learning was supported through online education delivery. Where access to internet was limited, other means of communication was used, such as WhatsApp.

DAPP Malawi collaborates with the Ministry of Education, Science and Technology in further development of the teaching curriculum, teaching methods and methodologies and influences how teachers are trained in Malawi.

Key facts

DAPP Chilangoma Teacher Training College

The college is located in Blantyre Rural, Southern Region of Malawi. It started in 2003 as the first DAPP operated college in Malawi. The college promotes 50-50 gender equality in enrollment and training of teachers. The student teachers acquire knowledge in participatory approaches and methods. With a capacity of 194 boarding students it is a centre of learning for community members around the college.

DAPP Dowa Teacher Training College

The college located in the Central Region of Malawi. It was established in December 2010 and trains male and female primary school teachers for rural Malawi. The student teachers acquire knowledge in modern ways and participatory methods of teaching and learning. The college graduated its first 114 teachers in October 2012 and has since then graduated 556 teachers (223 males & 333 females).

Edukans Foundation Malawi

The Foundation supported Edukans Foundation Malawi with US\$26 000 in 2020. The financial support towards Edukans Foundation Malawi was fundamental to bolster efforts in primary school education in Malawi.

Edukans is an international non-governmental organisation which has been supporting education activities in Malawi since 2006. It has its headquarters in the Netherlands and country offices in Malawi, Kenya, Ethiopia and Uganda. Edukans provide marginalised children and youngsters around the world with basic education and vocational training.

From July 2020 to December 2020, Edukans Foundation Malawi and its strategic partner Education Expertise Development Foundation (EEDF) jointly implemented the

STAR Leadership for STAR Schools project, which is aligned to the school management pillar of the Edukans Edu-STARs model. The Edu-STARs Model recognises five pillars of a good school based on international best practices, which include: 1) Learning Environment, 2) Learning, 3) Teaching, 4) School Management and 5) Parent and Community Involvement.

The project was implemented in 10 primary schools in Lilongwe rural-east that were selected based on criteria including poor track records in management and poor learning outcomes. During the implementation, the project team trained 50 school managers, five per school comprising of the head teacher, deputy head teacher and three section heads (infant, junior, senior sections).



Mutual cooperation and synergies are promoted between among the school management staff, neighboring schools and the surrounding community in improving the quality of education. As a part of the programme each school received a smaller donation they could use for making improvements designed particularly for each school.

The Star Leadership for Star Schools project has changed attitudes and practices among schools and community members.

Previously, school management structures thought the Head Teacher had more powers and voice over solutions. The wider engagement of more people around the school makes the school stronger, both in terms of atmosphere, transparency and accountability to the children and their parents.

Edukans Foundation Malawi has applied for a second phase in 2021, which has been granted.





3. Financial summary 2020

Humana People to People Educational and Training Foundation, Geneva

Financial Statements 2020

	2020 \$US	2020 CHF	2019 \$US	2019 CHF
<u>REVENUES</u>				
Contributions received	355,000	333,431	400,000	397,462
Financial income	1,751	1,548	2,851	2,833
Total Revenues	356,751	334,978	402,851	400,295
<u>EXPENSES</u>				
Expenses for projects				
Education and Training Projects	-255,000	-239,506	0	0
Total Expenses for projects	-255,000	-239,506	0	0
Development & Administrative expenses				
General Admin & Development expenses	-36,535	-34,315	-15,261	-15,165
Total Development and Administration expenses	-36,535	-34,315	-15,261	-15,165
Financial expenses	-9,136	-8,581	-2,542	-2,526
Total expenses	-300,671	-282,402	-17,803	-17,691
Excess of revenues over expenditures before changes in funds	56,080	52,576	385,048	382,605
Allocation to designated funds	-165,000	-154,975	-355,000	-352,748
Use of designated funds	105,000	98,620	0	0
(Excess of expenditures over revenues)/Excess of revenues over expenditures for the year	-3,920	-3,778	30,048	29,857

Balance Sheet as at 31 December, 2020**ASSETS****Current Assets**

	2020	2020	2019	2019
	\$US	CHF	\$US	CHF
Cash and cash equivalents	498,062	440,259	189,797	183,794
Contribution receivable	0	0	250,000	242,094
Prepaid expenses	343	303	0	0
Total Current Assets	498,405	440,562	439,797	425,888
Total Assets	498,405	440,562	439,797	425,888
LIABILITIES, FUNDS AND CAPITAL				
Current Liabilities				
Other current liabilities	227	200	0	0
Accrued liabilities	5,301	4,686	3,000	2,905
Total Current Liabilities	58,477	4,886	3,000	2,905
Capital				
Capital Contribution	51,749	50,000	51,749	50,000
Currency translation adjustment	0	-7,241	0	-648
Retained earnings:				
- brought forward from previous years	30,048	29,857	0	0
- result for the year	-3,920	-3,778	30,048	29,857
Total Capital	77,877	68,839	81,797	79,209
Total Liabilities, Funds & Capital	498,405	440,562	439,797	425,888

4. General information about the Foundation

Objectives:

The Foundation's purpose is "to contribute to development projects and charitable activities worldwide, in particular educational programs and projects undertaken by "The Federation for Associations connected to the International Humana People to People Movement (FAIHPP)... or any other member organisation of "FAIHPP"."

Physical address:

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Telephone: +41 79 835 5338

Website: www.hpp-et.org

Registration: 20 March 2019 by Geneva Register of Commerce, reg. no. CHE-213.021.797

Tax status: Tax exempt from Federal tax as well as Cantonal and Communal tax.

Composition of the Board of the Foundation:

1. Bolette Strandbygaard, Shamva (Zimbabwe), president
2. Niels Holst, Gland, vice-president
3. Kaare Dahne, Berlin (Germany), member
4. James Klein, Geneve, member (until December 2020)
5. Niels Matthiessen, Skælskør (Denmark), member
6. Peter Rupf, Geneve, member (from November 2020)

Auditor: Berney Associés Audit SA, Rue du Nant 8, 1207 Geneva, Switzerland

Lawyers: Gros & Waltenspühl, Rue Beauregard 9, 1204 Geneva, Switzerland



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