

# ADPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



ANNUAL REPORT 2016

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# Dear friends, colleagues and partners

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In 2016, ADPP Angola celebrated 30 years of creating development throughout the country in partnership with communities, local authorities, partners and the government. The milestone was marked in a fitting manner: people from all walks of life in provinces throughout the country joined together to discuss how far we have come and where we want to go individually, as projects, and as an organisation and a country. As part of the celebrations, people planted trees, discussed the United Nation's Sustainable Development Goals, did sport, listened to music, watched (and performed) theatre, and renewed their commitment to contributing to people-to-people development.

Despite being another challenging year for Angola, ADPP Angola's work continued apace with 25 educational institutions providing education for 7,160 people, 7 agricultural projects in 6 provinces organising 8,511 farmers, 7 community health projects in 5 provinces reaching 138,315 people with information and support for behaviour change on malaria, HIV, child and maternal health, water and sanitation and more.

As 2016 drew to a close, amid the 30 year celebrations, ADPP Angola opened new projects to improve community health, to promote entrepreneurship, to empower women and to improve the level of teaching in maths and science in Luanda. 2017 is shaping up to be an exciting year, and we look forward to sharing it with you.

Finally, a big thank you to all the community members, students, employees, volunteers, partners and institutions who contributed to an exceptional year in 2016- we look forward to many more years together.

Yours sincerely,

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



Literacy training as part of the project "Education for All" Dala, Lunda Sul



Teaching children the importance of hand washing, Menongue, Kuando Kubango



Improving irrigation in Cacongo with Farmers' Club Cabinda



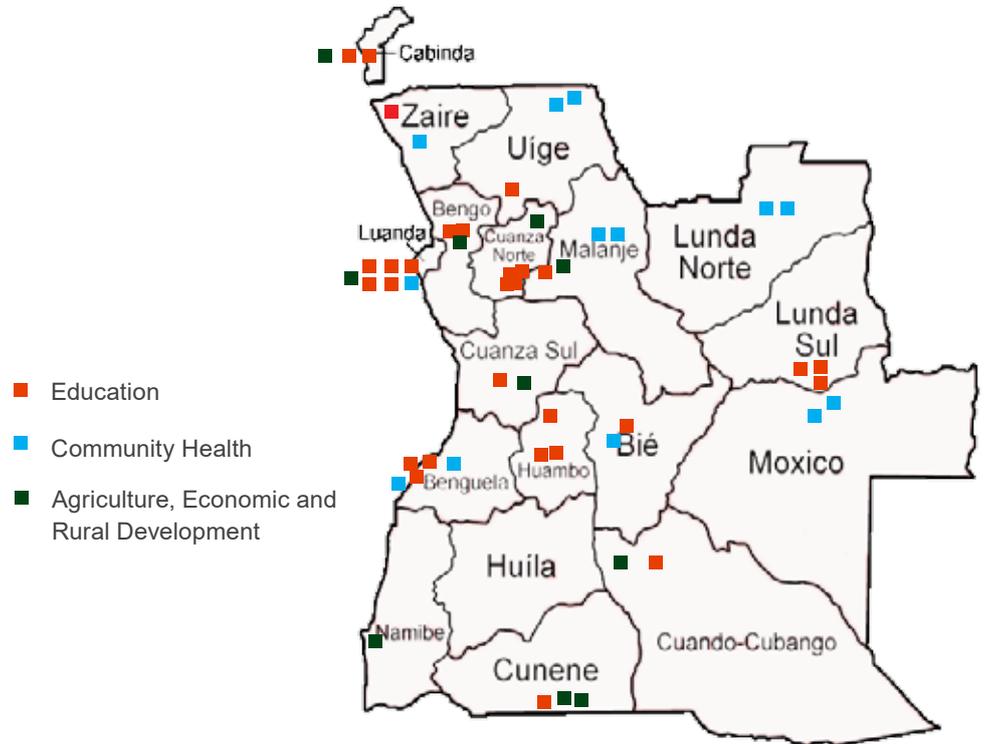
Tailoring skills, Women in Action, Cazenga, Luanda



Building wells, Farmers' Club Cunene

# 2016 IN NUMBERS

In 2016, ADPP operated 48 projects in 26 municipalities in 17 provinces, employed almost 900 people, worked with more than 4,000 volunteers and supervised more 1,000 trainee teachers in teaching practice in 92 municipalities throughout the country, directly reached almost 700,000 people - students, school pupils, farmers and their families, household members visited by Community Health Agents.





