

A D P P  
Angola

Biennial Report  
2007 - 2008

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2007 and 2008 have been important years for Angola and for ADPP in Angola. The country is in an extraordinary period of peace and growth, which, with the success of the elections in September 2008, looks set to continue. Every day new steps are taken to create development, and improve the lives of all citizens. ADPP Angola is proud to be making its contribution.

During this period, the “Schools for the Teachers of the Future” movement has expanded in size and scope. There are now 10 schools in operation, training primary school teachers for rural and suburban areas.

In addition to the two and a half year pre-service training courses which are the mainstay of the schools, one year in-service courses (one day weekly) are now also helping raise the academic level in rural schools.

In the last two years we have made a concerted effort to improve the gender balance at the schools, and by the end of 2008, it was approaching parity on some courses. Across all the schools, 28% of the student body is now female. Much work has still to be done in this area, but we are proud of our achievements so far.

Another characteristic of the past two years at the teacher training colleges has been a massive digitalization of

the program. All the schools now have extensive computer facilities, internet access and a comprehensive digital library making them even better equipped to produce teachers of the future - better equipped, too, to be an integral part in the creation of development in many rural areas.

In the 2007 and 2008 we have expanded our commitment to rural development with an up scaling of rural training programs and the launch of “rural mobilizers”. This is a partnership between ADPP and the Secretary of State for Rural Development. The first Community Development project began in Bié, working with 11 lines of activities essential for human development, in an area where the State Department is spearheading efforts to establish much needed social infrastructure. The Rural Mobilizers are part of this effort and in each village, 2 people selected by the community are trained to facilitate development. They provide connections between the villages and provincial and national programs and initiatives, with an emphasis on health and hygiene, education, infrastructure, agriculture and citizenship.

As a part of the same effort to bring development to rural areas, ADPP started a Malaria Program in Zaire province in late 2008.

Hope and TCE, ADPP’s two anti-HIV/AIDS programs, have been

expanded in an effort to help prevent the disease reaching epidemic proportions in Angola. We have also reinforced our activities to protect the environment and involve communities in sustainable practices, notably through the expansion of environmental programs and projects.

The programs run by ADPP, and the development brought about by these programs, are a tribute to the efforts of all involved. We are proud of all we have achieved in the past two years together with our partners in development; humble but optimistic in the face of the challenges ahead. We remain committed to staying in the forefront of the battle for solidary humanism in the countless rural and suburban communities in Angola.

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



## A brief history

Development Aid from People to People Angola- in Portuguese, Ajuda de Desenvolvimento de Povo para Povo (ADPP)- has 30 development projects operational in almost all provinces in Angola.

The organization started its activities in 1986 with the construction of the first school – the Rural Technical Schools Paiva Domingos da Silva – today the Children’s Town in Caxito, a boarding school for orphans and other vulnerable children.

Since then, during periods of war and peace, ADPP has developed projects and programs throughout the country which currently reach thousands of people.

## 9 Sectors

ADPP Angola operates projects within 9 sectors. Each project contributes to the fulfillment of the three overall objectives in ADPP Angola’s mission statement.

## Teacher Training

The Schools for the Teachers of the Future train primary school teachers for rural and peri-urban areas. The students are trained to become teachers in the broadest possible sense: they function as community activists at the forefront of development in rural areas.

## Child Aid & the Community Program for Rural Development

Child Aid is designed to establish the conditions in which each child can fulfill his or her potential. The Community Program for Rural Development thus helps ensure development for whole communities in rural areas: the most

effective way of improving the quality of life for the greatest number of children.

## Vocational Schools

Vocational schools provide training to boys and girls in need of a solid basic education and practical skills to ensure a good start to their professional life. Young adults can choose one of the following trades: agriculture, construction, electricity, catering and tourism, administration. The courses consist of practical and theoretical elements and also include a period of work experience. Students are equipped to enter the workforce immediately on graduating and the schools are therefore an investment in increased production and economic growth in the community.

## Schools for Children and Young People

provide a quality basic education for children and youth with special needs, including street children, orphans and other vulnerable youngsters.

## HOPE

- a project in the fight against HIV/AIDS. The HOPE projects establish community-based centers with programs involving people infected or affected by HIV/AIDS. Hope projects work with: contact and training, health services, operational research, opinion forming activities and outreach work.

## TCE - Total Control of the Epidemic

- HIV/AIDS. The projects seek systematically to ensure that each person in an area of 100.000 people is informed about HIV/AIDS. Further, each person is helped to take responsibility for not becoming infected or, if already infected, to avoid infecting others. People are also organized to contribute to caring

## Mission statement

**The objectives of ADPP Angola are :**

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

for those affected. TCE helps people stay healthy and adhere to treatment when required. TCE officers also act as go-betweens for service providers in the area, for example, mobilizing people on a massive scale to undergo voluntary mobile testing. The end result is that whole communities can take control of the epidemic.

## Tree planting and Environmental Projects

Projects in this sector are designed to give theoretical and practical lessons on environmental questions, both local and global. Communities are involved in a range of conservation projects and are introduced to sustainable farming methods as well as learning of more environmentally viable practices in their daily life.



## Fundraising

involves the promotion of the sale of second hand clothes and shoes through agents and local traders in the provinces. This sector has a two-fold mission: to provide poorer sections of the population with quality second hand clothes at affordable prices and to create a profit from the sale which subsidizes ADPP's other projects. Thus castoffs are transformed from useless things to objects of value.

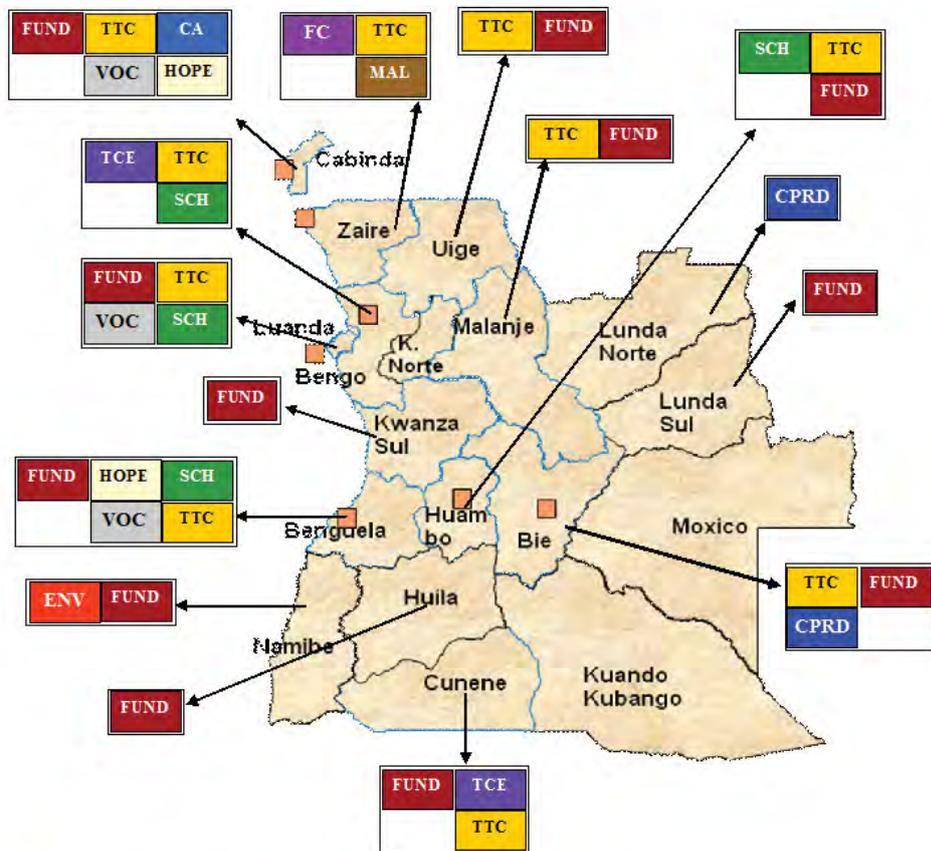
## Farmers' Clubs

The projects aim to assist farmers move from subsistence farming to farming with a surplus, in terms of produce and money. Farmers' Clubs include many activities: getting organized with other farmers, receiving training, starting income generating activities, experience sharing networks etc. The Farmers' Club members also organize collectively to market their produce, to reduce transport costs and to get better deals when buying seeds, tools, and other means of production.

