

ADPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



ANNUAL REPORT 2014

ENGLISH VERSION





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“We used to have huge problems getting water during periods of drought.. when the river was dry”
- Jose Antonio Da Costa, Farmer in Kwanza Sul

INTRODUCTION



Dear Friends, Colleagues and Partners,

In this annual report, ADPP has the pleasure of presenting you with a summary of our achievements in 2014. The stories, the results, the activities described in the following pages should not be looked at as isolated achievements, but as a contribution to the enormous development which has been taking place in Angola since gaining peace in 2002.

Our contribution is characterized by: solidarity – humanism – passion for development – from people to people – shoulder to shoulder.

In 2014 ADPP continued to be active in key areas of development, especially at community level and in rural areas: education, rural development, community health, agriculture and the environment.

ADPP is proud to be a partner with the Ministry of Education, the Ministry of Family and Promotion of Women, the Ministry of Health and the Ministry of Agriculture at all levels and with the many provincial governments and municipal administrations where we carry out our work.

A big thank you to all community members, students, staff, partners and institutions who took part in making 2014 an extraordinary year- and we look forward to continued cooperation,

-Rikke Viholm, Chairperson of the Board of Directors, ADPP Angola



ADPP'S PROJECTS



- Schools for the Teachers of the Future
- Practical and Theoretical Schools
- Children's schools
- Frontline Institute
- Community Projects for Economic Development and Entrepreneurship
- Social Organisation of Families
- Adult Education
- Rural Dynamos
- Farmers' Club
- TCE
- Community Health Agents
- Fundraising
- Child Aid
- HOPE



2014 IN NUMBERS



14	Schools for the Teachers of the Future in 13 provinces
8	Practical and Theoretical Schools in 6 provinces
1	Frontline Institute
2	HOPE projects in 2 provinces
2	TCE projects in 2 provinces
5	Community Health Agents projects in 3 provinces
5	Projects for Economic Development and Family Entrepreneurship in 5 provinces
12	Social Organisation of Families in 11 provinces
5	Farmers' Clubs in 5 provinces
13	Campaigns for Adult Literacy in rural areas in 11 provinces
2	Child Aid projects in 2 provinces
12	Fundraising projects



- 930

teachers (368 female) graduated from the Schools for the Teachers of the Future (known as EPF) in January 2014, bringing the total to 6.613 graduates.
- 3.240

students are currently in training at EPF schools in teams 2012, 2013 and 2014 at the 14 Schools, with almost 1.000 students to graduate in January 2015
- 1.526

young people are studying at one of the 8 Practical and Theoretical Schools (known as EPP) in five provinces.
- 252

students (98 female) graduated from the pilot EPP teams at 5 schools in January 2014 while more than 350 are preparing to graduate in January 2015.
- 45

teachers from 23 ADPP schools of all types were trained as theatre instructors and the schools performed a total of 15 theatre plays around the country.
- 5.921

farmers are organised in Farmers' Clubs in Kunene, Kuando Kubango, Cabinda, Kwanza Sul and Bengo
- 13.942

families in rural areas are organised in projects for "Social Organisation of Families"
- 7.005

families in rural areas are organised in projects for Economic Development and Family Entrepreneurship
- 599.537

trees have been planted since the start of the 1 Million Trees Campaign in October 2013.
- 19.568

people have been undertaken HIV tests in the community, carried out by ADPP's trained and certified counsellors.
- 530

Community Health Agents have served 49.190 families in 3 provinces, bringing information and support for behaviour change on sexual and reproductive health, HIV, family planning, maternal and child health and much more.



- Schools for the Teachers of the Future
- Practical & Theoretical Schools
- Frontline Institute

EDUCATION

Education is a passport out of poverty. With the appropriate skills and knowledge, people can emerge from poverty, from poor health choices, from political and social exclusion.

ADPP, in collaboration with the Ministry of Education, promotes education at different levels, from young children to adults. The common denominator is an approach that shifts the emphasis from conventional learning towards more social and progressive learning. Responsibility, participation, cooperation and experimentation are key. Reading, writing and arithmetic are essential, not in themselves but as necessary tools in the process of learning life skills, entrepreneurship, health matters and social skills.

Since the inception of the first Children's School in 1986 and the first Teacher Training School in 1995, ADPP schools have helped tens of thousands of people to help themselves and their communities, thus contributing to the fulfillment of many of the Ministry of Education's goals: universal primary education, all teachers trained, and the eradication of illiteracy.

“We learned many things such as how a teacher should behave in the classroom and how to deal with the pupils”

- Core Group No. 4, students at EPF Cabinda

“The trainee teachers are straightforward and open to criticism, willing to learn, always asking when there is a problem and helping solve problems”

- Ludimila Dala, licensed teacher at Primary School No 9 Comandante Ataques

SCHOOLS FOR THE TEACHERS OF THE FUTURE

RESULTS 2014

- 930 students graduated in January 2014
- 6.613 graduates in total
- 3.240 students in training
- 1.000 students undertook their 4 month study travel in Southern Africa

2014 was important for the Schools for the Teachers of the Future (EPF) in Angola, as the revised program entered its second year, and the development and implications of the restructuring became tangible. Changing circumstances and needs promoted the revision of the program that, within the new framework of three years, provides the students with even more challenges.

The International Year of the Teacher launches the students on their training, and opens up new worlds both literally and figuratively. Among the highlights is a four-month study trip by bus through Southern Africa. Planning and executing the trip demands team work, initiative, responsibility and courage. The rewards are personal growth, comradeship and a wealth of first-hand knowledge and experiences.

Another Kind of School is both title and objective of the second year at EPF. The students gain their first experience in the classroom and combine theory with practice as the months progress. They build up their skills as facilitators of learning, where the

pupils are encouraged to be active participants with a contribution to make to their own education. One of the major innovations in second year is that the students spend the whole day at primary schools, conducting extra-curricular activities with the pupils.

Final year students spend the third year in rural schools and communities, getting to grips with being Another Kind of Teacher. They teach full time, implement community projects and continue their studies at a distance. The presence of these trainee teachers has a major impact on the host communities and on the children.

934 teachers graduated at the beginning of 2014, and 987 more trainees were preparing to graduate as the year drew to a close. 75,000 primary pupils benefited from the presence of 2nd and 3rd year students in the classroom, and more than 200 communities benefited from the projects implemented.



The Ministry of Education



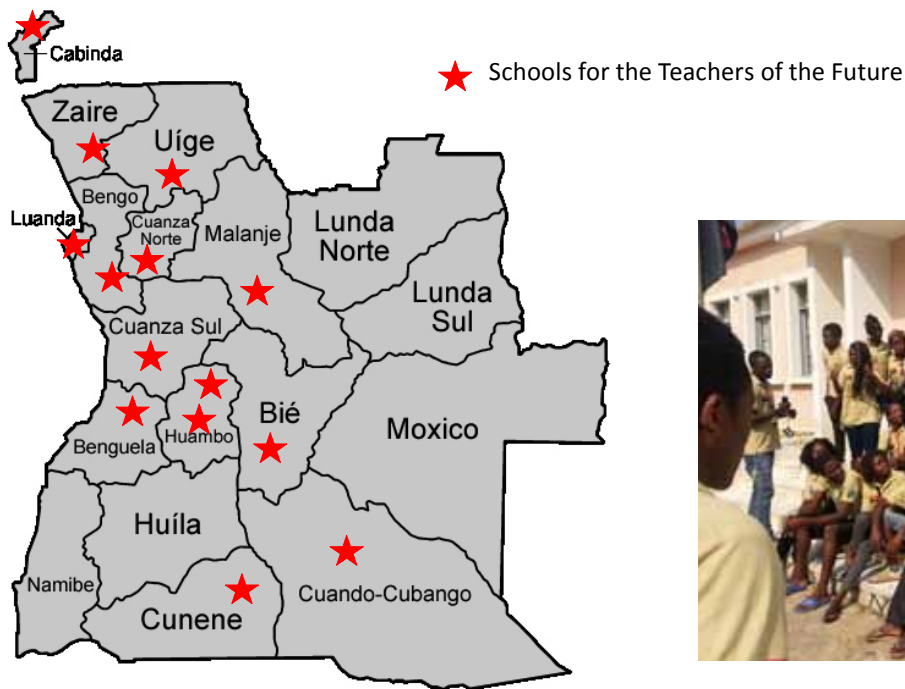
Provincial Government Bengo, Bié, Benguela, Cabinda, Huambo, Kuando Kubango, Kwanza Norte, Kwanza Sul, Uíge, Zaire, Malanje, Cunene, Luanda



SUPPORTED BY OFFICIAL DEVELOPMENT AID FROM THE MINISTRY FOR FOREIGN AFFAIRS OF FINLAND



The Programme



The programme is divided into 19 periods, each with its own particular title and highlights. Continual innovation is the key to the Schools for the Teachers of the Future. Starting with the course that began in February 2013, new elements were introduced to help prepare and equip future teachers to be able to work even better in primary education.

1st Year: The International Year of the Teacher

2nd year: The Year of Another Kind of School

3rd year: The Year of Another Kind of Teacher

There are three key points behind the concept of “Another Type of School”

- The training is full of intellectual demands
- The training is full of food for the heart and soul
- The training is formative, influencing the kind of people who will leave the classrooms

The modern teacher needs to know all about, and feel at home in, the world. We all depend on each other, and the teacher has an important role to play in promoting this understanding.

“I noticed a big difference in the relationship with the pupils, because they became more interested in school, they were assiduous, punctual, participatory, creative”

- Almeida Cativa, student EPF Bie

Stories from the Field

Adriano Jamba Pongololo, teacher EPF Luanda

I have been working at EPF-Luanda for seven years. During this period of time I have had the opportunity to work with many groups of students. Many are already in different schools providing educational services. Right now I am working with 2nd year students, that is to say Team 2013, on the revised three-year program of training.

The most important step for a student of EPF to learn or take before starting with teaching practice is to know that teaching is not just filling pupils with knowledge. It is more about shaping the behavior of human beings. The teacher in charge of this must, therefore, know how to guide his fellow. As for the student's reaction at the beginning, during the preparatory phase for of teaching practice, there was anxiety- in the positive sense on the part of the student about appearing before of a group of pupils for the first time.

At this stage the student were thinking a thousand things, and wondering how the day would go. How would I behave in front of the pupils and the experienced teachers? So this phase was considered as very challenging and full of expectations.