## • RESULTS 2016

- 15 EPF schools in 14 provinces
- 3,310 EPF students in training on Teams 2015, 2016 and 2017
- 9,644 total EPF graduates since 1995, of which 2,845 female (30%) (Jan 2017)
- 1,033 EPF graduates from Team 2014, of which 445 female (43%) (Jan 2017)
- 285 primary school classes working to promote girls' education
- Approximately 30,000 school pupils in 92 municipalities in 18 provinces taught by 1,066 3rd year EPF students in teaching practice
- 251 in-service teachers graduated 40 Pedagogical Sessions
- 8 EPP schools in 6 provinces
- 1,395 students in training at EPP
- 1,426 EPP graduates since 2011
- 9,786 participants in literacy training



- Schools for the Teachers of the Future (EPF)
- ★ Practical and Theoretical Schools (EPP)
- Frontline Institute
- Schools for Children and Young People
- 40 Pedagogical Sessions
- ★ Literacy training

# EDUCATION

Education is one of the pillars of society, and the spreading of information is key to understanding. However, teaching is one thing, and learning is quite another. ADPP has long recognized the importance of learning, of placing students and participants of all kinds at the centre, and finding ways of encouraging and motivating, of developing a desire to investigate and discover, to seek answers and solutions, and to become life-long learners.

ADPP's teacher training students first learn that they are in charge of their own education, before going on to use all the knowledge acquired over three years of training to support the youngest members of society.

Students at ADPP's Polytechnic Schools are provided with all the necessary tools to develop their minds, hearts and hands, and make the most of their own abilities while contributing to improvements in their community. Leadership training at Frontline Institute takes committed project staff and volunteers who want to make a difference, and helps them attain their goals.

Learning forms part of all ADPP projects, whether in the fields of health, agriculture or rural and economic development, just as these same fields play an important role in educational projects.

# TEACHER TRAINING

ADPP has been training young people to become primary teachers for more than 20 years. The first “School for the Teachers of the Future” (known as “EPF” from the Portuguese *Escolas de Professores do Futuro*) was launched in 1995 in Huambo, since when 14 more schools have been established, in agreement with the Ministry of Education. Three years of studies, courses and experiences prepare EPF students to take on the challenge of educating the next generation, with emphasis on rural areas. The EPF programme is divided into 19 periods, each with its own particular title and highlights.

## 1st Year: The International Year of the Teacher

The first year sees the students learning how to learn by travelling for 12 weeks in the period “Bussing Our Continent”, and then learning how to pass on their new knowledge to others.

## 2nd Year: The Year of Another Kind of School

The 2nd Year sees students gaining classroom experience at neighbouring primary schools, and creating child-friendly, supportive environments through extra-curricular activities. For 8 periods, totaling 32 weeks, the students practice 3 days a week in neighbouring primary schools and spend the rest of the week studying at the School for the Teachers of the Future.

## 3rd Year: The Year of Another Kind of Teacher

In the final year, students have to develop and demonstrate their skills during The Year of Another Kind of Teacher, as they live, teach and work in rural communities for the full academic year. In conjunction with working as a primary school teacher, the student teacher follows a study and training program so as to build further capacity as teacher in the class, as teacher outside class, as community leader and as a teacher leading a modern and active life.