## ADPP— organization

ADPP is an Angolan NGO (non-governmental association) officially registered in the Angolan Ministry of Justice in 1992. ADPP is led by a Board of Directors and an annual general assembly. Each of the projects managed by ADPP – whether it is a school project or a community project - has a Project Council with a Project Leader. In total more than 1.076 people work at the projects as teachers, community activists, clothes promoters, tailors, cooks, bricklayers, accountants, secretaries, drivers and others. On a daily basis, 8.340 people work or study at ADPP Angola projects and more than a million people benefit from the effects of the projects and programs. ADPP Angola is a co-founder and member of Humana People to People: The Federation for National Associations connected to the International Humana People to People Movement.

## Where We Work



- Schools for Teachers of the Future (TTC)
- Schools for Children and Young People (SCH)
- Vocational Schools (VOC)
- Child Aid and the Program For Community Development (CA / CPRD)
- HOPE (HOPE)
- Total Control of the Epidemic (TCE)
- Environmental Projects (ENV)
- Farmers' Clubs (FC)
- Fundraising (FUND)
- Malaria Program (MAL)

Environmental actions are also part of activities in schools and communities in 10 provinces.



## Sector 1: Schools for the Teachers of the Future

In partnership with the Ministry of Education, ADPP runs 10 teacher training colleges spread throughout the country. They are called the Schools for the Teachers of the Future. (In Portuguese: Escolas de Professores do Futuro, or EPF). These train primary school teachers, chiefly for rural areas. The first of the schools started in Huambo in 1995 and all are boarding schools. The education is a pre-service program lasting 2½ years, of which the final year consists of teaching practice at rural schools. Here the teacher trainees have full responsibility for both teaching and community activities whilst receiving supervision from the teacher training college. Apart from classroom teaching, the

teachers promote many other educational activities such as pre-schools, literacy courses, adult education and community activities like agriculture, health and cleaning campaigns, construction of classrooms etc.

The goal of the teacher training colleges is to produce extraordinary teachers who make a difference: in the lives of their students, in the villages they work in and by extension to society as a whole. The colleges aim to give their students the tools to do so: knowledge, practical skills, a wide range of experiences, a thorough understanding of themselves, society and the wider world. The students learn to be resourceful, imaginative and to see they

are capable of more than they think, especially when they work together with others. They become development pioneers. The curriculum at the schools reflects the high demands on the teachers of the future. It is divided into 8 periods, each with its distinctive theme. These are:

1. The World in Which We Live (3 months): history, geography, biology, English and science
2. Our Country, Angola (3 months): history, geography, biology and contemporary politics
3. We Continue Building Our School (1 month): firsthand experience of construction work, maintenance, gardening, project management and



leadership.

4. School Practice and Further Studies (5 months) Half time practice in schools, half time studies.

5. Consolidation and Charter Subjects (5 months): Further Portuguese, math and science. In addition, the students specialize in one of the following: Women's Advocate - Entrepreneur - Health Care Expert - Community Leader (working for the improvement of the community).

6. The Teaching Profession as a Part of the Teacher Training: teaching practice at a rural school for one academic year, with practical experience of teaching, community work and distance studies.

7. The Pedagogical Workshop (two weeks): how to establish and run a Pedagogical Workshop

8. The Final Examinations and graduation (1.5 months).

In 2007/2008: The number of colleges increased to 10, the latest addition being EPF Cunene. EPF Caxito, Benguela and Huambo were renovated and extended and EPF Bié was inaugurated. 3 new EPF's began in 2007 and 2008, though they are still under construction - EPF Uíge, EPF Malanje, EPF

Cunene. 2.191 students are currently undergoing training, of which 533 are women. 519 students will graduate in January 2009. Currently there are 2.042 EPF graduates working in all 18 provinces of the country. 103 micro-projects were conducted in 26 different municipalities in the country - including construction of latrines, establishment of horticultural projects, literacy projects, HIV/AIDS campaigns, sanitation projects etc. 320 primary school teachers with no previous pedagogical training received in-service training through a 40 session module at an EPF. 8 Angolan teacher trainers graduated from OWU / ISET with a B.A. in education.



# Schools for the Teachers of the Future



## EPF BENGUELA

Project start: August 1997  
Graduates in total: 340  
Graduates team 2006: 78  
Team 2007: 79  
Team 2008: 110

## EPF Benguela

The school was officially re-inaugurated on the 22nd of November 2008, National Educator's Day, after the completion of a good deal of building work. The Minister of Education, Dr. António Burity da Silva Neto, was present at the ceremony, which was also attended by the Governor of Benguela as well as a number of national and regional dignitaries.

The new team which started at the school in 2008 was somewhat larger than planned. This was due in part to the school's reputation for training exceptional teachers and in part because the school is well known through the many development activities it carries out in the surrounding communities. The school has a very wide reach in terms of teaching activities. During the "School Practice and Further Studies" period, for example, around 3.600 children and young people were taught by the teacher trainees. The teacher trainees were responsible for teaching 3.465 students during their long teaching practice.

EPF Benguela operates two Pedagogical Workshops, where local teachers attend seminars and debates, and a range of community activities take place. The school also cultivates 7 hectares of land, producing a variety of foodstuff for the school and a model of good farming practices for the community.

## EPF BIÉ

Project start: 2006  
Graduates in total: -  
Graduates team 2006: 71  
Team 2007: 90  
Team 2008: 87

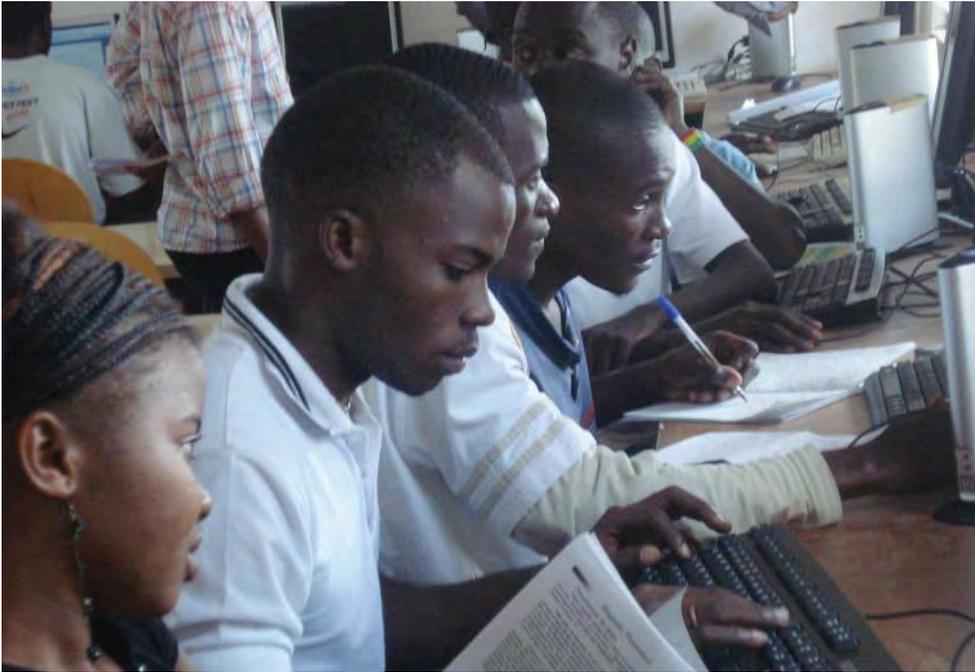
## EPF Bié

In August 2006 the first 86 teachers of the future began their training. As part of their 3rd period of education "We Continue Building Our School" in February 2007 the students planted 600 trees on the school grounds and established 3 sports pitches.

The school has also started providing capacity building courses as in-service training for teachers who have not undertaken formal teacher training. 27 primary schools teachers, nominated by local authorities, participated in the courses each Friday for 40 weeks.

In 2008 EPF Bié carried out a pilot project enrolling students who had completed the new 9th grade after the educational reform. 17 students completed a 6 month preparation period which was closely monitored and subsequently approved by the National Institute for Research and Development of Education. The students then continued their studies as part of the September 2008 team.

EPF Bié operates two Pedagogical Workshops providing in-service training, supervision, educational resources and community activities.



## EPF Cabinda

The recent teams have been larger than planned as the school has opted to try to meet as much of the huge demand for places at the school as possible. The youngest participants are 18 years, the oldest 44. The vast majority come from Cabinda province and 34% of the team are women.

One of the highlights of 2007 took place in March when the school started to use DmM digitally, providing computers for the students. The students can now take much more responsibility for their own learning. The database of teaching material allows them to tailor their learning to their needs and prepares them to teach in a modern way.