During teaching practice there are many changes in the students. After the initial anxieties, they are more assured and confident, and end up realising

their potential and becoming excellent teachers.

They become more creative, employing the most active methods in the classroom. The trainee also always brings the latest information concerning pedagogy, and is capable of explaining the advantages of modern pedagogy and the disadvantages of traditional pedagogy. He or she is affectionate towards the children treats them with love. The permanent teachers do not always have the patience for these aspects that are very important aspects for providing meaningful education for the children.

The most important contributions made by the trainees include: how to make systematic monitoring of each pupil in the class; visit parents and guardians; occupy children with extra curricular activities, where they learn many things such as games with numbers and with words; nature study trips; personal hygiene and cleanliness at the school staff. The trainees also passed on to the class teachers good ways of dealing with the children, they influence their habits of planning and techniques of teaching in the early classes, and they influence the habit of producing teaching materials in any class.



The trainee teacher practicing his profession in Primary School No. 524, EPF Benguela

“We did a range of activities, like visiting the children who were absent from school or the pupils who were ill, and we made jokes and played educational games.

- Mriano Kaquiti, 2nd Year Teaching Practice, EPF Malange

“Training a teacher involves many essential steps. Preparing a student for teaching practice requires ensuring that they are capable and competent to transmit knowledge in such a way that the pupils learn and want to know more”

- Luis Miguel, teacher at EPF Cabinda



Trainee teachers performing a theatre play at a local primary school, EPF Bie



Students from Team 2013 produced an abundance of cabbage and other vegetables which were used in the menu at the school, EPF Cabinda



The 3rd year trainee teacher Evalina Cachacha is here seen giving a lesson for her class, at the village of Chenga, EPF Huambo



The trainees teachers use active methods to teach children during the school time, EPF Kuando Kubango



The photo shows the farewell ceremony when the students of team 2014 said goodbye to the Deputy Administrator of Quibala before the 4 month study trip to Southern African countries, EPF Kwanza Sul

“It is also very nice to be able to share ideas related to gender and to work with rural women, especially in the neighboring community, and discuss rural development and other matters close to the heart.”

- Emilia Siyovoca Moco, teacher at EPF Benguela

Stories from the Field

José da Costa, Student at EPF Cabinda

I did my teaching practice at the Missionary San José de Cluny School in Lândana. I was assigned 6th class, which had 36 pupils. The first step of anything in life is tricky, so when for the first time I was in a classroom as a student teacher I asked myself if I was prepared. Something inside me replied that if I was here it was because I was prepared. Once in the classroom my initial tasks were to observe the class teacher in order to gain more experience, to correct exercises and to compare my lesson plan with that of the teacher. The first lesson I gave was geometry

and it was about the area of a rectangle. The pupils responded well, paying close attention. In this context, the most important thing I learned from the class teacher when he spoke to me was that a good teacher should not only be concerned with teaching, but also whether or not the students understand the material taught, and he should pay attention to each student as an individual.



A core group in Zambia preparing points to present in a common meeting, EPF Kwanza Norte



Core group nr. 2 of bus 1 taking care of the maintenance and cleaning of the bus before returning to Angola, EPF Cunene

“I think that having trainees from EPF Malange is very good and I hope they will continue to come every year”

- Makuanda Miguel V. Simao, Father of a pupil.

“I think of a teacher as a driver, the classroom as a bus, the students as active passengers and the inspector as an officer directing the traffic”

- Agostinho Ngola Silvano, teacher at EPF Benguela.



In the school gardens, EPF grows several products, among them “chimboa”, nice green leaves that can be eaten with fish and with other dishes, EPF Caxito.



Students learning how the chickens are taken care of to ensure a good production, EPF Lunduimbali.



A lecture on Inclusive Special Education, given by an EPF Cunene graduate who now works with special education for blind people, EPF Cunene.

“By living and experiencing the reality of each country, the students realised that the same problems were to be found all over. The way of travelling and of integrating with the local people meant that such realisations were inevitable”.

- Teacher at EPF Bie



The students team after a football match in the locality of the Nata/Botswana, EPF Malanje.

Beyond the four walls of the classroom the trainees from EPF Zaire run a great variety of activities such as show time and recreational afternoons”.

- João Sanzala Salomão, Primary school principal



4 busses arriving at a DNS school in Zambia for a common meeting at the midway point of the study trip, EPF Zaire.



Theatre Competition for EPF Luanda, EPP Ramiro and EPP Cazenga, EPF Luanda.

“The students learn to take responsibility at school and this helps them in the future and in their everyday affairs. It will help in the future when they are working in the community”.

- Director at EPP Benguela

PRACTICAL AND THEORETICAL SCHOOLS

RESULTS 2014

- 8 schools in 6 provinces
- 1518 students
- 252 graduates
- 8 professions

EPP addresses the country’s need for young people who are academically, professionally and personally well prepared to make a difference. The EPP program offers three years of training, from 7th to 9th Grade, preparing students for their 9th grade certificate and equipping with them with practical and theoretical knowledge of one of nine highly relevant professions.

The schools align with the strategy in the national reform of technical professional education, providing skills based learning with an emphasis on practical lessons, contributing to work place readiness and promoting lifelong learning.

EPP also includes program elements that ensure direct contact with the reality and needs of local communities and that put the students in a position to make changes even before graduating. The students learn about responsibility and teamwork, they learn to be inquisitive and to take the initiative and they develop a sense of community spirit.

In 2014, eight schools in six provinces offered two or three of the following professions: Environment Promoter, Water Assistant, Modern Cook, Food

Producer, Pre-school Assistant, Community Health Agent, Energy Assistant and Information and Communication Assistant. Each of these professions is in great demand, especially in parts of the country where basic infrastructures are being built up. The students learn modern and energy efficient technologies, they study health care and healthy living, they learn how to protect their environment and they become confident and effective communicators.

EPP schools and students are integrated in the community. Local people are invited to participate in events at the schools and the students undertake community actions to improve conditions in their neighbourhood. 9th grade students have a three week work placement.

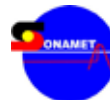
The pilot EPP teams which started in 2011 at the EPP schools in Cabinda, Benguela, Luanda, Caixito and Huambo finalized their courses in December 2013, and the first 252 EPP graduates received their certificates and diplomas in January 2014.

“I particularly enjoyed this action that we undertook in our neighborhood to prevent diseases that are caused by the poor levels of hygiene of the population living in this community”.

-Lisandra António, student at EPP Luanda



The Ministry of Education



The EPP Programme

An specially prepared EPP manual, which all the students receive when they start, guides the students through their career at EPP schools. Drawing on the analogy of climbing the world's highest mountain, the entire three-year education comprises periods filled with challenging new ways of learning, called hikes, and shorter periods of taking stock of the achievements, called plateaus. Each hike is composed of different weekly programs with a wide range of exciting and stimulating activities, where even theoretical lessons in basic subjects is made interesting by the use of modern teaching methods. The students learn

about issues related to the professions taught, they try their hand at growing vegetables in the school garden, they engage in many kinds of sports, and they carry out health campaigns and other actions in the local community.

Grade 7 students at all EPP schools in Angola follow the same basic program, with individual studies, course work in micro groups and with their teachers, and a series of investigations and experiences that take them beyond the four walls of the classroom.

All eight EPP schools had students in 8th grade in 2014. Each of the EPP schools offers 8th Graders two or three of the nine professions available, and the students chose among these at the end of 7th grade. The program continued to challenge the students and give them the opportunity to try out new skills and new activities, and to continue learning secondary subjects, while focussing on training them in their chosen profession.

Seven of the eight EPP schools had students in 9th grade- EPP Ramiro's first students will reach 9th grade in 2015. In 9th grade, the students undertake a three week work experience placement and at the end of the year, do their final exams.

The professions available for study across the eight EPP schools in 2014 were as follows:

- Pre-school assistant,
- Energy assistant
- Water assistant
- Environment promotor
- Food producer
- Modern Chef
- Information and Communcation Assistant
- Community health agent

★ EPP Schools in 2014



Stories from the Field

Adão Ferreira Correia, student EPP Caxito

I did my work experience in Bengo province, where a house in Caxito was having the electrical installation done. We started work at 7am and we finished at 4pm. I was together with my colleagues and under the supervision of our teachers Isaac and Cabeludo. I used what I learned at EPP in a variety of ways during work experience, particularly the basic electricity skills I learned. It is hard to select the most important thing I learned, because I learned so many things. One of the best things was making a sketch of the house where we were going to do the

installation.

People's Exams after are very good and I really like it, because we gain confidence and self-esteem, losing shyness and we acquire the ability to explain and demonstrate what we have learned.

Throughout my work experience, I had a good relationship with my colleagues. This experience, along with my time at EPP, helped me decide what I wanted to do after completing my course: be an electrician!



Water Assistants constructing latrines in the community, EPP Cabinda.



9th class students working in the classroom, EPP Cabinda.



Olympic Games at the school, EPP Luanda.



A talk on sexually transmitted diseases was given by a community agent from the Municipality, EPP Viana.

“My dream was to be a nurse so after EPP I want to go to the School of Nursing. However, during work practice I became more passionate about plants and therefore have decided to continue to work as an environmentalist in any company that will employ me”.

- Julieta Alice Daniel Susso, Environment Promoter student, EPP Benguela

Stories from the Field

Xavier Macuanda Zua, food producer student EPP Kwanza Norte

I am from Camagil, Lucala, Kwanza Norte, and I began studying at EPP Kwanza Norte in 2012. I am about to graduate as part of the first team to graduate from this school.

I feel proud about this period of my life. Recently I did work experience at the farm Uso e Filhos, 70 kilometres from the school.

During my work experience I managed to increase my knowledge in the field of food production. I had the opportunity to learn about all aspects of a farm from management, production, personnel and various

techniques that were used there.

It was good that I did work experience because it gave me a much broader vision of things and I think that, for the future, I would like to study agriculture at a higher level. Food is necessary for the sustenance of the people.

“During work experience I believe it is essential that the students know how to interact with the personnel employed at their place of work and that they take a lot of notes”.

- Teacher at EPP Benguela



A student being interviewed by a journalist from the radio during a workplace visit, EPP Huambo.



7th grade students having a practical lesson given by Water Assistant students, EPP Benguela.