	Subjects to be completed during the year	Hours
Year 1	<b>The International Year of the Teacher</b> Biology, Communication, Physics, Geography, History, Computer Studies, English/French, Introduction to Sociology, Basic Economics, The World in which We Live, Chemistry, Healthy Living until Old Age	2,095
Year 2	<b>Another Kind of School</b> Sociologic analysis of school management and administration, Angola – Our Country, Natural Science, Didactics of Natural Science, Culture, Sport, Culture and Music, Didactics of Physical Education, Didactics of Moral and Civic Education, Geography, Arts and Crafts, Philosophy of Education, School Management and Administration, History, Humanistic Solidarity, Portuguese and Didactics of Portuguese, General Maintenance and Cleaning, Mathematics and Didactics of Mathematics, Pedagogical Workshop, Pedagogy and Methodology, Food Production, Production and Management, Psychology, The Second Head of the Teacher.	2,249
Year 3	<b>Another Kind of Teacher</b> Distance learning, Micro Project, Teaching Practice.	2,316
	TOTAL	6,660



## BUSSING OUR CONTINENT

Since the “Bussing our Continent” period was introduced in 2013, 4,405 first year EPF students and their teachers have been traversing Southern Africa as the start of the 3-year program to become a teacher. In 2016, the schools concentrated their travels in Angola with 1,115 students, 110 teachers and 15 drivers from 15 schools visiting all provinces, doing investigations and visits, staying with families, speaking with people from all walks of life in 75 of the country’s municipalities.



“

Travelling takes teachers and students to communities and, in turn, brings communities to the students and teachers. In this period, people become aware of the school, the program, teachers and future plans, students talk to people about their lives, invite them to community activities, and this gesture makes them perfect partners. The travel programme makes community people feel their worth when invited to talk about agriculture and other community issues. In this way, the holistic knowledge that is often overlooked is valued. The school can easily adapt its curriculum based on exchanges with local people and this can guarantee in children the appreciation of their culture and beliefs, since the teacher is also consistent in the matter. Thus, local knowledge is integrated into the school curriculum when the school gives credit to what local people want to learn.

**Elias Pacote, headmaster, EPF Lunda Sul**

”

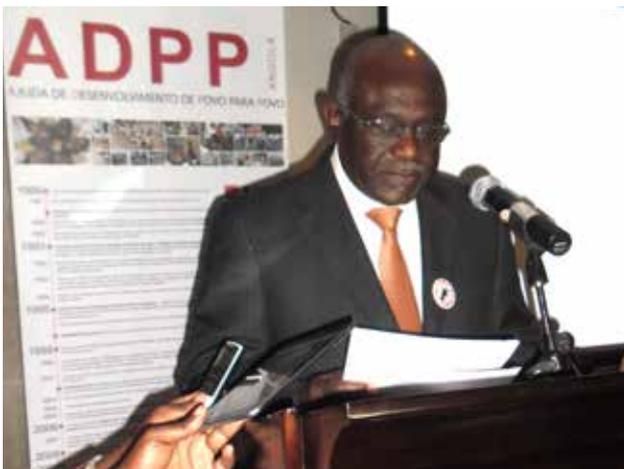


I begin by greeting, on behalf of the Ministry of Education and myself, all those present. I congratulate the promoters of this initiative, as they have given the possibility of these courageous young people to know the reality of our country, visiting their different provinces. This trip is undoubtedly an opportunity for a real study of the history and culture of our peoples, whose knowledge for future primary teachers is very useful. Since we arrived here, we were given some experiences of what you experienced during the three months of a joyous and at the same time laborious study journey. Experience that I hope will be very important for your training and future profession. I believe that through these practices we will have a better insight into the scope of the teaching profession, the role of the teacher in the community and, above all, the primary teacher in rural areas.

.....

This travel meant for you, students and teachers, a living class, because it was a lesson in the field about the Angolan fauna and flora; about the traditions and values of the communities visited, and it was an excellent moment of sharing and reception. This is exactly what we want. We do not want teachers full of theories, more teachers who study a lot of pedagogy, a lot of didactics, a lot of psychology, but no real life experience. It is true that you cannot do practice without theoretical knowledge of the education sciences, but the practice in real situation is fundamental. What you have done was very good to find out how others work, which will give you a greater motivation for the profession and accept the challenges as occasions of transformation and professional growth, not just to have a certificate. You are in a teacher training school and this is a very special school where, in addition to all the science you study, you develop to become a conscious human being, committed to the development of your country. This is what is expected of a Teacher Training School.