The remote community of Xa Muteba is still being rebuilt after the war. During 2007 and 2008, ADPP and EPF Cabinda were much involved in the area. ADPP, amongst other things, renovated two primary schools. 8 students from EPF Cabinda carried out their one year teaching practice in Xa Muteba; one was made headmaster, one pedagogical vice-headmaster, one administrative headmaster, and the other 5 teachers. Together with the teachers already in the town, they have started many new traditions and brought much life to Xa Muteba.

## EPF Caxito

In the course of 2007/8 the school invested in and installed a new computer system, consisting of a network and a terminal server. This system is very economical in that all the programs run from the server so that the individual stations can be thin clients which use very little electricity, or inexpensive second hand computers with very little capacity. The new technology has been a means by which to modernize the whole educational system at the school and much energy has been invested in discussing and implementing the new system.

The school is well on its way to meeting its target of providing in-service training to 50 teachers per year. The training consists of 160 hours of lessons plus 160 hours of practical tasks to be carried out in the course of normal teaching duty.

EPF Caxito has undergone extensive renovation during the past two years, with new roofs, accommodation for teachers, better kitchen and dining facilities, more common areas etc. A new generator has also been installed to ensure a stable supply of electricity.

## EPF CABINDA

Project start: 1998  
Graduates in total: 294  
Graduates team 2006: 90  
Team 2007: 83  
Team 2008: 97

## EPF CAXITO

Project start: August 1996  
Graduates in total: 485  
Graduates team 2006: 76  
Team 2007: 85  
Team 2008: 90

# Schools for the Teachers of the Future



## EPF HUAMBO

Project start: 1995  
Graduates in total: 456  
Graduates team 2006: 82  
Team 2007: 66  
Team 2008: 110

## EPF Huambo

Team 2005 graduated in January 2008 and all 45 newly-qualified teachers are now working in mostly rural primary schools. Team 2006 have taught in 9 of the province's 11 municipalities during their training. Team 2007 participated enthusiastically in the electoral commission's work before the elections in September 2008 as a practical way of teaching (and learning) about democracy. Through this work they also fulfilled the community service part of their curriculum.

The new team, which started in August 2008, has 110 students, of which 46 are female. This brings the school close to the goal of gender balance in each team, which will lead to more female teachers in the villages and thereby contribute to improved education of girls.

A thorough renovation of the school was completed in the period and 4 new dormitories have been built. This has given a significant lift to life at the school.

Among other activities during the period, EPF Huambo held training courses in sanitation for primary teachers in the area. In one single week of December, 190 teachers from 45 primary schools were taught how to start activities in their own schools to improve sanitation.

## EPF CUNENE

Project start: 2008  
Team 2008: 62

## EPF Cunene

The new director was appointed in May 2008. He is a graduate from EPF Benguela and has been trained at OWU Mozambique. The recruitment of students for the first team started in July 2008. The construction of the buildings started in September 2008 and the first phase of the construction will be finished and ready to be put into use in February 2009. The training of the first team started on the 1st of November in a primary school borrowed from the provincial education authorities. The pioneer team has already started many activities in the local community.

EPF Cunene has participated in a Water and Sanitation program with the objective to train the teachers in how to teach their pupils about the importance of hygiene, basic sanitation and safe drinking water. EPF Cunene also celebrated Global Hand Washing Day 2008.

# Schools for the Teachers of the Future



## EPF Luanda

Over the course of the past two years, the teacher trainees in their practice period have been responsible for the education of approximately 15.000 children in 3 provinces. The trainees have initiated community activities relating to HIV, cholera, malaria, the environment, tree planting and water management amongst other things. They have also participated in the construction of 3 primary schools, 1 pre-school and 1 home for teachers.

In 2008 much work has been done installing the new computer system and working with the digital curriculum. Children from a great number of schools have visited the Bird Watching Center run by the school, learning about the ecosystem in the area as well as gaining an appreciation of nature and environmental awareness. EPF Luanda took responsibility for involving 25 primary schools in a range of hand washing activities (lessons, songs, hand washing) on Global Hand Washing Day in October 2008.

A water tower and a desalination system have now been established at the school to ensure good, clean water.

## EPF Malanje

The past two years have also been the first in the existence of EPF Malanje, with new buildings, teachers' council and students. The first team, which started in August 2007, began their studies in temporary accommodation as the school buildings were not completed till spring 2008. Even the "We Continue Constructing Our School" period was carried out in the temporary accommodation.

Also on the agenda was building our reputation by showing the local communities what our school is about. The school held a great many community events, with topics such as malaria and the environment.

Students have also conducted cleaning campaigns in local communities, cultural events and activities with the elderly, including distributing used clothes from the Netherlands. Communities have been mobilized, entertained and informed through theatre, dance and discussions on important issues such as HIV, poverty, unemployment and corruption.

## EPF LUANDA

Project start: October 2000  
Graduates in total: 338  
Graduates team 2006: 79  
Team 2007: 98  
Team 2008: 100

## EPF MALANJE

Project start: 2007  
Graduates in total:  
Graduates team 2006: -  
Team 2007: 44  
Team 2008: 73

# Schools for the Teachers of the Future



## EPF UÍGE

Project start: 2007  
Graduates in total: -  
Graduates team 2006: -  
Team 2007: 83  
Team 2008: 109

## EPF Uíge

As part of the period “Angola- our country”, the 2007 team spent 8 days doing investigations in 5 municipalities. Gaining firsthand experience of how most people in the provinces live had a huge impact on the students, strengthening the resolve of many to return in their long teaching practice to help build up the schooling system. It became very clear for the students the difference they will be able to make as trained teachers in rural areas where there is an alarming lack of educated staff.

## EPF ZAIRE

Project start: 2001  
Graduates in total: 178  
Graduates team 2006: 53  
Team 2007: 80  
Team 2008: 82

The 2008 team is bigger than the previous year, but there are fewer females. Interest from women has been high, but there are still relatively few females in the province who have the qualifications to enter the program. This will improve with time and meanwhile the school re-intensified its efforts to enroll women, and is also preparing to open a small kindergarten for the children of students and staff.

## EPF Zaire

In 2007 & 2008 many of the teacher trainees in the practice period were teaching two or three classes each and, though they are being trained to teach 1st to 6th graders, some of them were also teaching 7th and 8th grade. Besides this, the students have been particularly active in community programs, especially the construction of latrines, evening classes for adults, agricultural programs and health education. In their 2nd period, the 2006 team conducted a survey in a suburb of Soyo and discovered that the majority of the population had been refugees in the Democratic Republic of Congo and experienced difficulties with the Portuguese language. This is also true of many of the students at the school, which therefore provides intensive language lessons.

In a month-long construction period, the students carried out maintenance of doors, windows and roofs which in addition to making the school look nicer is important to keep the buildings watertight. In 2008, the school organized 11 cultural events on historical days of interest where the local community was invited along to a fun and educative open day.

# Schools for the Teachers of the Future



## Gender Balance at the Teacher Training Colleges

From 1995 to 2005, only 12% of all teachers trained at the Schools for the Teachers of the Future were women. There are a number of reasons for this. Until 2002, the war created conditions which were not conducive to girls being trained as teachers. At present, very few girls have completed 10th grade, especially in the provinces outside Luanda, which is a prerequisite for enrolling in the teacher training courses.

Now in peace time, it is very important to train more female teachers as this will lead to greater access to education for girls in rural areas, thus helping develop and harness the potential of all children. When all children- boys and girls- are educated, whole communities can take part in the fight against poverty.

In 2008, a large-scale campaign was started to recruit more women to train as teachers, to ensure that they remain in the program and thereby to ensure greater participation of women in shaping the future.

One female teacher trainer has been given a scholarship to study for a Bachelor of Education at One World University in Mozambique and each school has now at least one female teacher trainer.

Almost 30% of the intake across all schools in August 2008 was female. This figure is on target given that many young women are still ineligible due to a lack of 10th grade education. For this reason, women have been prioritized in enrolment to the new 9th grade fast track program, where 50% of the first team to start in 2009 is female.

The environment at all the schools has been gender sensitized with female-only dormitory blocks and separate toilet and bath rooms. At some schools, facilities have been established to allow women to bring children below 2 years of age with them to the school.

From the beginning of their training, the female teacher trainees have started special activities for girls.

This program will continue in the coming years at all the Schools for the Teachers of the Future.

## OWU- One World University

OWU/ISET (One World University - Instituto Superior de Educação e Tecnologia) in Mozambique educates teacher trainers for, amongst others, the Schools for the Teachers of the Future in Angola.

Since its start, the university has graduated 190 instructors with a Bachelor degree in Education, who are now working at the teacher training colleges in Mozambique and Angola.