One of the girls demonstrating that girls too can work with electricity, EPP Kwanza Norte.



Students of the 8th and 9th class gathered for a common meeting, EPP Caxito.

“We have had practical and theoretical classes, to train the hand and the mind. In the course I’m following I have learned various practical skills as well as the theory behind what I am doing. Today I know how to do the electrical installation of a house”.

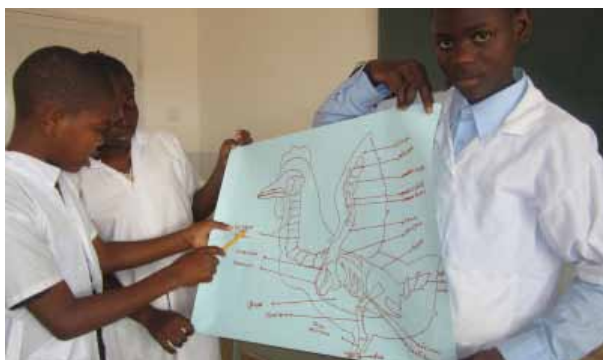
-José Salvador Cristovão, student Kwanza Norte



Pre-school students learning to wash their hands using the “Tip Tap” system created by the EPP Water Assistants, EPP Cabinda.

“This activity left its mark on the community where all the adults saw these young people, day after day, visiting homes, gathering data and handing out advice”.

- Community Health Agent student, 8th grade, EPP Viana.



A micro group giving a presentation on anatomy after having slaughtered and studied the insides of a chicken, EPP Ramiro



Energy Assistants during a presentation of their group work, EPP Viana.



Environment Promoter students learning about managing a tree nursery, EPP Benguela.



School maintenance: students of the 8th grade carrying out a practical task, EPP Caxito.

Stories from the Field

Alberto Filipe Manuel Moma Crito, Environment Promoter student EPP Benguela

My name is Alberto Filipe Manuel Moma Crito and I am a final year student on Team 2012 at EPP Benguela. I am on the Environment Promoter course I did my 9th grade work practice at the Municipal Administration of Benguela nursery, working from 8 to 12. During this time, in company with the local workers, we learned how to transplant a tree from the nursery to the place where it would grow and develop. We also learned how to do pruning. We did not have opportunity to make organic compost, so we worked with what already existed. It was also great to get to know a wide variety of plants with their names like a “Kiss Mulatto” plant, “Mother-in-law tongue”, the Borracheira, the Cana-of-India, Acacia and American acacia.

Something practical that I have learned is the procedure to plant a tree, that is, in a seeding bag first you make a hole, then you open the bag at the bottom to allow the roots to penetrate the soil and then put the plant in the hole pat the earth around the plant and then you water it.

Depending on each day’s work, we all worked as one group or we were divided doing different activities.

My best experience is the planting of cuttings - in which the branch of the tree is cut and it is introduced directly into the seeding bag with soil, and after a period of approximately 10 days, shoots begin to emerge.



Presentation of products harvested in the school garden. The garden produced tomatoes, lettuce, onions, carrots and cabbage, EPP Kwanza Norte.

“About the “People’s Exam” - this type of examination is very good because it helps the student to talk in the public, and not feel afraid to speak in front of many people”.

-Manuel Condo, student at EPP Huambo

FRONTLINE INSTITUTE ANGOLA



Frontline Institute in Huambo trains selected ADPP project staff and volunteers in management and leadership. The training furnishes participants with the skills, knowledge and passion required to become project leaders,

building their overall capacity as they rise to the challenge of being at the forefront of development.

Six months at Frontline Institute and five months work practice at one of a range of ADPP projects are followed by a month of preparation for and examination in all that the participants have learned. A number of graduates go on to an advanced management course at Frontline Institute in Zimbabwe, while the remaining graduates join projects as leaders or co-leaders, or form teams establishing new projects.

In 2014, two new teams with 69 participants started

- In 2014, two new teams with 69 participants started at Frontline Institute
- 58 participants graduated after completing their training
- Frontline Institute staff, participants and graduates were instrumental in the distribution of 361.482 mosquito nets in two provinces

at Frontline, and 58 participants graduated after completing their training.

Frontline Institute played an important role in the distribution of mosquito nets in the latter part of 2014. ADPP and Frontline coordinated a major campaign to distribute mosquito nets in Bengo Province as part of Ministry of Health / Global Fund fight against malaria. In a short space of time, almost 400 supervisors and activists were recruited, trained and deployed; transport and storage was organised; 277.090 people were registered- including 7.994 pregnant women and 43.627 under fives and, finally, 147.263 mosquito nets were distributed. Frontline graduates also assisted in the same campaign in Namibe province, where 214.220 nets were distributed.

The project involved the broad collaboration and coordination of local, municipal and provincial administrations, traditional leaders, health services, the media and the private sector.



PROJECT SPOTLIGHT:

40 RURAL PRIMARY SCHOOLS SHOWING THE WAY

- 40 rural schools in Luanda and Kwanza Sul Provinces
- 333 in-service primary teachers successfully completed 40 Pedagogical Sessions
- 8 Pedagogical Workshops established
- 20.000 primary pupils enjoying better quality education

The “40 Primary Schools” project is an example of the importance of changes at grass root level, and the impact these changes can have for an entire country. While the number of primary schools and primary pupils has seen dramatic growth, the supply of qualified primary teachers has not been able to keep the same speed. Without the necessary educational tools and skills, teachers lacking pedagogical training have not been able to fully develop the potential of their pupils.

Over three and half years, the EU financed project trained 333 primary teachers, at 40 schools in Luanda and Kwanza Sul, to become proficient at planning, preparing and delivering child-friendly

education. On the way, they learned how to introduce practical elements like field trips, school gardens, community actions and girls’ clubs. They discovered the benefits of teamwork and cooperation, both among themselves and with the parents’ committees that the project helped involve on a more active basis. Workshops with educational material were established to support the teachers from the participating schools.

The individual teachers, the schools and the project as a whole have shown, and will continue to show, the way for colleagues and neighbouring schools.

The project was successfully completed in December 2014.



The Ministry of Education



Provincial Departments of Education Luanda and Kwanza Sul





Water Assistants from EPP Cabinda students constructing latrins at the community pre-school.

PROJECT SPOTLIGHT:

**BASIC
EDUCATION
FOR A
PRODUCTIVE
FUTURE**

Basic Education for a Productive Future tackled the problem of young people lacking basic skills, and with limited access to quality education. The project aimed to transform them into knowledgeable, capable and productive young people who can contribute to the development of the country.

The project taught professional, entrepreneurial and literacy skills. The beneficiaries were young people enrolled at the Basic Practical and Theoretical Schools, students in 7th to 9th grade at Children’s Schools, out of school youth who had missed out on education and adults unable to read or write. In addition, the project developed and implemented training in the didactics of entrepreneurship and

literacy for more than 750 pre-service teachers at EPF schools and almost 500 in-service teachers. Already during the lifetime of the project, the trainee teachers implemented literacy projects during their final year teaching practice in rural communities. They reached thousands of people, and EPF trainees will continue to help thousands more each year.



Provincial Department of Water and Energy Benguela



Provincial Department of Education Benguela



Training of in-service teachers in the didactics of entrepreneurship.

RESULTS 2014

- 119 EPP graduates
- 613 young people enrolled at EPP schools
- 4.172 7th to 9th graders received entrepreneurship training
- 2.688 out-of-school youth in literacy and entrepreneurship training
- 2.852 adults complete literacy course
- 758 EPF students trained in didactics of literacy and entrepreneurship
- 587 in-service teachers trained in didactic of literacy and entrepreneurship



Out of school youth in the literacy program.



- Community Health Agents
- TCE - Malaria, HIV and TB
- HOPE
- Nutrition Education

HEALTH

As Angola seeks to revitalise primary health care and provide universal access to health services, ADPP is playing its part with projects that promote health and healthy lifestyles. Information, education, communication and social mobilization are the mainstays of these programs that, above all, strive for community involvement.

In order for the public health system to function efficiently, the entire population has to take a stance. An indispensable precondition is that the people know and understand the basics of hygiene, sanitation, the prevention of common diseases and

when and where to seek medical help. Vital too is that new practices are introduced and cemented in the communities.

ADPP's Hope project addresses HIV/AIDS, TCE tackles malaria, HIV/AIDS and TB while the Community Health Agents bring basic information on health and support for behaviour change to thousands of families in remote areas. All three programs provide links between the community and municipal health services.

“I thought my life was over, that I was a failure. The only thing I had in my head was to drink alcohol to distract me and avoid thinking. I also thought I was about to die. I did not believe the result and thought about getting the test done again by a doctor. With help from the Community Health Agent, my wife and my mother gave me advice and I gained courage. I saw that it was not a serious problem and I never felt bad anywhere.”

- Afonso Gomes Lubongo, community member

“The Community Health Agents are mobilizing people to take care of health matters and to go to the clinics. It is very important. They are getting people to know their status and do something about it.

-Evangelister Mbwende, Project Leader

COMMUNITY HEALTH AGENTS

Community Health Agents working in the provinces of Kunene, Uíge and Bié are providing essential health service support for thousands of families and individuals in remote areas. In 2014, the project worked with a number of partners including UNFPA, with special emphasis on sexual and reproductive health in all three provinces. In addition, ADPP worked in Kunene with partners UNICEF, MSH and Johnson & Johnson / Planet Aid on sanitation, HIV awareness and home-based testing, and child and maternal health.

391 Community Health Agents were active in Kunene, 75 in Bié and 75 in Uíge, providing information and advice on disease prevention and treatment, maintaining household registers, advising about family planning, encouraging HIV

testing and counselling and distributing condoms. In Kunene alone, more than 250.000 people are on the household registers and almost 150.000 people were reached by house-to-house visits in the course of the year.

Community Health Agents receive bi-monthly training and are responsible for 100 families each, often in remote areas and of difficult access. They are well supported through organised meetings and supervision visits. Collaboration with the public health service is essential and the CHAs are making a significant contribution to the health and wellbeing of rural communities, linking them with health service providers and building their capacity to take care of their family health.