**- Excerpts from the speech of the Minister of Education, Dr. Pinda Simão,  
at the closing ceremony of the Travel 2016**



For the students and teachers it is an opportunity to leave comfort zone and it is an opportunity for personal growth for each one of them. They could venture into the unknown. At that time there were many situations where we did not know what would happen or to what extent we would be able to control the situation.

This was reflected later in their training, particularly in the way they easily adopted to new situations, which are numerous over the three years searching for solutions.

Another aspect not less important is the relation that begins to build during the trip especially in the beginning of the contact between students, and between students and teachers. Discovering personalities, discovering talents, forced sometimes by the situation or problem experienced by the members of the bus, discover features that are not noticeable within the four walls of the school. And all this conviviality influences the learning process. It creates a bond between teachers and students, which will be reflected in all training over the 3 years.

**Delfina Alberto, headmaster, EPF Benguela**





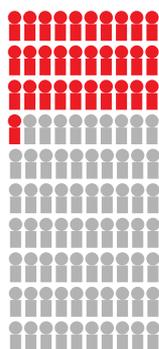
The teacher training programme is the same in all provinces; read highlights from each school on the following pages.

# EPF BENGUELA



SCHOOL START

GRADUATES IN TOTAL 1,117



31 %  
FEMALE

69 %  
MALE

Team 2014: 90 total, 52% female

Team 2015: 89 total, 45% female

Team 2016: 96 total, 45% female



Location: Vale de Cavaco,  
Benguela

Teaching practice in municipalities of: Ganda, Cubal, Caimbambo, Lobito, Benguela, Baía-Farta, Balombo, Bocoio

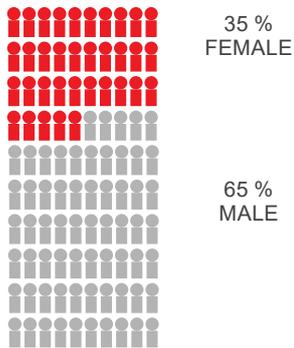
Among the highlights of 2016 was the involvement of Team 2015 in the community, during the period known as When People Call, Teachers Answer. This period helps prepare the students for their community work during long-term teaching practice. Under the heading of Health Activist, 15 students worked together with residents and pupils from the neighboring districts of Calongola and Mina, and the immediate vicinity of EPF Benguela, to clear up rubbish. The Information Activist group gathered information on Team 2015's activities during the period, as well as news from the country and the rest of the world, to produce a wall news paper. Those students who chose to be Women's Advocates helped local women dig their fields and distributed leaflets with seven key messages for women. The Food Producers joined a major campaign to distribute edible and medicinal plants such as mango and guava trees and the "cure all" tree. The last group, Entrepreneurs, helped and learned from farmers in Asseque. Based on their experiences, the students began planning possible projects for their year in rural communities. Literacy, the promotion of women and health were among the immediate ideas discussed.



# EPF BIE

2006 SCHOOL START

GRADUATES IN TOTAL 737



Team 2014: 90 total, 52% female

Team 2015: 89 total, 45% female

Team 2016: 96 total, 45% female



Location: Catabola

Teaching practice in municipalities of: Andulo, N'harea, Chinguar, Catabola, Chitembo, Cuito, Chinguari.



89 students completed their training in 2016 and will graduate in 2017. These students worked with 5,060 pupils in rural communities during their final year, which they spent in full time teaching practice. They also benefited more than 10,000 people in the same communities, through micro projects ranging from vegetable gardens, tree planting and nutrition lessons, to literacy training, health and basic sanitation, sport and culture.

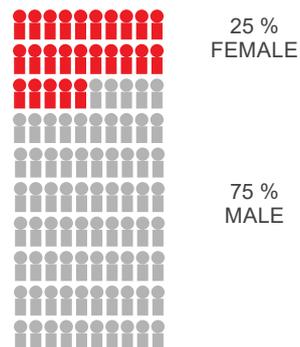


Since its inception, EPF Caxito has changed and developed, embracing innovation and welcoming new elements in the program. One such element is theatre, in particular the Annual Theatre Competition introduced in 2014. In 2016, EPF Caxito gained first place ahead of EPP Caxito and EPP Zango, performing "Kimba Vita" before a large audience. Theatre was also performed on 22 November, the Day of the Educator, at a provincial event held at the Nurse School before 400 teachers and students. The event itself was organized by the Provincial Education Department, to talk about the importance of quality education, among other educational themes.