One World University is open to students who already have a diploma from a teacher training college and who wish to become teacher trainers.

8 Angolan teacher trainers graduated from OWU / ISET with a B.A. in education in 2008, making a total of 19 Angolan graduates from OWU since 1999. 17 Angolans are currently undergoing training.

The education at OWU/ISET is designed to train professionals who understand and act upon a broad range of educational matters. This means training teacher trainers with a solid all-round capacity, who will be able to meet the practical and educational demands in their home environments.

OWU/ISET trained instructors are able to provide a solid education for teachers training to become rural primary school teachers, who in turn will educate capable and innovative future citizens of their community.



# Expansion Plans for Teacher Training

The agreement between the Ministry of Education and ADPP Angola signed in 1996 envisioned the establishment and operation of 16 teacher training colleges in Angola, spread across 16 of the 18 provinces of the country.

A fully established teacher training college has the capacity to graduate 105 primary school teachers annually, ready to teach children in grades 1 - 6. The training is pre-service training. In addition to this, each teacher training college will be able to provide in-service training of 50 or more teachers per year.

From 1995 to 2001, the first 6 teacher training colleges were established and started operation. These colleges have received students from all 18 provinces of the country in a systematic effort to cover some of the need for qualified primary school teachers at national level.

A solid partnership has been established with the provincial Departments of Education in all 18 provinces of Angola and with all provincial governments.

Today the need is bigger than ever for qualified primary school teachers. Therefore the Ministry of Education and ADPP Angola have taken steps to establish the next 10 ADPP teacher training colleges. This is taking place in close cooperation with the host provincial governments.

A new teacher training college starts in a province when the preconditions for the establishment as well as the operation of the college have been fulfilled. ADPP Angola has the capacity to start 1-2 teacher training colleges every year and is presently preparing the start of EPF in a number of provinces together with the provincial governments.

16 ADPP teacher training colleges in Angola will have the capacity to graduate a total of 1.520 primary school teachers annually. These teachers will form a backbone in building up quality primary education in rural areas of the country. They will also be solid partners in the field making the intentions of the ongoing school reform a reality, thus creating relevant and efficient primary education for all children in Angola.



	2006	Jan 2009	2015
EPF	6	10	16
Annual Enrollment	645	850	1.680
Graduates per year	289	533	1.520
Total nr. of graduates	1.424	2.592	8.000





## Sector 2: Schools for Children and Young People



The objective of this sector is to provide children and young people from less fortunate parts of society with access to a good theoretical and practical education, in addition to providing a range of life skills. The schools aim to provide a stable and secure learning environment in which to promote the social, practical and academic development of each individual child, enabling them to become self-reliant and contribute to the development of the country.

ADPP Angola currently operates four schools in this category: two Children's Towns and two Schools for Street Children. The former have both boarders and day students, while the latter are solely for day students. All four schools offer education to 9th grade. The students are either orphaned, have problematic family backgrounds or otherwise find themselves in difficult circumstances as a result of the long civil war, poverty or illness. For some students it is simply a question of finding a school. The schools cooperate with the local authorities and social welfare departments to better support the children and their families, where possible. Special programs to ensure that girls go to and stay in school are also part of the program. The children follow the national curriculum and in addition have practical courses such as agriculture, sewing and computer skills. They also participate in the day-to-day running of the school. There is a range of after-school activities. The children can participate in a variety of sports, training for competitions arranged with other schools. They rehearse plays which they perform in the community. They learn handicrafts as a possible way to earn a living; they do community service and junior vocational training. In the evenings there are often literacy classes for adults. An important part of the program is civic education, in which the students are trained as activists who return to their communities with the knowledge, ability and desire to make a difference. All four institutions regularly hold open days, cultural events, seminars etc for local community members. In this way the schools serve as community centers.

In 2007/2008, 4.373 children and young people attended the schools. Girls' programs were a major headline at each of the schools, with more than 500 girls taking part.

# Schools for Children and Young People



## The Children's Town in Caxito

Project start: 1986

In 2007, 648 students were enrolled at the school. However, at the end of 2007, the Children's Town stopped enrolling boarding students until a thorough renovation of the buildings is carried out, and therefore fewer students were enrolled in 2008.

Over the past two years, the Children's Town has succeeded in substantially improving the pass rate for the students as a whole. This is in a large part because the school, with help from the teacher trainees from EPF Caxito, organized extra lessons for the weakest pupils. The new educational reform also played its part, with its focus on the individual evaluation of each student, which dovetailed with the new educational methods introduced at the school as a result of a process of digitalization.

100 girls have been enrolled in the Girls' Program and have participated in an extended program with practical skills and education about health, nutrition, sexual education, family budgeting etc. This program has helped to ensure that the girls enrolled in school did not drop out and in fact passed their exams.

## The Children's Town in Huambo

Project start: 1991

The Children's Town in Huambo underwent a large expansion in 2008 with 30% more pupils and 20% more teachers than the year before. There were 1.346 day students, plus 53 boarding students. There were 553 girls, representing 41%. The goal is to reach 50% and the school is well on its way towards this goal. The pass rate was a very respectable 80% and 96% of students completed the school year, which again is very satisfactory.

The past two years have been characterized by significant efforts in relation to girls from the surrounding villages. The Girls' Program started with 120 girls in 2008. In addition to acquiring new skills, the girls started a number of girls' clubs in their home areas. The objective was to support girls in the villages, encourage them to attend school, and pass on the knowledge they themselves gained in the Girl's Program.

From the boarding school section, 10 young orphans were reintegrated into the local community in a project between the social welfare department and ADPP, where the youngsters participated in building their own houses.

All the teachers have taken part in in-service courses to learn about new ways of teaching and new educational methods. The leadership of the school was on a course on gender equality and how to accomplish this in practice at the school.

# Schools for Children and Young People



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## The School for Street Children in Luanda

Project start: 1991

In 2008, the School for Street Children in Luanda achieved a pass rate of 94% for the school as a whole. Attendance increased and the re-enrolment rate from year to year is high.

The school has already reached a gender ratio of around 50% but given that girls in the area, which is difficult part of Luanda with all its many problems, are particularly vulnerable, it has been decided to aim for a majority of girls. 200 girls have benefited from a program of empowerment of girls. As at the other schools with the program, the girls have had practical courses and courses in life skills. All the girls have been organized into micro-groups of 5 with a mentor. They have helped each other to attend school regularly and pass their exams. The issue of avoiding early pregnancy- both voluntary and involuntary- has been an important topic for all groups. About 300 girls, who were not enrolled at the school, have participated in girls' clubs.

The school has carried out a massive water and sanitation program involving 1.500 students and 3.000 families. They have been given waste bins and water filters, taken part in regular health and hygiene lessons etc. 450 families have received materials and assistance in building new latrines.

## The School for Street Children, Benguela

Project start: 1993

The school has seen a sharp increase in pupil numbers. By the end of 2008 there were in total 1.612 pupils at the school, from first through ninth grade, compared to 880 at the beginning of 2007. The growth has given rise to new challenges. For example, the pass rate among students who had been studying at the school for more than one year was significantly higher than for the students who had only been at the school for one year. The challenge is to differentiate lessons sufficiently that both the stronger and weaker students learn optimally. The school is working on continuous evaluations of all students and DmM is being introduced. 30 school teachers have been on courses in the use of the digital educational system and it has been used in 5 classes with good results. Experience from the pilot project was shared with teachers and principals from surrounding schools.

In 2008, the school had 100 girls in the Girls' Program with vocational training established for them in cooking, sewing and IT & Administration.

The school has evening courses with 363 participants. These are mainly adults studying 5th to 9th grade levels. Most of them had their schooling interrupted during the war and are now catching up. A new generator has been purchased to ensure that evening lessons can always be carried out.



## Sector 3: Vocational Schools



The Vocational Schools operate under an agreement on vocational training between The Ministry of Agriculture and Rural Development, the National Institute for Professional Training and ADPP Angola.

The schools offer half or one year courses in construction, electricity, catering and tourism, administration and agriculture. The courses are designed to be as relevant as possible to the needs of the province in which the schools are located. The schools monitor the job market in order to train the kind of professionals wanted by existing enterprises and needed for starting new ones. Thus the vocational school in Cabinda, for example, has introduced courses in environmental studies and income generating projects. The schools also offer shorter courses in computer skills and English. In addition to learning the profession of their choice, the students study a range of other subjects such as general knowledge, language, sports, art, music, drama and history. All the students are also trained as HIV activists.