RESULTS 2014

- 49.190 families received multiple household visits in 2014
- 530 Community Health Agents active in the field
- 17.581 home-based HIV counselling and testing sessions carried out
- 304.539 people mobilized on sexual and reproductive health

★ Community Health Agents

Uíge: Maquela do Zombo
 Bié: Campacupa
 Cunene: Cahama, Cuanhama, Curoca, Cuelvai, Namacunde and Ombadja



Ministry of Health



Stories from the Field

My name is Teresa Mwandunga and I am 35 years old

I finished 7th Grade at school and I have no problems reading and writing. I am not doing anything at the moment, I have no job but I have a big family. I wasn't feeling very well and I decided to go for an HIV/AIDS test for the first time in my life. It turned out to be positive. When I saw the result, I thought I had better talk to my mother because she is the person closest to me. She advised me a lot, because I was thinking a lot when I got my result, what with my son not being even a year old and I still don't know his results. I got my CD4 count checked a few times. I wanted to know my serological state and whether I could start medication. I am now taking medicine.

I had never thought about taking the test and I was afraid to do so, because people who tested positive were shunned by society and this made me scared to be tested.

The Community Health Agent came to see me one day and advised me to get the test done, so I did. I was thinking a lot about this, and I thought that it would be best to be tested at home because people feel more at ease beside their family and if there is a problem the family is always there. Some people had gone to Namibia and I thought about going there too because no one would know me. Now I know that I have been tested and I know there is a treatment for this illness, I am accustomed to speak with people about the importance of testing and that if a person tests positive, and discovers this early on, he or she will have the best care possible.

My husband also took the test and is in the same position as me. We have never had any problems, we understand that life is the same and we are living happily and without conflict.



During the training, the Community Health Agents learned about good nutrition and how to advise families on what to eat.



The Community Health Agents during training in malnutrition. Here they are learning the theory of how to test if a child is malnourished.

“I began to advise other people to be tested. It did not cost anything, you don’t have to pay, and the earlier a person discovers his or her serological state the better he or she will handle it”.

- Afonso Gomes Lubongo, community member



The majority of Community Health Agents in Cunene are women, but there are many male agents too. Here A household visit in Mucope.



Community Health Agents in Ombala with their Area Leader.



They also tried out the theory in practice so they can do it during household visits.



Putting into practice what has been learned through the continuous training- teaching families about health during household visits.

“Now the people in the communities are more in control. They keep mosquitos away, they cut the grass and don't leave water around. They also know about symptoms and when to go to the clinic to get tested”.

- Spelile Musonza, Project Leader, TCE Zaire

TCE - TOTAL CONTROL OF THE ENDEMIC DISEASES

RESULTS 2014

- 1.851 people mobilised for HIV counselling and testing
- 100.000 people visited in their homes
- 12.049 people assisted in making risk reduction plans
- 34.819 pupils participated in lessons about malaria
- 3.255 pupils were members of Malaria Control Patrols



Total Control of the Endemic Diseases aims to give people the knowledge and tools to take control of the three diseases, malaria, HIV/AIDS and TB. Reliable information about the causes, spread, prevention and treatment of these diseases is essential in order to influence changes in attitude and behaviour among the population. Thereafter follow up and support for behaviour change is crucial in helping individuals and by extension communities gain control of the diseases.

in the province of Zaire. Two main strategies are used. One is school-based, training teachers and students in the facts about the diseases, forming Malaria Control Committees and Malaria Patrols, and encouraging personal and community actions to reduce risks. The other is centred on house-to house visits, made by Field Officers and trained activists, informing, mobilising and assisting communities to gain control of malaria and HIV/TB.

TCE, or Community Control of Malaria, operates



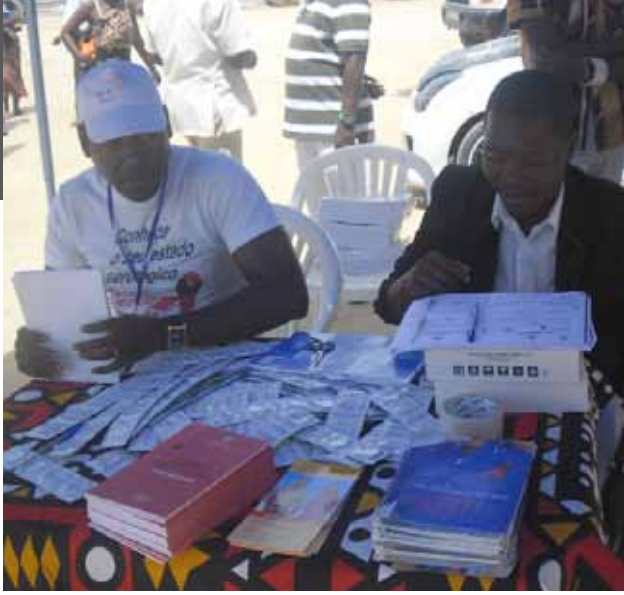
Ministry of Health



Forum Nacional de Parceiros
contra a Malária

ExxonMobil

HOPE



The project works with volunteers, who are passionate about their work, communicating key messages at workplaces, in schools, in churches and at specially organised actions and events.

In 2014, HOPE Benguela continued to collaborate with two other NGOs, in a Consortium to manage and coordinate activities related to malaria, HIV and TB.

ADPP's HOPE project in Benguela has been running since the 1st of December 1997 and has helped thousands of people through awareness campaigns, mobilisation for testing and counselling and support for individuals and families affected by HIV/AIDS. Hope runs a centre in Benguela and has an HIV testing truck at its disposition.

2014 saw the mobile testing truck in action on 50 occasions, reaching communities physically and psychologically distant from the nearest testing facility. The presence of the truck and the Hope team is welcome, and reluctance to be tested or to confront the epidemic is waning.

The Hope Centre in Benguela receives visitors and provides information, counselling and testing. Hope does not provide treatment of those who test positive, but makes referrals to public health services and supports, encourages and follows up each referral.

HOPE Cabinda implemented a special project to train HIV positive non-professionals to inform, mobilise and support communities in the fight against HIV/AIDS. ADPP collaborated with the Provincial Health Directorate. Once selected and trained, the carers worked with health units and made home visits to inform and reinforce health care messages. In addition, Mutual Aid Groups helped people affected by HIV/AIDS, pregnant women were encouraged to visit antenatal services and thousands of people were mobilised for HIV/AIDS testing.

One of the crucial aspects of the project was the support and follow up provided for people testing HIV positive. Public health units do not have the capacity to monitor all patients, to persuade them to accept treatment or ensure that they comply with their prescribed medicine and adopt a healthy lifestyle.

RESULTS 2014 - BENGUELA

- 4.029 people counselled and tested
- 57.730 people reached with information about HIV/AIDS
- 126.074 condoms distributed
- 48 HIV/AIDS meetings at Hope Centre
- 20 new activists

RESULTS 2014 - CABINDA

- 28 HIV+ non-professionals trained and working with 18 clinics
- 382 HIV+ pregnant women supported to follow Prevention of Mother to Child Transmission treatment
- 13.558 people successfully mobilized for HIV testing
- 9 self-help groups for people living with HIV with 136 participants held 317 sessions
- 5.641 pregnant women successfully mobilized for pre-natal care



Ministry of Health



ONUSIDA



Statoil



“Registering all families in their own homes allowed us to talk to everybody and give them information on malaria built on their current knowledge and practices. Now that they have got a mosquito net, I am sure it will help them and there will be fewer cases of malaria.”

-Bernardo David, Assisant Coordinator, Namibe province

PROJECT SPOTLIGHT:
**DISTRIBUTION
 OF MOSQUITO
 NETS**

RESULTS 2014

- 715.747 people registered
- 361.482 mosquito nets distributed
- 917 activists and 174 area leaders and supervisors trained and organised to carry out the distribution



Together with the Ministry of Health / National Malaria Program, ADPP implemented a major campaign to distribute mosquito nets in Bengo and Namibe Provinces as part of government’s fight against malaria. From September to December of 2014, 174 area leaders and supervisors, and 917 activists were recruited, trained and deployed; transport and storage was organised; 715.747 people were registered and,

finally, 361.482 mosquito nets were distributed. Household registration took place door to door, with families being informed and mobilized to use the nets. The project involved the broad collaboration and coordination of local, municipal and provincial administrations, traditional leaders, health services and the media.



Ministry of Health



Ministry of Health
 National Malaria
 Program



Forum Nacional de Parceiros
 contra a Malária



The Global Fund
 To Fight AIDS, Tuberculosis and Malaria





- Social organisation of families
- Community projects for economic development and entrepreneurship
- Adult Education

RURAL DEVELOPMENT

Rural development is one of the government's priorities as part of the effort to ensure that the great progress being made reaches communities throughout the country.

ADPP projects tackle both the social as well as the economic side of rural development, through initiatives that seek to put the communities themselves in charge. Organisation is key, with communities organised to create development on a long term basis. Well-being and education are essential elements, with basic sanitation, general

health, citizenship and education forming part of the projects.

Literacy is empowering and, with the right support, literate people- women in particular- have a great impact on social and economic development. They have the tools and the knowledge to improve both the living standard and the welfare of their families.

A key part of ADPP's rural development projects is in supporting participants in developing income generating activities.



Ministry of Families and Women's Affairs



Community Development - A Perspective for Social Well Being

SOCIAL ORGANISATION OF FAMILIES

ADPP collaborates with the Ministry of Families and Promotion of Women on a range of community development programs which seek to involve the community in rural development, in order to combat both poverty and hunger, raise the level of basic sanitation and improve general health.

Social Organisation of Families organises village action groups comprising 35 to 40 families led by specially trained Rural Dynamos. A project at full strength work consists of 10.000 families, 3.000 of will be active at any time. An area with around 600 active households, for example, would have its Rural Dynamo to help organise and motivate development committees, responsible for different aspects of the community from agriculture to water and sanitation.

RESULTS 2014

- 13.942 families organised in projects
- 6.632 latrines built
- 2.757 waste pits dug
- 2.913 children participated in the preschool program
- 80.855 trees planted
- 145 talks given on maternal and child health.
- 545 youth clubs created with 13.625 members
- 330 sports clubs created with 9.240 members
- 97 theater groups created with 776 members
- 92 dance groups created with 1012 members
- 201 lectures on food preservation
- 129 lectures on a balanced diet
- 13 mini -markets created with a variety of produce being sold

“We now have families active, committees in each village and Rural Dynamos. Now the communities are protected from illness, each one has a latrine, waste pit, a family vegetable garden and one or two trees planted. Us, the project council, we are very proud indeed.”