# EPF CAXITO

1996 SCHOOL START

GRADUATES IN TOTAL 1,161



Team 2014: 77 total, 43% female

Team 2015: 76 total, 42% female

Team 2016: 72 total, 44% female



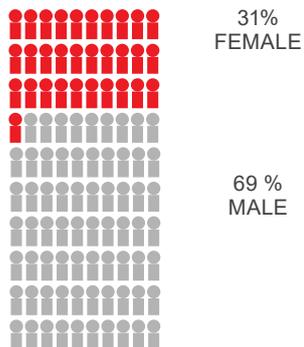
Location: Caxito, Bengo

Teaching practice in municipalities of: Ambriz, Bula-Atumba, Dande, Dembos-Quibaxe, Nambuanguongo, Pango-Aluquém

# EPF CABINDA

1998 SCHOOL START

GRADUATES IN TOTAL 892



Team 2014: 54 total, 48% female

Team 2015: 64 total, 50% female

Team 2016: 56 total, 41% female



Location: Lândana, Cacongo

Teaching practice in municipalities of: Cabinda, Cacongo, Buco-Zau, Belize



Team 2016 gave presentations of their 1st Year study trip to 1,203 primary pupils from the schools of Tenda, Luvula, Spiele, Chinhembo, St José of Cluny and School 137 Comandante Mingas. The students, who come mainly from Cabinda, Cacongo and Buco Zau, spent three months travelling, studying, learning and gaining innumerable experiences as their journey took them through the provinces of Zaire and Bengo. Firsthand knowledge is always more interesting, both for those giving the presentation as well as for their audience.



Team 2013, who graduated at the beginning of 2016, portrayed the challenges faced by trainees during long-term teaching practice on the occasion of their graduation ceremony. The headmaster of Kachindome Primary School reminded the audience of the important work the trainee teachers had carried out at his school, and the father of one of the graduates expressed the pride and joy everyone was feeling as diplomas and certificates were handed over to the newly qualified teachers. Throughout the year, second year students and teachers from EPF Huambo were deeply involved in the project to promote girls in education.

# EPF HUAMBO

1996 SCHOOL START

GRADUATES IN TOTAL 1163



Team 2014: 71 total, 46% female

Team 2015: 78 total, 50% female

Team 2016: 78 total, 50% female



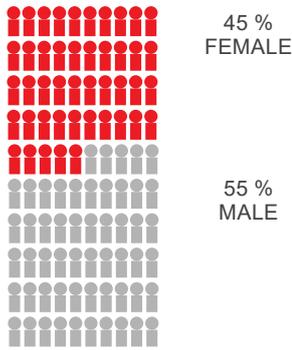
Location: Quissala

Teaching practice in municipalities of: Caála, Huambo, Tchicala-Tcholohanga, Tchinjenje, Longonjo, Ukuma

# EPF KUANDO KUBANGO

2013 SCHOOL START

GRADUATES IN TOTAL 113



Team 2014: 79 total, 35% female  
 Team 2015: 100 total, 46% female  
 Team 2016: 75 total, 48% female



Location: Menongue  
 Teaching practice in municipalities of: Menongue, Mavinga, Cuangar, Cuito-Cuanavale, Cuchi, Dirico, Rivungo, Calai.



To understand the need for enthusiastic young teachers, prepared to work in rural communities, it is worth considering the distances some of the final year students travelled in order to complete their training and serve the rural communities in Kuando Kubango. Apart from Menongue itself, the closest primary schools benefiting from Team 2013's presence throughout the year were in Cuchi, a mere 93 km away. Six students were in Cuito Canavale, at a distance of 188 km, 11 were in Mavinga, 418 km away, 10 were in Cuangar (450 km), seven in Calai (595 km), 10 in Dirico (680 km) and 12 students spent the year some 911 km from their school, in the municipality of Rivungo.