The schools offer a combination of theoretical and practical skills, with a view to the students entering the workforce on completion of the course. An important part of the program is the attachment period, where students work in different companies to practice their skills. This provides them with working life practice and experience, giving them an opportunity to prepare themselves for the labor market. The students are trained in order to be able either to fill a position in the labour market, or to establish and run their own businesses. The aim is to enable them to create a good future for themselves, their families and, in a wider perspective, for the good of society as a whole.

364 students were trained at the vocational schools during 2007/2008. Many people from a total of 96 communities participated in environmental actions undertaken by the schools.



## The Vocational School in Cabinda

Project start: 1995

The school offers 6 and 10 month training courses to young people in construction, electricity, agriculture and rural development, and in catering and tourism. The students learn life-skills and broaden their general knowledge. All courses are theoretical and practical, with the students undertaking a one month work placement as part of their course.

Shorter courses on offer include environmental awareness, forestry management, computing skills and English. The school develops and offers courses in line with the needs of the community, including welding courses and evening courses in English and computer studies. In 2008, a 12 day course in nutrition and the handling and storing of food was run. The school also functions as a cultural and educational center for the community. The environment in local and international context is an increasingly important part of the school's profile and features on all courses and activities.

The school had 245 students in 2008. The courses are very popular, in particular the Catering and Tourism course, which was oversubscribed by word of mouth alone. In periods where students on the longer courses are on placements, their classrooms are used for students on short courses, ensuring that the school is always filled to capacity.

## The Vocational School in Viana

Project start: 1996

Some important events have taken place at the Vocational School in Viana during the last two years. In 2007 a new director was appointed, and in 2008 the school has taken possession of new and better buildings, which will make possible an expansion in 2009, that has been carefully planned in the past two years.

The program has been running at full capacity during this time of transition. The school has 35 students taking courses in electricity, construction, sales and marketing, and accounting. New courses have been started in computer studies and administration. All of the students who took their final exams in the last two years graduated and were certified by INEFOP, the National Institute for Employment and Vocational Training. All of them are now in employment or working as independent professionals.

A community environmental project was started with the establishment of a tree nursery, and at present 3.400 trees of various types have been planted. The school has also started 4 youth clubs in local churches dealing with issues such as global warming. In addition, club members helped to create a small fish pond on the school grounds.



## The Vocational School in Benguela

Project start: 1994

In recent years, the school has had an increasing number of students, reaching 266 by 2008. The students follow the curriculum for 7th or 8th grade for half the day, while the other half is devoted to courses in construction, electricity or administration. These courses are all geared towards the needs of the local labour market in Benguela province. The courses cover a variety of subjects:

- Construction: design, engineering, safety, basic carpentry, electricity, plumbing, works management.
- Electricity: equipment and material, installation of high and low voltage appliances, safety, mathematics and Portuguese.
- Administration (for girls only): invoicing, documentation, bank transactions, mathematics, human resources, basic computer studies, management, accounting.

Each course includes a month long work placement as well as lessons in general knowledge, basic health care, environmental issues etc.

The school helps re-train former soldiers and vulnerable youngsters and is also working for gender equality. This year it launched an environmental program, establishing a tree nursery at the school and building fuel-saving stoves together with the local community.



## Sector 4: Child Aid and the



The idea of the Child Aid Projects is to create a supportive environment for the development of the child through creating development for the community as a whole. The families are organized in order to support each other, to be empowered to improve their own lives and to see themselves as a driving force in creating a good environment for their children. All Humana People to People Child Aid projects have 10 areas of operation:

1. Strengthening the economy of the families
2. Health and hygiene - hereunder the fight against HIV/AIDS.
3. Pre-schools.
4. Children as active in the political, social, cultural and economic sphere of society.
5. Children without parents.
6. Education.
7. District development.
8. Environment
9. and 10. Locally defined areas.

Pre-Schools of the Future (POF), which prepare the children for the school, are an important part of Child Aid in Angola. A total of 485 children take part in POF, in Cabinda, Benguela, Bengo, and Namibe. In a joint program with the Secretary of State for Rural Development, ADPP is managing a community development program for 3.000 families and also the training of community activists or rural mobilizers - through Child Aid programs. These are local people who link their communities to national and provincial initiatives, bringing about development and improving the lives of children and the community as a whole. The project started in 2008 and aims to train 400 rural mobilizers. As of the end of 2008, 13.000 families are involved in the Rural Development Projects. The first 120 rural mobilizers have been trained in the rural provinces of Huambo, Bié and Bengo.

# Community Program for Rural Development



## Child Aid Cabinda

Project start: 1994. Child Aid Cabinda is active in more than 30 villages. There are now 6 pre-schools, each also functioning as a community center for its area. Child Aid involves individuals, families, clubs and the local community as a whole in development projects. 375 children attend the pre-schools. In 2008 their teachers attended a 2-week seminar organized by the Social Welfare department, which also provided tables and chairs for all classrooms. During 2008, the project was visited by the Minister of Social Affairs and the Governor of Cabinda province where the children presented them with "Pre-schools of the Future" books. Under the title "Forests for the Future", and on the basis that the environment is an increasingly important issue in how the future will shape up for today's children, Child Aid and Community Development Cabinda worked in 30 villages with 1.568 families involved in environmental projects. 35 nurseries with 17.000 trees have been established. Nutritionally valuable "Moringa" trees have been planted in 28 villages and 14 vegetable gardens have been created. 9 rope pumps are now established which means clean water for a great many people. 183 firewood saving stoves have been built to protect the environment and cut workloads for women and children. A community development project in Yabi, a town south of Cabinda city, started at the end of 2008, and benefits 250 former soldiers and their families.

## Xa Muteba Community Project

Project start: 2008. The project has been highly focused on education and the educational system. Xa Muteba is a very remote municipality in Lunda Norte. During the war many people fled and the schools were destroyed. In the initial phases of this project, ADPP has renovated two primary schools, one of which is managed by the municipality, the other by the Catholic Church. Classrooms have been renovated and new buildings have been constructed, including residences for teachers. A part of the renovated Catholic Church school was officially handed over at the end of 2008. The government has built a new secondary school – the only one in the municipality- and the teacher training college in Cabinda has provided the staff. Many children now have improved access to education and the teachers have carried out development activities with the local community.

## Community Program for Rural Development, Ringoma, Bié

Project start: 2008. The project is part of the Program of Rural Development and Fight against Poverty operating under the Secretary of State for Rural Development. The project was formalized on the 30th June 2008 and thereafter presented to local authorities and publicized in villages. 60 rural mobilizers were selected in cooperation with local authorities and trained for a month. After having completed the course with success, they received diplomas recognized by the Secretary of State for Rural Development. In addition, 8 area leaders were selected and trained. By the end of 2008, the project has reached 1,500 households in 40 villages encompassing 7,500 people. The families have been organized in Development Committees, for e.g. agriculture, water and sanitation, HIV/AIDS, orphans, early childhood. 7 of the 10 lines of the project have been initiated in the second half of 2008. In "Strengthening the Family Economy" for example, families have attended seminars on improving efficiency in agricultural production and, in partnership with MINADER 1,200 chickens, 14 head of cattle, 2,295 kg of maize seed, 374 kg rice seed and 40 bags of fertilizer were distributed. The Health, Hygiene and HIV prevention line has seen activities in connection with Global Hand Washing day and World AIDS day, as well as carrying out refurbishments of 15 latrines and 12 water wells.

## Sector 5: HOPE



The idea of the Hope projects is to stop the spread of HIV/AIDS and to help those already infected or affected by the disease. For the region, Angola has a relatively low HIV prevalence, attributable in large part to the civil war which sealed borders and limited movement within the country. However, the situation has changed after the end of the war, and HIV is now a catastrophe in the making. Increased movement in the country and abroad, a generation that grew up during the war with a very low education level, an extremely young population, widespread poverty and gender discrimination, a high pregnancy rate among young girls, coupled with a comprehensive lack of information and service providers all contrive to provide a fertile base for HIV to flourish.

The first Hope project in the country was started in Benguela in 1997, followed by Hope Cabinda in 2000. HOPE centers are based in the middle of the community and form a center for activities against HIV/AIDS, a meeting place for activists, and a resource center where members of the public can seek advice. The Centers offer health services and operate a wide range of outreach activities, including programs in schools, workplaces, clubs etc. The Hope Centers provide a large scale training program for its own workers and volunteers, as well as for other interested parties. Indeed, part of a Hope project's remit is to provide linkage between service providers in an area. Both Hope centers have a voluntary counseling and testing facility which functions as a supplement to pre-existing facilities. Through their outreach work, the HOPE projects seek to continuously mobilize people to adopt safer sexual behavior and to be part of the community's response to the HIV/AIDS epidemic. Home based care and orphan support programs are also run through the Hope Centers. Other important HOPE endeavors include operational research and opinion forming activities. Currently Hope activities are incorporated into the programs at the majority of ADPP's projects.