- Eduardo Romeu Jamba, Pedro Morais Wejele, Frederico Henrique Augusto and Melita Maria Inácio, area leaders



Ministry of Families and Women's Affairs

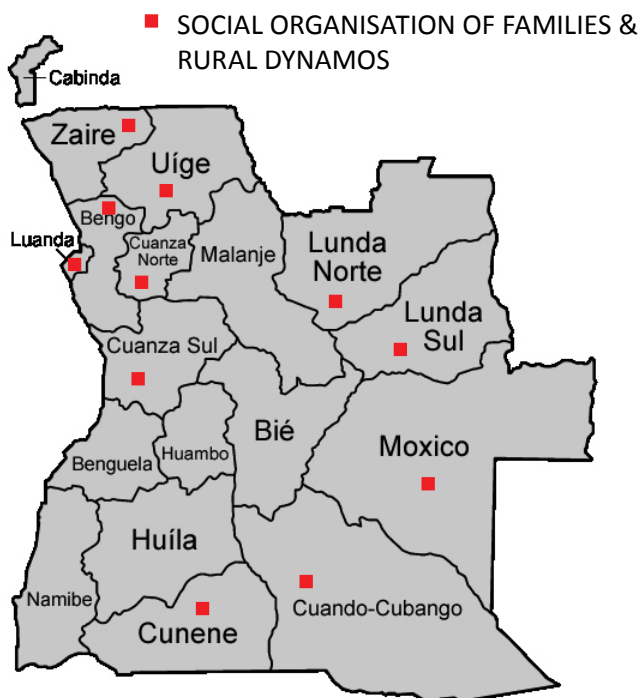




The lines of the project are:

- Line 1: Reinforcement of the Family Economy
- Line 2: Health, Hygiene, HIV/AIDS and other diseases
- Line 3: Early Childhood Development
- Line 4: Citizenship
- Line 5: Orphans and Vulnerable Children

- Line 6: Education
- Line 7: Village Development
- Line 8: The Environment
- Line 9: Food Security and Nutrition
- Line 10: Rural Commerce and Entrepreneurship
- Line 11: Community Centre



During 2014, 956 Rural Dynamos- yong activists recruited in their own villages- were trained and active in the projects as follows: 120 in Kwanza Sul, 165 in Uíge, 120 in Kuando Kubango, 13 in Kakila, 156 in Cunene, 15 in Kwanza Norte, 80 in Lunda Sul, 80 in Zaire, 80 in Moxico, 27 in Caxicane, 20 in Ludi, and 80 in Lunda Norte.



ADULT LITERACY CAMPAIGN

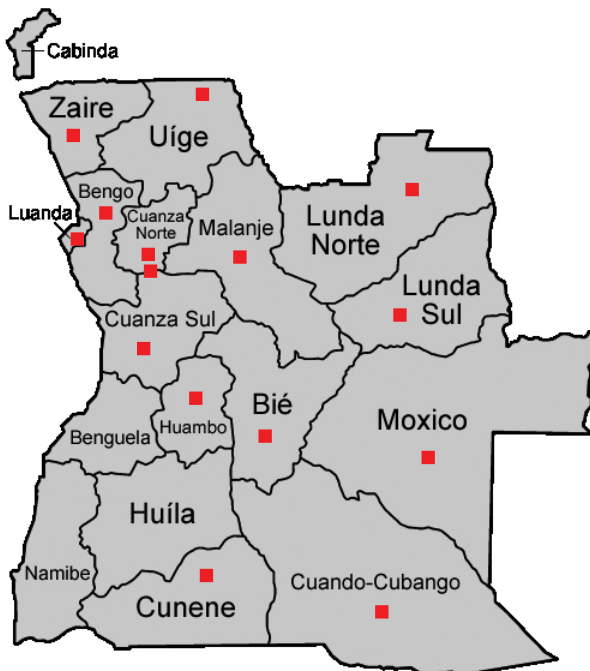
106.369 people participated in the Campaign for Adult Literacy in Bié, Luanda, Bengo, Kwanza Norte, Zaire, Huambo, Kunene, Uíge, Malange, Lunda sul, Lunda Norte, Moxico, Kuando Kubango and Kwanza Sul. ADPP collaborated with the Ministry of Families and Women's Affairs and, in Bengo and Uige with the Ministry of Education. Approximately 61% of participants were women and 39% men, demonstrating not only the need to raise the level of female education but also the desire of women to acquire reading and writing skills.

Female literacy is in focus because of the implications it has for the economy and for child health. Ironically, while both family economy and child care show improvements as women become literate, many girls have to leave school precisely to help look after younger siblings or otherwise support the family.

The program used by ADPP is the Ministry of Education's Literacy and Accelerated Learning, which takes participants from 1st to 6th grade level in 2.5 years.

In addition to the literacy campaign, many EPF trainee teachers establish literacy classes in rural communities during the third and final year of teacher training.

■ ADULT EDUCATION CAMPAIGN



Ministry of Families and Women's Affairs



The Ministry of Education



RESULTS 2014

- 1.404 literacy teachers, 1.166 men and 238 women
- 31.455 participants passed Module 1
- 42.122 were sitting or had passed Module 2
- 30.214 Module 3.

"I have great respect for my ADPP literacy teachers for the part they played in turning my life around intellectually"

- Bernarda Sapalo, 54, Jamba Kwenyo



Stories from the Field

Albertina Pelinganga

My name is Albertina Pelinganga and I'm 38 years old. I live in the village of Capanda, Ombadja district, Cunene province and I have been studying Module 3 of the literacy program. I want to thank my literacy teachers and the leader Sr. Zikielo Kiaku: after 36 years never knowing how to read or write, now, thanks to God, I can do both. This is because I believed in myself but I must also praise the constant efforts of the ADPP literacy trainers. I feel very happy and fulfilled and at the same time surprised because I never thought that some day I would be able to read and write.

I appreciate the encouragement of the National Director for Rural Development from the Ministry of Family and Women's Affairs, Dr. Anot Santos, for having created, in addition to Adult Education, a new Women Entrepreneurs project in Cunene. I am now interested in joining the group of women entrepreneurs, all thanks to the knowledge I gained in reading and writing on the ADPP adult education program.

"I feel very proud to be a literacy trainer in my own village"

- José Wassessa Muandumba, 52, Muacatende, Saurimo



"Because of years of conflict I never went to school. When the literacy trainers came, I realised the importance of being a literate woman. Now I have this certificate in my hands and I feel prepared get a job".

- Inês Cacuo, 55, Ringoma

RESULTS 2014

- 7.694 families organised in projects for Economic Development and Family Entrepreneurship.
- 7.694 farmers participated, of which 3910 were female
- 1.015 Entrpereneurs (of which 449 women) created their own small business
- 398 participants (277 women) opened bank accounts

COMMUNITY PROJECTS FOR ECONOMIC DEVELOPMENT AND ENTREPRENEURSHIP

Reinforcing local economies and empowering rural families to become self sufficient is the main thrust of the Community Project for Economic Development, which ADPP implements with the Ministry of Families and Women's Affairs. During the first three years, agriculture is the base of the projet, with emphasis on improving small-scale agricultural production in order to create surplus for commercial markets.

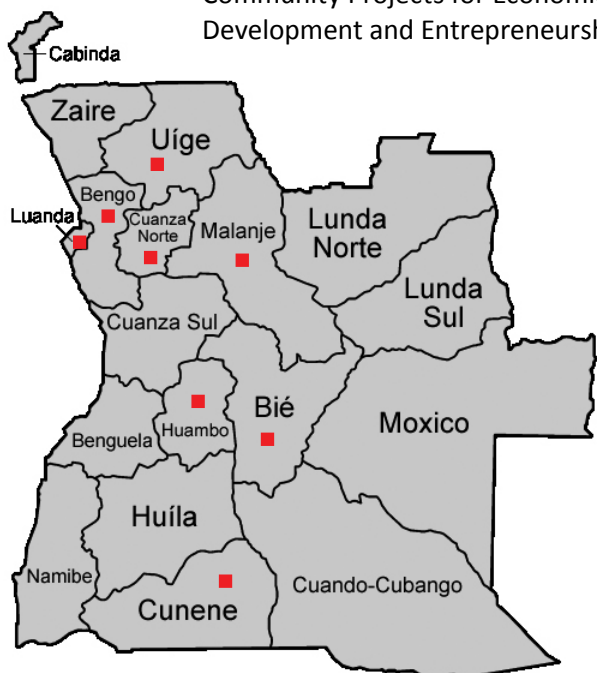
Diversification is also encouraged, to spread the income base, through a range of locally viable skills and trades. Combined with entrepreneurial training, the participants learn how to establish income generating activities.

Family Entrepreneur Clubs help organise and train both the farmers and the small business holders. Each club has 50 members and elects a president, vice-president, secretary, treasurer and councillor. The project aims to increase competence, production, business and marketing skills and provide an infrastructure to facilitate transport, sales, the transformation of low value raw materials and the establishing of new micro enterprises.



Ministry of Families and Women's Affairs

Community Projects for Economic Development and Entrepreneurship



PROJECT SPOTLIGHT:

A SCHOOL-BASED MODEL FOR IMPROVED COMMUNITY WATER AND SANITATION IN RURAL AREAS



ADPP is implementing a USAID funded project in Benguela Province, the aim of which is to tackle the lack of basic sanitation and poor access to clean drinking water. These deficiencies are the underlying cause of widespread disease, sickness and premature death.

With funding from USAID, and a project period of 42 months, ADPP Angola is promoting sustainable, community-led development, with education as one of the pillars, in order to reach 150.000 people and leave a solid basis for long-term improvement.

The project is school-based, but by concentrating on schools, especially primary schools, the project aims to reach a wide sector of the community. Parents and family members are involved in improving facilities at the schools and are encouraged to mirror these improvements at home. USAID-supported school-based WASH programs have been demonstrated to contribute to improved community hygiene behaviour. They are also vital in providing a safe school environment and eradicating poor sanitation, which is a factor that limits children's educational progress.

In-service teachers and trainee teachers are learning to give water, hygiene and sanitation lessons at schools. The in-service teachers in the project area will continue to educate primary pupils, while the trainee teachers will implement water and sanitation micro projects in the rural communities where they spend their final year in teaching practice. Once graduated, they will also continue to teach pupils about hygiene and sanitation.