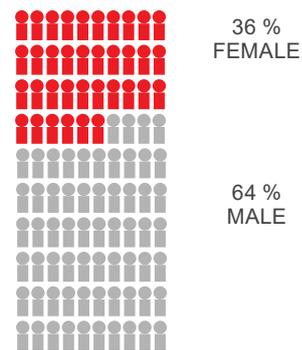


Changes in the 2nd Year program, introduced in 2013 across all EPF schools, increased the time the students spent at local primary schools, and broadened the scope of interactions with the pupils and primary school teachers. In 2016, the results of this period of teaching practice were very positive. The number of primary schools involved rose from an initial four to eight in the course of the year, increasing the impact of the program and reaching more pupils. Among the innovations was the creation of study groups, previously unheard of in primary schools, and the inclusion of study visits to entities, such as Cunene Fire Brigade or Santa Clara Customs Service. The experience gained by the EPF students in holding lessons, managing classes of more than 75 pupils, and visiting the homes of pupils, who were at risk of academic failure, was invaluable.

# EPF CUNENE

2008 SCHOOL START

GRADUATES IN TOTAL 546

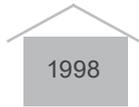


Team 2014: 85 total, 41% female  
 Team 2015: 82 total, 49% female  
 Team 2016: 82 total, 49% female



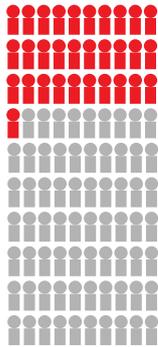
Location: Ombandja  
 Teaching practice in municipalities of: Curoca, Ombadja, Cahama, Cuanhama, Lubango/ Huila, Tombwa/ Namibe

# EPF KWANZA NORTE



SCHOOL START

GRADUATES IN TOTAL 892



- Team 2014: 54 total, 48% female
- Team 2015: 64 total, 50% female
- Team 2016: 56 total, 41% female



Location: Lucala

Teaching practice in municipalities of: Lucala, Samba Cajú, Golungo Alto, Ambaca, Cazengo, Dondo



Team 2016, with 55 new students, travelled to Malanje and Lunda Norte during their 12-week study trip in year one, "Hitting the Hearts". Once back at EPF Kwanza Norte, the students prepared presentations of what they had experienced and learned. They made photo displays, PowerPoint presentations and videos about such themes as the challenges regarding education in Angola, preventing illnesses in poor communities, mining in Angola, the environmental consequences of tree felling in Moxico, cultural diversity including traditional dances, poems about daily life, songs and sport in the different communities.

The presentations were held at EPF Kwanza Norte and in Ngola Nhinhi, which is one of the most heavily populated communities in Lucala. 200 people attended the presentation at EPF, and a total of 500 people attended the three presentations in the communities.



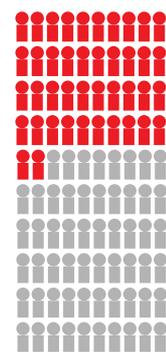
Team 2014, who completed their studies this year, will be the sixth team to graduate. They achieved many objectives during the final year of training, when they were assigned to rural primary schools. A total of 85 micro-projects were implemented, including the digging of 14 waste pits, building latrines, creating seven preschools, teaching literacy for 16 classes, establishing 14 vegetable gardens, writing clubs, sport clubs, tree planting, acting as health activists against malaria, improving the immediate vicinity of a school by making a school garden, and running small businesses as part of entrepreneurship training. Approximately 1,500 people participated directly in the above projects, and around 2,125 people benefited from them.

# EPF KWANZA SUL



SCHOOL START

GRADUATES IN TOTAL 422



- Team 2014: 84 total, 46% female
- Team 2015: 95 total, 36% female
- Team 2016: 91 total, 37% female



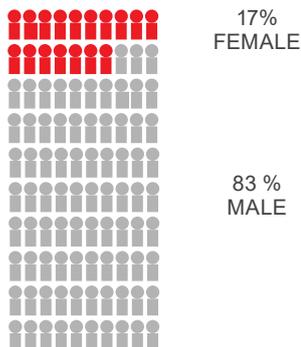
Location: Quibala

Teaching practice in municipalities of: Quibala, Cela, Mussende, Cassongue, Quilenda, Conda, Seles, Ebo, Libolo, Amboim Mungo, Ukuma

# EPF LONDUIMBALI

2013 SCHOOL START

GRADUATES IN TOTAL 157



Team 2014: 102 total, 42% female  
 Team 2015: 126 total, 50% female  
 Team 2016: 60 total, 47% female



Location: Londuimbali, Huambo

Teaching practice in municipalities of: Bailundo, Catchiungo, Ekunha, Londuimbali, Mungo.