## HOPE Benguela

Project start: 1997

Hope Benguela has carried out solid groundwork in the fight against HIV/AIDS in the past two years. The number of visits to the HOPE center and the number of people undergoing voluntary counseling and testing has increased sharply, in part as a result of monthly campaigns which have been carried out in the markets, on trains, at the bus stop, by the road, door to door and wherever people gather. In 2007 the HOPE center held almost one Open Sunday per month, while in 2008 these were held once per quarter but were on a correspondingly larger scale.

The Center now works with 70 schools in the province and 420 teachers. 210 youth clubs have been started with a total of 6.930 members. The Center also has a program for 150 police and military personnel. Hundreds of activists have been trained throughout the region. 802 people have been tested for HIV/AIDS in the mobile testing facility in 2008. 8 were HIV Positive - 3 women and 5 men. The HOPE center runs a project with 60 sex workers and 675 of their clients. The core of the project is to train the sex workers as Hope activists. Each woman has learned about HIV / AIDS and other STDs and has subsequently been trained to use this knowledge in their work and to pass it on to their clients.

## HOPE Cabinda

Project start: 2000

The HOPE project in Cabinda has 830 activists working to combat HIV & AIDS. Over the past two years around 12.000 people have taken part in HIV/AIDS workshops at the Hope Center, schools, workplaces, hospitals, churches etc. 8.000 people have visited the Hope Center to get information or take part in a variety of sporting and cultural activities. At every event information and condoms are freely available. 38.000 people have received information on HIV/AIDS directly from the HOPE center activities and 416.000 have been informed through radio and TV.

Over the course of the two years, 805 people have undergone counselling and testing, with 36 testing positive. These people have been referred for treatment in the health care system whilst also becoming part of the Hope Center's "Positive Living" groups.

During 2008 several research projects have been carried out and a number of activities have been started on the basis of the results of the studies to improve the situation, e.g. work has been done to increase the awareness of all the services at the HOPE Center. Two special projects are working with income generating activities for 180 single mothers, and with 40 sex workers, respectively. The HOPE Center has worked with opinion-forming activities, including holding workshops for the region's clergy who were made aware of the need for their efforts in the fight against HIV/AIDS.

## Sector 6: Total Control of the Epidemic (TCE)



Total Control of the Epidemic (TCE) is a program developed by Humana People to People to tackle the HIV/AIDS crisis. TCE has now directly reached around 9 million people in 9 countries. It is based on the principle that only people can liberate themselves from the epidemic so every individual has to take a stand on how to take control of HIV/AIDS and how to live according to his/her status. The program is designed to activate people at the most basic level.

The TCE program takes a systematic approach, where every single person is reached with face-to-face information in a three-year long campaign. In a TCE area of 100.000 people, 50 locals are recruited and trained as TCE Field Officers. Each Field Officer is allocated a field of 2.000 people and is tasked with the responsibility of personally contacting all 2.000 people in relation to HIV and AIDS, offering information, diagnostic tests and treatment.

TCE is, however, more than the dissemination of correct HIV/AIDS information. It goes to the core of the issue, helping each and every individual make a personal plan for how to reduce the risk of infection, focusing on behavior change. People are mobilized to go for HIV tests, stick to one faithful partner, use condoms, and they are encouraged to inform other people about the AIDS epidemic. Condoms are made easily available at no cost or at an affordable price all over the community. The TCE program also assists those who have tested HIV positive to adopt a positive and healthy life style in order to live longer. TCE has volunteers known as "Passionates", who run income generating projects, care for patients, ensure the constant availability of condoms in the community, care for orphans and ensure they have the opportunity to attend school, and much else.

The first TCE project in Angola began operations in Bengo province in 2006.

# Total Control of the Epidemic (TCE)



## TCE Bengo

Project start: 2006

Two thirds of the 3 year TCE Bengo project fell within the period of this report and much has been achieved. TCE Bengo has been near to or surpassed target with many of its goals: alone in 2008 it carried out 164.031 one on one visits, taught 64.722 people about HIV/AIDS and declared 63.489 people TCE Compliant – meaning that they have adopted a lifestyle free from risk of HIV. The Field Officers are well known and respected in the community and have worked together in a number of other circumstances e.g. assisting in national vaccination campaigns. One of the major achievements has been the formation of a Positive Living group. Few in Bengo are open about their HIV positive status and before the start of TCE, no one had ever given public testimony as an HIV positive person. The Positive Living group started with 13 people and expanded to 29. They meet twice a week and have, amongst other things, taken part in broadcasts on Radio Bengo.

Paul Gasol - international basketball player and UNICEF Ambassador for HIV / AIDS – has visited the project in 2007 as a part of his work in promoting knowledge and awareness about HIV/AIDS, during the African Basketball Championship, which took place in Angola.

In the latter part of 2008, attention has been focused on preparing the area for the end of the TCE program and the handing over of the activities to the community, which ought to continue being TCE compliant with, amongst other things, the help of the Passionates.

## TCE Cunene

Project start: 2006

The project covers 400.000 people and is divided into 4 TCE areas. During 2007 and 2008, 34.699 people were mobilized to undergo voluntary HIV testing, 10.997 lessons were held on HIV/AIDS and 2.177.350 condoms were distributed. 17 mobile testing campaigns have been carried out in co-operation with the INLS (National Institute in the Fight against AIDS). 38 Field Officers from the four different troops finished their counselor training at the beginning of the 2008 by taking part in a two week practical training course run by the INLS. These Field Officers are now approved counselors and ready to carry out field testing in their fields. The aim is to get all Field Officers trained and approved in order to spread access to testing for all.

A number of cleaning campaigns have been carried out by the TCE Field Officers, notably in several hospitals across the area. The cleaning was done with the assistance of Passionates and hospital workers. As a result of flooding caused by heavy rains in Cunene, TCE Cunene was asked by the authorities to participate in a cholera awareness campaign. Field Officers worked to heighten cholera awareness and visited tent camps, where people who have lost their houses are staying, once every week to distribute chlorine and give lessons on how to use it to clean the water.

## Sector 7: Environmental Projects



The Environmental sector, unlike the other sectors, encompasses both independent and cross-sector projects.

The first major independent project started in Tõmbwa in 1993. The project's main objective was to help in the fight against desertification led by the IDF (Institute for Forestry Development). It quickly became clear that, as with the majority of ADPP projects, a holistic approach was necessary in order to tackle the causes and consequences of the focus issue. In this case, it was necessary to tackle the welfare of the community as a whole in order to promote the protection of the local environment. The project therefore evolved into its present form: an environmental project run within the framework of Child Aid. In 1999-2000, the Tõmbwa Environmental Center was built to create a space, both physically and otherwise, for high school students to discuss environmental issues and take part in environmental programs.

ADPP Angola has since its inception incorporated environmental activities into its projects. This has included, amongst other things, tree planting projects, water management and sustainable agricultural practices. At present, environmental studies and actions form part of the curriculum at ADPP's educational establishments. Some of the activities are centred at the schools, others community based: examples of the former range from the construction and use of firewood saving stoves at a number of the schools, to the Bird Watching Center at the Flamingo Bay on the beach of EPF Luanda.

Community activities include establishing garbage sorting systems together with community members and tree planting. As environmental issues become ever more pressing both locally and globally, ADPP's environmental activities are set to expand.



## Environment and tree planting in Tômbwa

Project start: 1993

The project has three main focus areas: health and hygiene; pre-schools and the environment program. These 3 programs overlap and reinforce each other and this, together with the project's firm roots in the local community, has proven to be very useful in the preceding period. An outbreak of cholera in the area necessitated a massive effort from the every part of society and the Tombwa project formed an important part of the effort. Youth club members participated in door to door campaigns where they provided families with information on how to identify cholera, how to deal with it during an outbreak, how to prevent it etc. Families were instructed in the importance of treating water, keeping toilets clean and food hygiene.

The project also carried out a large scale campaign for the general cleanliness of the environment. Together with members of the community, waste was gathered, waste disposal systematized and new landfills were created.

There are now 5 youth clubs with a total of 90 members. In addition to actions such as those mentioned above, the club members also learn about the environment in theory and practice.

In 2008, the project planted 3.700 trees along with families, schools and church congregations. Many saplings have been sown in the nurseries and are ready to be planted in early 2009.