Young people at EPP Benguela are trained in water, hygiene and sanitation and the development of WASH centres. A rural WASH technology center is an important element of the project, promoting low cost, low tech water and sanitation models for use in the local community.



Ministry of Environment



Ministry of Energy & Water



Ministry of Education



The project aims to provide the community with the knowledge, tools and environment to improve basic water, hygiene and sanitation, and reduce waterborne disease and infection.

The project goals are:

- Increased access to improved water and sanitation facilities with the construction and/or improvement of latrines and hand washing facilities at 100 primary schools
- Increased access to clean water by renovation of existing facilities or by organizing PTAs to find alternative solutions
- Mobilization of 100 families around each school to construct latrines and hand washing facilities at their homes
- Increased use of these improved facilities through education and awareness exercises

“After a while, I started making the latrine at her house with her. Following the plan that we had, we began to build it. When we finished, I helped set up a tip-tap hand washing system and mobilized the lady to make a hole for garbage, which she did. Later, when I visited her, she told me that the latrine was very important and that she had also mobilized her neighbors to make tip-taps, holes for garbage and latrines.”

-Beatriz Lussati, area leader in the municipality of Ganda, Benguela



Area leader giving Lessons in Kayundu village, Chongoroi.



A family built latrine in Ganda.



Construction of a school latrine.

RESULTS 2014

- 100 Primary schools active
- 160 in-service teachers trained
- 1878 Weekly lessons
- 90 Water and sanitation clubs
- 30 Drink clean water campaigns
- 97PTAs active in improving sanitation
- 9 Improved sanitation/toilets at schools



- Farmers' Clubs
- Treeplanting
- Distribution of used clothes

AGRICULTURE AND ENVIRONMENT

Food security is a priority in Angola. With improvements in many spheres, eradication of hunger is still a priority. ADPP's Farmers' Club project addresses issues of food supply, productivity and nutrition by helping farmers learn new and appropriate techniques, improve access to water, cultivate nutritionally rich crops and produce surplus for sale and for storage against times of shortage. The farmers also receive help to commercialise their

products, earning money to pay for other necessities while boosting the local food supply.

Environmental considerations are important in order to prevent the depletion of natural resources. Tree planting thus forms part of Farmers' Club activities, the trees providing fodder, fruit, shade, building material and wood for burning.

“I received technical training with ADPP-Angola and I became an excellent field professional through the partnership I've had with the IDA (Institute for Agrarian Development). All this knowledge acquired has been very beneficial for me and, by extension, for my family”.

- Albino Mussunda Sapato, Project Leader, Farmers' Club Kuando Kubango

FARMERS' CLUBS

Farmers' Clubs, projects to assist family farmers increase food security and create sustainable economic development, were operating in five provinces during 2014. There were 5.791 farmers registered in clubs in Bengo, Cabinda, Kunene, Kuando Kubango and Kwanza Sul. Farmers' Clubs provide input in terms of knowledge and skills training, help the farmers to become organised and productive and assists them in ensuring basic infrastructures.

The program is based on practical training sessions at model fields, where the farmers learn new techniques, alternative irrigation systems and crop variants. They receive assistance in well-digging and in the making and installing of pumps. Health and sanitation campaigns provide vital information about disease prevention and treatment, and include the construction of latrines and safe drinking water sources. Entrepreneurial and marketing instruction, backed up by literacy programs, take the farmers a step closer to achieving an income from their produce.

The club structure of 50 farmers per club, each with an elected committee of five, provides the framework for training sessions and practical activities and, in the long term, for the sustainability of the project.

Whole communities benefited from Farmers' Club activities in 2014. The expected results of the Farmers' Club projects are that:

- Each farmer is organized together with his or her fellow farmers
- The farmers take care of and improve their land using environmentally friendly methods
- The farmers improve their access to water for irrigation
- The farmers provide their families with sufficient and nutritious food
- The farmers improve the health and well-being of their families their production

The results are not always quantifiable, as in the case of improvements in general health thanks to better sanitation, disease awareness and a more wholesome diet. In cases like the planting of 37.000 trees, the effects will first be tangible in the future. However, more copious harvests, surplus production and earnings from the sale of crops are a direct and palpable measure of the importance of the project.

RESULTS 2014

- 5 Farmers' Clubs – Bengo, Cabinda, Kunene, Kuando Kubango, Kwanza Sul
- 5.791 farmers organised in the projects
- 64,5% female, 35,5% male
- 112 clubs of approximately 50 farmers each
- 162 model fields
- More than 120 wells



Ministry of Agriculture



The Agrarian Development Institute



UFF

ExxonMobil



Stories from the field

Afonso Gomes Lubongo, FC Club member,
FC Cabinda

We cultivate a range of crops. We have fields that produce corn, peanuts, potatoes, cassava, beans and bananas. I have a vegetable garden producing peppers, tomatoes, eggplant, lettuce, cabbage, onions and watermelon. Between the fields and the vegetable garden I'm working around five hectares per year.

I have been involved with the ADPP project since 2007, and I have learned many things about conservation farming. I have learned about the consequences of burning as regards the environment (global warming) and the soil (loss of organic matter, destruction of microfauna, alteration of soil structure). I have learned new techniques such as how to make compost, crop rotation, measuring my fields, planting in rows, spacing and drip irrigation.

Once this has been done we sow the seeds provided by the project and we continue to take care of the crops until harvest time. I'm involved in the work on the model fields because of the benefits that come from collective efforts, and gaining more skills through the exchange of experiences between

members, project technicians and technicians from IDA (Institute for Agrarian Development)

Thanks to the experience acquired I opted to desist from burning the fields, to produce compost, to use the drip irrigation system, to adopt contour ploughing, to cover the soil to prevent evaporation and to quantify the results of my production.

Now I am noticing improvements in both the quality and quantity of what I produce. Last month I produced a surplus and with the money I bought a new pump, seeds for the fields and for the vegetable garden and paid for 2 hectares to be turned over. I'm planning to open a bank account in the near future to save money for more challenges.



A Consultant from the Agrarian Development Institute visiting one of the model fields, FC Bengo

“I think the best thing about all this is that I am able to pay tuition fees for my children”
- Armando Aníbal Jose, Farmer in Kwanza Sul



A Farmers' Club member showing off her production of maize, FC Kwanza Sul

“We have nothing but praise for the efforts made by ADPP in the agricultural sector, primarily with regard to small scale farmers in rural areas. In the coming years IDA’s objective is to urge the farmers to produce more in order to emerge from purely subsistence farming and engage in industrial and commercial agriculture”.

- Prospero Linga Mantado, Head of IDA “Institute for Agrarian Development”



Project leader during a planning session at ADPP Project Coordination in Ramiro, FC Cunene.



Project leaders and farmers drawing conclusions after a field trip, FC Cunene.



Rope pump installed. Right now there are 13 pumps installed in the gardens for irrigation and pumps installed in 4 locations for water supply for domestic use, FC Cabinda.



Visiting one of the Club member's own fields, FC Kuando Kubango.



Installation of a Rope and Washer pump for irrigation, FC Bengo



Training of Committee members in Malenge in the municipality of Cuchi, FC Kuando Kubango



Members of the committees in a training session. Training of FC Committees members is vital for the success of the project activities, FC Cabinda



During the business skills training, a farmer is drawing her vision, FC Kwanza Sul



Project leaders being trained in data collection so that they have a full understanding on how to collect data from the farmers, FC Bengo.

“What I learned at the model field I brought to my own field and everything I had learned I put into practice in my field. This gave me good results and good production”.

- Eduardo David, Club member, FC Kuando Kubango.



PROJECT SPOTLIGHT: TREE PLANTING

An ambitious project, initiated as a campaign by ADPP in 2013, is seeking to plant one million trees in 15 provinces of Angola. In 2014, the figure of almost 600,000 trees planted was reached, a major step towards the ultimate goal.

ADPP projects of all types participated in raising and planting trees, in the community, in and around schools, at police stations, on smallholdings and in villages. Teacher training schools, children's schools, Farmers' Clubs and Rural Development projects collaborated, combining practical actions with information and lessons about global warming and climatic

change.

The benefits of increased tree cover are rapidly appreciated by all, with more shade, protection against wind and erosion, renewed and renewable supplies of wood for fuel and for construction, fodder for animals and food for humans. The hidden and the longer term benefits such as the fixing of nutrients in the soil, the production of oxygen and the absorption of CO₂ may be less easy to grasp, but those who are hardest hit by drought and flood are more than aware that measures have to be taken.





TREES PLANTED

600.000 trees planted throughout the country since October 2013





PROJECT SPOTLIGHT:

DISTRIBUTION OF SECOND HAND CLOTHING

When severe drought affects rural areas, this inevitably exacerbates an already difficult situation for thousands of poor families. ADPP, with financial support from UFF Norway and Planet AID USA, organised the distribution of used clothes to 7.700 vulnerable families in Benguela and Namibe and 8.900 families in Kunene.

The selected families each received 10 kilogram bags of clothes, and could thus use their scarce resources for other basic necessities such as food, medicine and education. Many of those receiving packages were elderly, unemployed or subsistence farmers taking out a living from small plots of land.

UFF





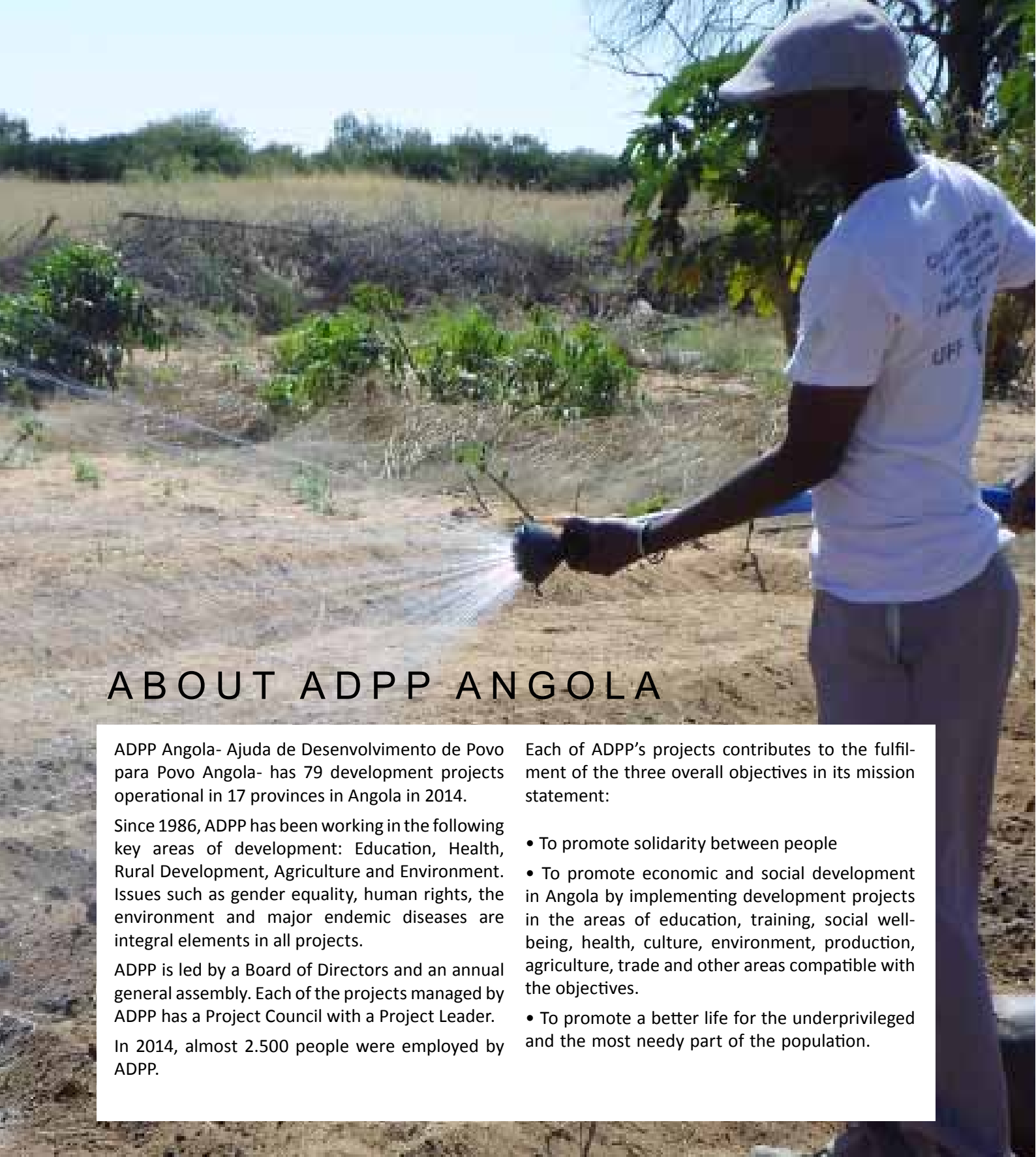
ADPP FUNDRAISING



ADPP Fundraising which promotes the sale of used clothing by commercial agents to serves various purposes. Primarily, it generates income for development projects in Angola. Moreover, it provides direct workplaces plus opportunities for mainly female entrepreneurs, and makes quality clothing available at affordable prices. Local sales agents and wholesale customers receive help and support from ADPP to build up their businesses and become successful entrepreneurs. A stable income means a

better standard of living and the possibility of ensuring a sound educational future for the children. Affordable clothing means poorer families can dress with dignity within a limited

- RESULTS 2014**
- 12 provinces
 - 74 direct employees
 - 21 agents and sales stations
 - 1535 wholesale customers
 - 43 market places with stalls
 - 2.904 tons of clothes sold
 - 220 tons of shoes sold
 - 2.5 million retail customers



ABOUT ADPP ANGOLA

ADPP Angola- Ajuda de Desenvolvimento de Povo para Povo Angola- has 79 development projects operational in 17 provinces in Angola in 2014.

Since 1986, ADPP has been working in the following key areas of development: Education, Health, Rural Development, Agriculture and Environment. Issues such as gender equality, human rights, the environment and major endemic diseases are integral elements in all projects.

ADPP is led by a Board of Directors and an annual general assembly. Each of the projects managed by ADPP has a Project Council with a Project Leader.

In 2014, almost 2.500 people were employed by ADPP.

Each of ADPP's projects contributes to the fulfilment of the three overall objectives in its mission statement:

- To promote solidarity between people
- To promote economic and social development in Angola by implementing development projects in the areas of education, training, social well-being, health, culture, environment, production, agriculture, trade and other areas compatible with the objectives.
- To promote a better life for the underprivileged and the most needy part of the population.

ADPP is an Angolan NGO (non-governmental association) officially registered with the Ministry of Justice

ADPP

ADPP Angola is co-founder and member of the Federation of Associations connected to the International Humana People to People Movement, which has members from 43 countries worldwide

HUMAN RESOURCE DEVELOPMENT

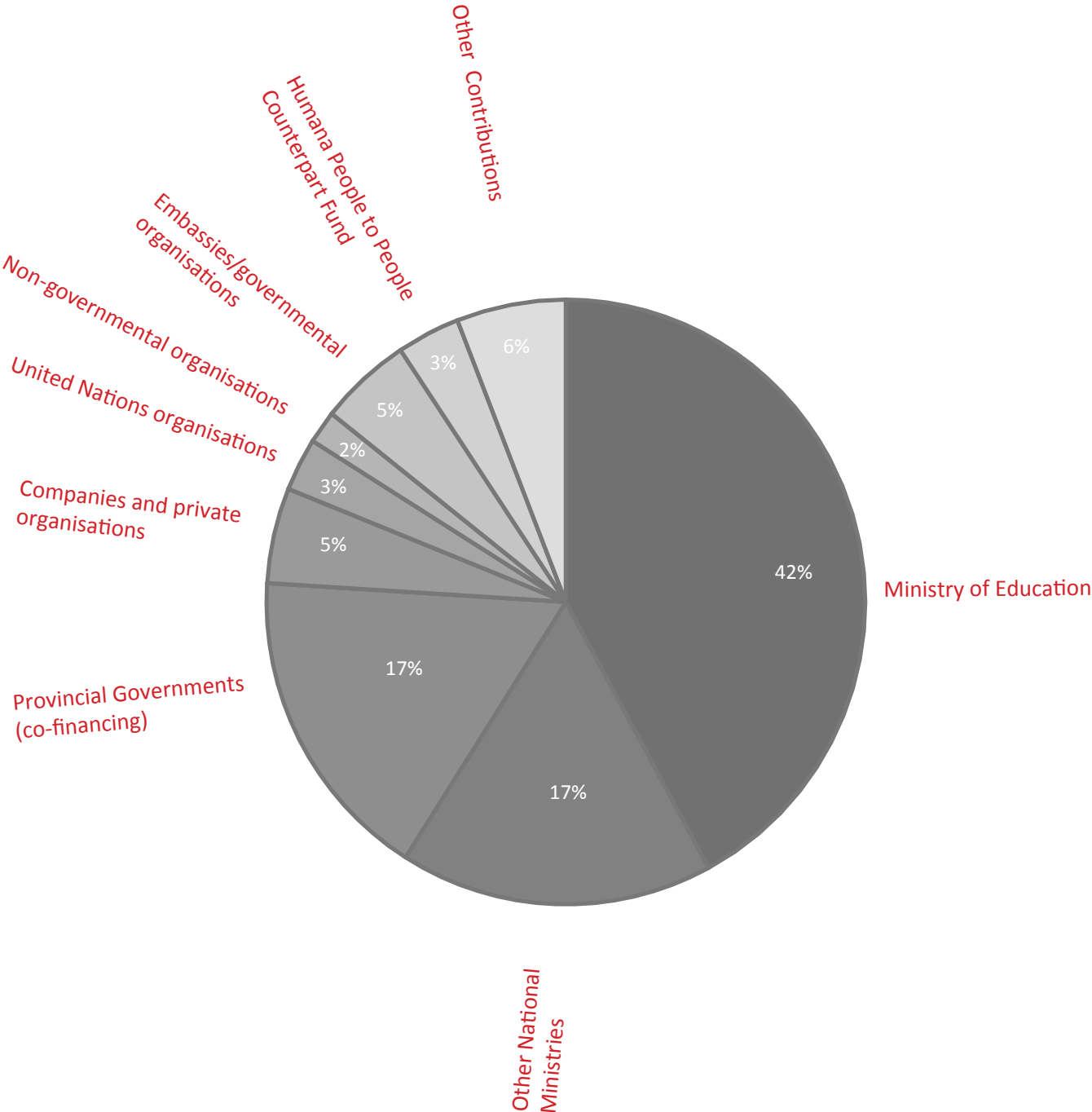
ADPP is committed to human resource development, helping each individual develop their capacity to create development. Importantly, ADPP staff learn to work together in pursuit of a common cause- to solve problems together, celebrate success together and tackle new challenges together. Some of the capacity building training on offer includes:

- ADPP Courses and Conferences Centre in Ramiro, Luanda
- Frontline Institute Zimbabwe
- People's Coach Training Program for Humana People to People Project Leaders.
- OWU/ISET (One World University- Instituto Superior de Educação e Tecnologia) Mozambique.