## Environment actions in schools and communities in 10 provinces

Project start: 2008

The project aims to bring environmental issue into focus as broadly as possible. From including environmental studies in teacher training courses, educating school students and the population as a whole to carrying out actions in local communities, this cross-sector approach is planting the seeds of environmental awareness across the country. Global warming and environmental studies have been included in the program at all EPF schools. The educational materials have been collected and adapted to be shared with the Ministry of Education, with whom ADPP will form a task force to work on how environmental issues can be incorporated as part of all teachers training in Angola.

In 2008, 42 environment actions were carried out across the 10 teacher training schools: Open Sundays on Global Warming, garbage sorting systems, establishment of nurseries, planting of trees, improvement of green areas, construction of firewood saving stoves, stimulation of interest for nature among school children, experimental gardens. In Bié a club has been formed among neighbors to promote environment-friendly farming. Youth clubs and school children in Tombwa have been mobilized to participate in environmental activities. In Cabinda, campaigns to eradicate slash and burn farming methods have been carried out, as well as beach cleaning campaigns. In Benguela, the school center has started to cultivate their 25 hectares of land using environment-friendly methods to provide a model project for the community.

## Sector 8: Farmers' Clubs



Farmers' Clubs are a tool for improving food security, alleviating poverty and promoting rural development. The Clubs operate in areas characterized by subsistence farming and aims at bringing the situation of the farmers above subsistence level. They are centered on 6 objectives:

1. The Farmers increase their wealth
2. The Farmers are able to provide their families with adequate and nutritious food
3. The Farmers take good care of and improve their land
4. The Farmers improve the well-being and health of their families
5. The Farmers have clean drinking water and effective rain water management systems
6. The farmers are organized in their communities

There are Humana People to People Farmer's Clubs in operation across southern Africa. ADPP Angola drew on the experiences of these clubs to start the first Farmers' Club in Angola in 2008. The sector will expand over the coming years, not least because of the synergizing effect to be achieved in networking between Farmer's Clubs. The Farmers' Club in Soyo has enabled 1.250 women to participate in sustainable agricultural production for their families.

Farmers' Clubs focus on sustainable agriculture practices as a means to attain higher yields. They increase the farmers' knowledge of simple and modern systems to decrease land degradation and improve soil fertility and water management. They also seek to improve the farmers' access to irrigation by introducing low-cost technologies. The project also includes planting trees in the communities – to increase shade, increase moisture levels and as a form of fencing to protect the fields from domestic animals. Lessons and workshops about farming issues, about health and hygiene and other family related topics are held. In addition, the Clubs seek to address illiteracy and to promote gender equality. A positive side effect of Farmers' Clubs is that the people who get organized around farming issues are also in a position to make use of their organization in other local initiatives.



## Farmers' Club: Trees for Life, Soyo

Project start: 2008

The project works with 1.250 farmers. Preliminary investigations at the start of the project revealed that a lack of water is a major problem for the people and that the farmers cannot irrigate their land anywhere near adequately. Lack of seed, both in terms of variety and quality, is also a serious impediment to farming in the area. Both of these issues are now being worked on.

All the initial activities in this period have been focused on improving the efficiency and productivity of agricultural activities in the local communities. 845 moringa trees have so far been planted in Kintambi, Kimbriz and Kifuma. 25 nurseries are being established in 25 communities, with 1.000 plants in each. A model field is being cultivated at EPF Zaire as a demonstration of sustainable farming methods. Communities are being taught why and how to reduce the traditional slash and burn farming methods and the use of firewood saving stoves is being promoted.

In addition, literacy lessons have been taking place as well as initiatives to promote gender equality. Both of these will in the long run have a great effect on the lives of farmers and their families. A large part of the community is already mobilized in the municipality of Soyo to take part in the activities and the project is therefore expanding across Zaire province

## Sector 9: Fundraising



Project start: 1989

Fundraising Angola started 17 years ago and takes place in 12 of Angola's 18 provinces, with a sorting center in Luanda. The project involves importing and promoting the sale of quality second hand clothes through agents. The idea of the project is twofold:

- a) to provide affordable, good quality clothing to the Angolan market and through this to increase living standards and
- b) to raise funds for ADPP Angola's development projects by transforming second hand clothes into funds.

The project encompasses some 1.500 traders, who earn their living from trading with clothes purchased from ADPP. In turn these traders serve an estimated 2.9 million customers.

By importing quality used clothing to Angola, Fundraising fulfills a number of extremely important functions. Clothing is a primary necessity of all people; it gives a person dignity, a sense of self-expression and protection from extremes of weather. In developing countries good and durable clothing is often difficult to come by or is very expensive. By providing communities with an alternative to expensive imports, ADPP is giving people access to quality clothing otherwise unavailable to them.

An important effect of the project is job creation, which is a part of the fight against poverty and is of immense importance for the country.

Clothes are imported, sorted, packed, and transported to the economic agents, who are licensed to trade clothes by the Ministry of Commerce. The economic agents sell the clothes to their customers, who then prepare them to be sold at markets to people in need of quality clothing at a good price. Each part of this chain creates jobs for locals and stimulates economic development, particularly in rural areas where an increased cash flow is spent on local goods and services.





Humana People to People is an international membership organization, which at present comprises 32 national associations working in 40 countries. Humana People to People is on the frontline of the struggle for development. The movement is built on an understanding that the people are the decisive force in creating development and that they therefore must be trained and equipped with the tools that enable them to transform their dreams and wishes for a better world into practical actions which make a difference. The overall purpose of the Humana People to People Movement is to create development where it is needed in an effort to minimize the gap between the rich and the poor.

Humana People to People members presently operate more than 225 development projects, reaching out to more than 7.5 million people annually, in the areas of basic health, HIV & AIDS, education, agriculture, environment, relief aid and community development. At present, projects include, but are not limited to:

- 21 teacher training colleges, which annually graduate more than 2.000 qualified and passionate teachers for the rural areas of Angola, Mozambique and Malawi;
- 40 Community Development Programs called "Child Aid" operating in 10 Southern African countries, India, China and Latin America.
- 46 HIV & AIDS Programs known as "Total Control of the Epidemic" in Southern Africa, India and China.
- 11 Farmers' Club Projects, with more than 40.000 members, which train small scale farmers in Southern Africa.

Furthermore, a number of Vocational Schools, Environmental Projects and Children's Towns for AIDS orphans and other vulnerable children, are operated on a daily basis.

Humana People to People organizations are known for their implementation capacity, cost efficiency, well established track-records and their close cooperation with National Governments.

The Federation has a 30 year history of working at community level, building people's capacity to help themselves – and bringing about sustainable development. ADPP Angola is a founding member of the Federation and draws widely on its resources. The Federation provides a dynamic forum where organizations based on a guiding principle of solidary humanism can be organized internationally, sharing information, inspiration and practical solutions in order to create sustainable development. As a member, ADPP Angola has access to knowledge, new thinking and technological support of international standards. The Federation arranges conferences and meetings regionally as well as at its international headquarters in Zimbabwe.

HPP headquarters is essential in spearheading the development of new programs targeting some of the big issues affecting the countries of many members.

## The members are:

1. HUMANA - Verein zur Förderung notleidender Menschen in der Dritten Welt (Austria),
2. Planet Aid Canada, Inc. - Aidons La Planète Canada, Inc.
3. U-landshjælp fra Folk til Folk - Humana People to People (Denmark),
4. Ühendus Humana Estonia
5. Landsföreningen U-landshjälp från Folk till Folk i Finland r.f.
6. Stichting HUMANA (Holland),
7. HUMANA People to People Italia O.N.L.U.S. (Italy),
8. HUMANA People to People Baltic (Lithuania),
9. U-landshjælp fra Folk til Folk i Norge (Norway),
10. Associação Humana (Portugal),
11. HUMANA (Spain),
12. Fundación Pueblo para Pueblo (Spain),
13. Biståndsföreningen HUMANA Sverige (Sweden),
14. Planet Aid UK Ltd
15. Planet Aid, Inc. (USA),
16. Ajuda de Desenvolvimento de Povo para Povo em Angola
17. Humana People to People Botswana
18. Ajuda de Desenvolvimento de Povo para Povo ná Guiné Bissau
19. Humana People to People India
20. Development Aid from People to People in Malawi
21. Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo
22. D.A.P.P. Namibia
23. Humana People to People in South Africa
24. Development Aid from People to People in Zambia
25. Development Aid from People to People in Zimbabwe
26. Humana People to People Polska Sp. z o.o. (Poland)
27. One World Clothes Trade Bulgaria Ltd.
28. Humana-Bulgaria
29. Humana People to People Congo (Democratic Republic of Congo)
30. Associação Humana Povo para Povo em Brasil
31. Humana People to People Belize
32. Humana People to People in Latvia
33. HUMANA People to People Deutschland e.V.(Germany)
34. Fundación Humana Pueblo para Pueblo - Ecuador

# Testimonials and Evaluations

## Dr. António Burity da Silva, Minister of Education

Thank you to ADPP, because you have corresponded to the confidence and the assurance which the Ministry of Education has placed in you to train rural teachers. For us, you are the most important teachers, because you experience the most difficult moments, not only in the professional sense but also in the pedagogical sense. We could explain this in more detail, but time does not allow us to do so.