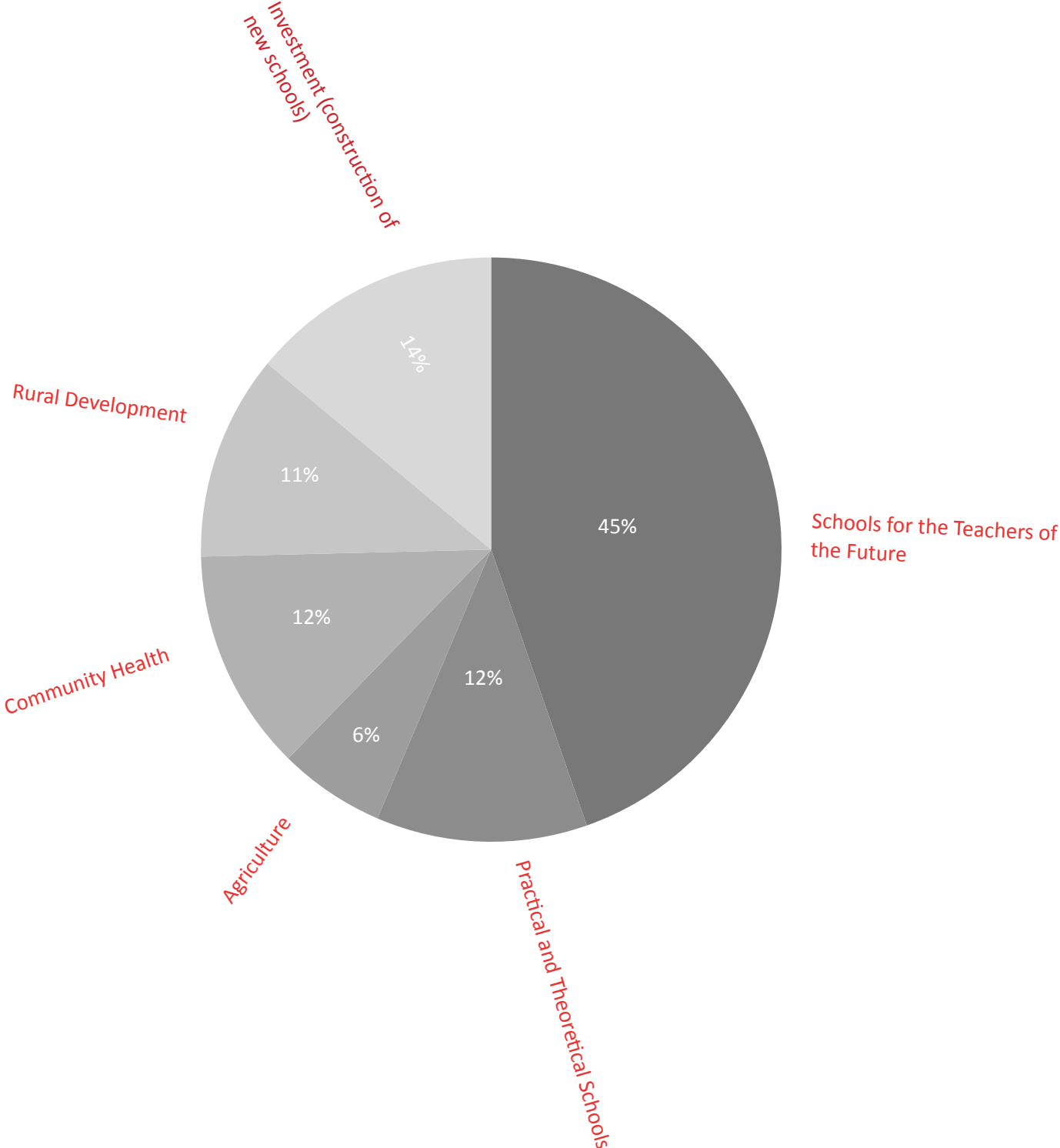
FINANCIAL STATEMENT

ADPP'S REVENUE IN 2014



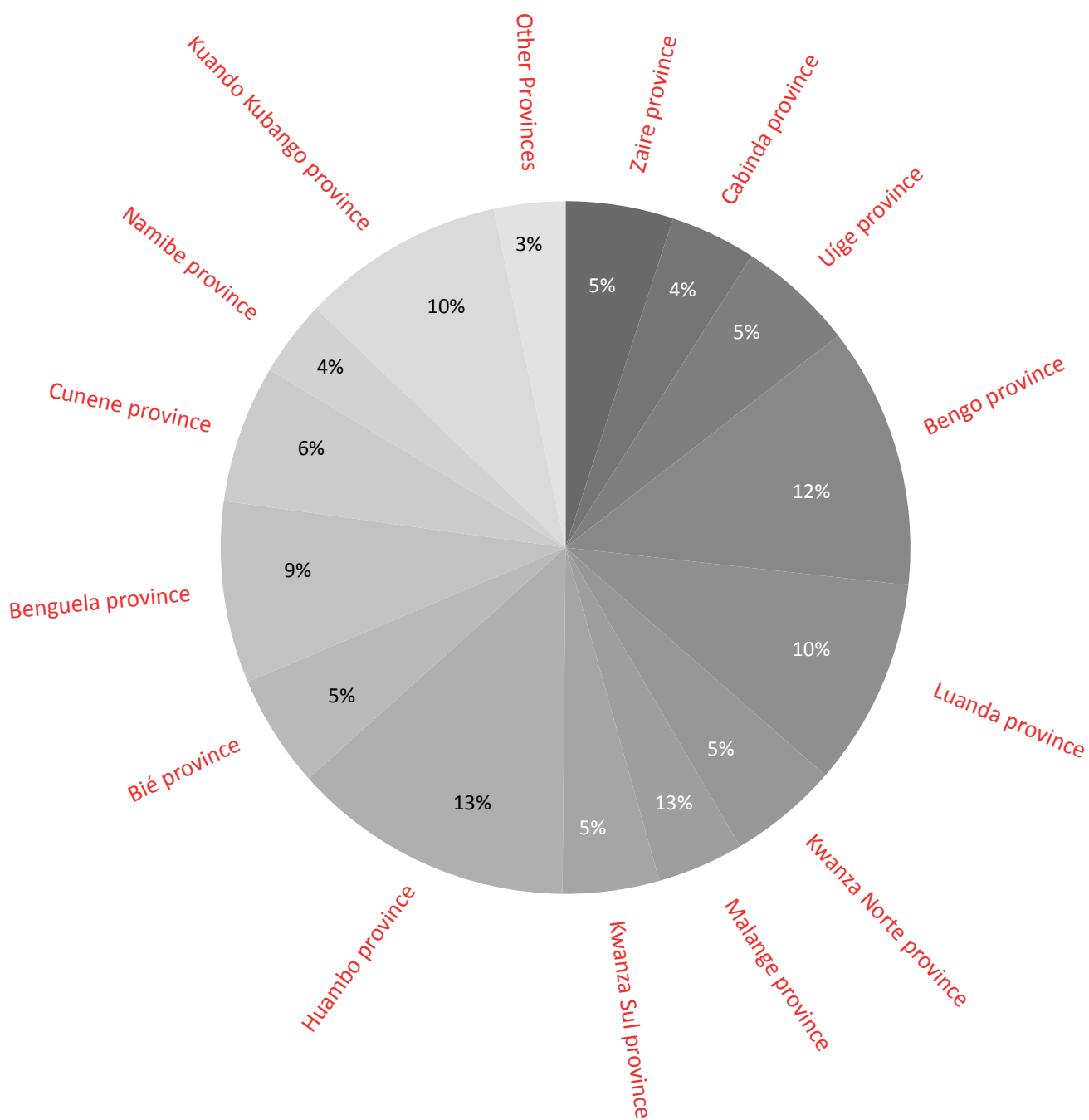
FINANCIAL STATEMENT

ADPP'S EXPENDITURE BY SECTOR



FINANCIAL STATEMENT

ADPP'S EXPENDITURE BY PROVINCE



HUMANA PEOPLE TO PEOPLE



The Federation for Associations connected to the International HUMANA PEOPLE TO PEOPLE Movement, is an international membership organization, registered in Geneva, Switzerland. The members are 31 national associations, working in 43 countries in the field of international development and cooperation. Humana People to People members operate more than 840 social projects reaching out to more than 15 million people in 2014 within the areas of basic health, HIV & AIDS, education, human rights, agriculture, environment,

relief aid and community development. Humana People to People members work with pressing issues facing mankind around the globe. Humana People to People has developed specific programs in each of these areas, which have been implemented by its members in many countries over many years. The Federation has a 35 year history of working with people at grass root level, building people's own capacity to help themselves - thus creating sustainable improvements.

MEMBER ASSOCIATIONS

HUMANA - Verein für - Entwicklungszusammenarbeit (Austria)

U-landshjælp fra Folk til Folk - Humana People to People (Denmark)

Ühendus Humana Estonia (Estonia)

Landsföreningen U-landshjälp från Folk till Folk i Finland r.f. (Finland)

HUMANA People to People Italia O.N.L.U.S. (Italy)

HUMANA People to People Baltic (Lithuania)

U-landshjelp fra Folk til Folk (Norway)

Associação Humana (Portugal)

Fundación Pueblo para Pueblo (Spain)

Miljö- & Biståndsföreningen HUMANA Sverige (Sweden)

Planet Aid UK Ltd (UK)

Planet Aid, Inc. (USA)

Ajuda de Desenvolvimento de Povo para Povo (Angola)

Humana People to People Botswana (Botswana)

Ajuda de Desenvolvimento de Povo para Povo ná (Guinea-Bissau)

Humana People to People India (India)

Development Aid from People to People in Malawi

(Malawi)

Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (Mozambique)

Development Aid from People to People Namibia (Namibia)

Humana People to People in South Africa (South Africa)

Development Aid from People to People in Zambia (Zambia)

Development Aid from People to People in (Zimbabwe)

Humana People to People Polska Sp. z o.o. (Poland)

One World Clothes Trade Bulgaria Ltd. (Bulgaria)

Humana People to People Congo (Democratic Republic of the Congo)

Associação Humana Povo para Povo em Brasil (Brasil)

Humana People to People Belize (Belize)

Humana People to People in Latvia (Latvia)

HUMANA People to People Deutschland e.V. (Germany)

Fundación Humana Pueblo para Pueblo - (Ecuador)

Humana People to People Slovenia (Slovenia)





PARTNERS IN DEVELOPMENT

Ministry of Agriculture
Ministry of Education
Ministry of Family and Women's Affairs

Provincial Government Bengo
Provincial Government Benguela
Provincial Government Bié
Provincial Government Cabinda
Provincial Government Huambo
Provincial Government Kuando Kubango
Provincial Government Kwanza Norte
Provincial Government Kwanza Sul
Provincial Government Uíge
Provincial Government Zaire

ACREP
Algoa
Angoalissar
Cabestive

European Union
ExxonMobil Foundation
FAO
Global Fund / Ministry of Health
Goldher
G4S
Humana NL

Humana Sorteerimiskeskus OÜ
Humana Spain
Jembas
Johnson and Johnson
KOICA / South Korean Embassy
LNG
MACON
MAXAM CPEA Lda
Ministry of Foreign Affairs Finland
MSH – Management Sciences for Health
Nalco
NCR
Planet Aid USA
PSI - Population Services International
Schlumberger
Sonamet
Statoil
UFF Finland
UFF Norway
UFF Denmark
UNAIDS
UNFPA
UNICEF
UNITEL
USAID
USDA
Weatherford

ADPPP

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