## Dr. Rolando Vela, Delegate of Red Cross Germany in Angola

The programme of TCE in the province of Cunene is doing important work with their field activists, who are carrying out excellent work in community mobilization and sensitization about HIV/AIDS and contributing to the decrease of prevalence of the epidemic, especially in the rural areas. In some of the municipalities of the province, the activists of TCE are working together with the activists of Red Cross, united in the fight against HIV/AIDS. This is benefitting a higher number of beneficiaries and the quality of the community service.

## School administrator, José Mambondo Casimiro

### Report on Teacher Trainees

During their stay here, they displayed a good attitude towards the community and did good work at the school... they carried out a survey in the community and identified the problem of a lack of drinking water for the population, and from there they implemented a micro project of digging water holes, showing the community how to obtain good water. The community in general and the administration of this school strongly requests that they continue with us here

in the future as full time teachers.

## Adão Peregrino Chitau, student

I believe in my future...I believe because I have been receiving training in the electricity programme since August this year; ...After this course I am sure I will be a good electrician, a professional, and I will help my country and in particular my province, Benguela.

## Council Administrator, Lutonadio Samuel Ntima

(EPF Luanda) Recognizing the effect of the work of the teacher trainees in this municipality in promoting education, and, above all, the capacity building of our pupils... The administration expresses its thanks.

## Eva Marion Johannessen, for the Norwegian Embassy

...several aspects of the EPF "model" have been a source of inspiration for other teacher training institutions in Angola... my conviction is that ADPP implements the teacher education and training that the Ministry of Education wishes for Angola ... EPF fills an important gap in the education system in Angola. The pre-service teacher education is not only teacher training of high quality, but it also educates the future teachers as persons. The education authorities at national and particularly at local level value the EPF approach in this respect.

The teacher training seems to succeed in training the students to become responsible, cooperative, inventive, result-oriented and non-corrupt future teachers ...Another important aspect of EPF/ADPP is that it is a well functioning, modern organization with good routines, capacity to deliver, efficiency, energy, openness to the surrounding society and willingness to listen and learn from others.

## Mr. António Ribeiro, Representative of the National Network of People with HIV

TCE is a very important project for our country because it is based in local communities, conducts home visits, knocking on doors, giving information about the disease and encouraging people to be tested for HIV. We accompany people to testing. The work that TCE has done in the provinces

of Bengo and Cunene provides a good model for our own work. Within our organization (RNPV) we still have the task of empowering our members in the provinces to give effective answers in the fight against HIV. ADPP has this capability so therefore we are partners.

The work of TCE has been a great asset because it has helped in reducing the number of infected people. I encourage ADPP to continue with this work, maintain the same spirit and expand the project to other parts of the country.

## Pietro Del Sette, Consultant

evaluation mission on the Project "Water Supply and Sanitation for the sub-urban areas of Luanda", 9 ACP ANG 004, financed by the Commission of the European Union in cooperation with the Angolan Government

The time of the visit was necessarily short, but it was useful to appreciate the work of ADPP and observe the dedication and effort put into their work by all people I met, such as students, area leaders, the Headmaster, the Project leader, the Representative of the Commission of the parents and some of the parents of the students. Beside the positive results ADPP is achieving, I was caught by the enthusiasm and wholeheartedness of all the ADPP team in their work in such a difficult and problematic area as Cazenga.

## Brad Morrow, Nalco

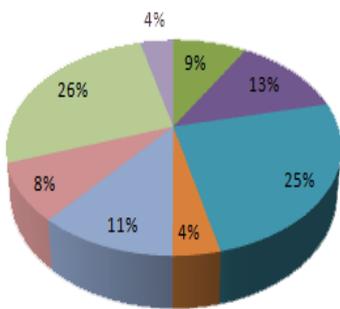
re: Nalco's partnership with ADPP I am honoured to be a part of something bigger than myself... to help make a positive impact on people's lives... To be a part of helping others in providing hope, fostering the spirit of generosity, and improving lives... We are proud to be a partner to ADPP in Angola.

## Francisco Mercês, Sassa community coordination team

The Children's Town in Caxito has done a very good job especially in capacitating the children in a variety of academic and practical subjects as well as in the moral and civic education that they received throughout the year. We would therefore like to thank ADPP for the continuous good work that you have done in our community here in Caxito, and we hope that you will be able to continue for the years to come.

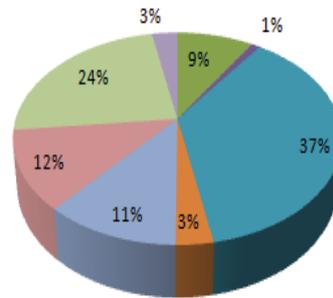
# Revenue and Expenditure

## Revenue 2007



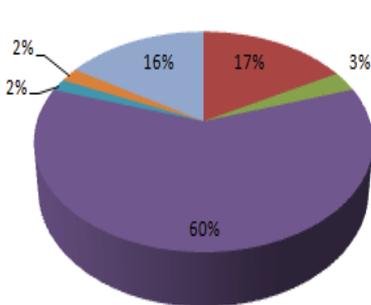
- HPP/ADPP counterpart fund
- Humana People to People and its members
- Government and regional authorities
- UNICEF, Global Fund/UNDP, UNESCO
- Sonangol and its partners
- Companies, private organisations, individuals
- Embassies and governmental organisations
- Revenue directly to specific projects

## Revenue 2008



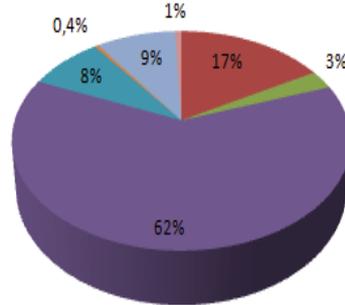
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## Expenditure 2007, by sector



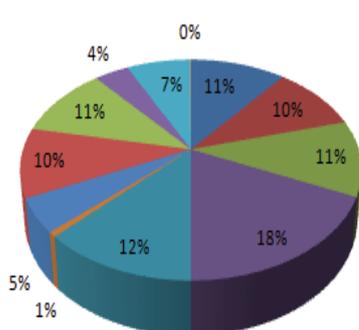
- Operation and establishment of the Schools for Children and Young People
- Operation and establishment of the Vocational Students
- Operation and establishment of the Schools for the Teachers of the Future
- Operation of Child Aid and the Community Program for Rural Development
- Operation and establishment of the Environment and treeplanting projects
- Operation and establishment of anti-HIV programs (TCE and Hope)

## Expenditure 2008, by sector



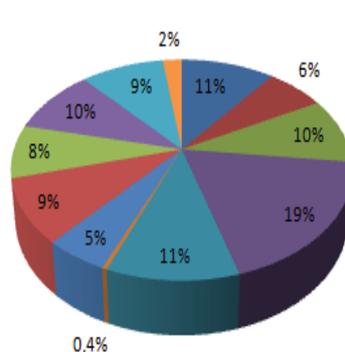
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- Operation and establishment of anti-HIV programs (TCE and Hope)
- Farmers' Clubs

## Expenditure 2007, by province



- Bengo province
- Huambo province
- Benguela province
- Luanda province
- Cabinda province
- Nambie province
- Zaire province
- Bié province
- Cunene province
- Malange province
- Uíge province
- Lunda Norte province

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## Partners in Development

Angola is in a position of unprecedented peace and growth. It is rich in natural resources, has a government determined to create development for all its citizens and a population eager to do their part.

There is much work to be done.

ADPP's central competence lies in the ability to bring about development through organizing and educating people in the communities on a large scale, particularly in rural areas.

ADPP, the Angolan government and the Angolan people are working together to create development.

Partners in Development are needed to provide the financial backing to bring about fusion in this process.

Our Partners in Development contribute in cash and in kind. They come from all parts of society, the National Government, the Provincial Governments, National and International foundations and organizations, UN organs, national and international businesses etc.

# A D P P Angola

Contact us to find out how we in partnership can create development:

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