Teaching practice and extracurricular activities in local schools provided Team 2015 with a solid basis for further pedagogical study and practice, as they encountered the reality of the local educational situation and the problems which teachers as well as pupils face in remote rural communities. The approximately 2,100 pupils who benefited from the presence of these EPF trainees rapidly became accustomed to having the trainees in their classroom, and looked forward to seeing them because of the way they treated the pupils, seeking cooperation by being friendly and by helping them. The latter was reinforced through extracurricular activities organized in the afternoons, that included sport, cleaning actions in and around the school, short study trips and debates.

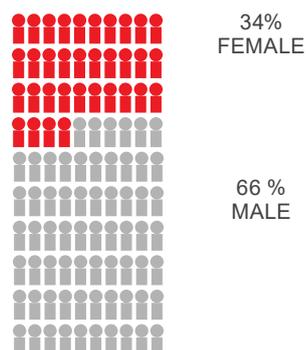


In 2016, EPF Luanda received new students from Moxico, as well as from Luanda itself. Together with Team 2015, they took part in theatre, sport, cultivating the school vegetable garden, cleaning actions, tree planting, open days and celebrating commemorative days. The International Day of the Woman was one such event and was celebrated during March by holding a debate about the appreciation of the role of the woman in society. A number of influential women were invited to participate, including ADPP educational project coordinators, a nurse, a leader of the religious community and ADPP Program Director. The female students wore traditional African dress, symbolizing the African woman, poems were read and commemorative diplomas handed out. The day was rounded off with the women's team playing a game of football in Ramiro.

# EPF LUANDA

2000 SCHOOL START

GRADUATES IN TOTAL 945



Team 2014: 102 total, 42% female  
 Team 2015: 126 total, 50% female  
 Team 2016: 60 total, 47% female



Location: Ramiro, Belas

Teaching practice in municipalities of: Icolo-e-Bengo, Belas, Cacuaco, Cazenga, Viana, Dala / Lunda Sul, Luena / Moxico

# EPF LUNDA SUL



## SCHOOL START

### GRADUATES IN TOTAL:

first graduation to take place in January 2019

Team 2014: N/A

Team 2015: N/A

Team 2016: 40 total, 23% female



Location: Dala

Teaching practice in municipalities of: first final year students in teaching practice in 2018



EPF Lunda Sul, in the municipality of Dala, is the newest addition to ADPP's teacher training schools. It forms part of the Education for All in Lunda Sul project, that was initiated in 2015. Team 2016 started in February, and demonstrated the determination of both students and management to overcome whatever obstacles stand in their way. In the case of EPF, the obstacle was the delay in building the school itself, but solutions were soon found with the Provincial Government providing suitable buildings to be used until the new school can be constructed. Open Days, cultural evenings, sport, vegetable production, and the training of 286 in-service teachers all went ahead, and the 40 pioneering students in Team 2016 will soon be making their presence felt in primary classes in Dala, when they enter 2nd Year and start teaching practice at local schools.



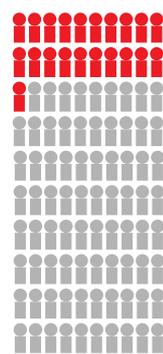
83 students from Team 2013 completed their training at the end of 2015 and graduated at a special ceremony on 13th January 2016. More than 500 people attended the ceremony, including the Provincial Director of Education, Lombe communal administrator, Cacuso Municipal Administrator, the Municipal Commander of the National Police, religious leaders of the Sister Maria church, representatives from the Adventist Church, the traditional leader from Cambongo, and a representative of ADPP, plus family and friends of the graduates. The highlight of the day was the awarding of certificates and diplomas. There were also songs and other cultural elements to entertain the guests.

# EPF MALANGE



## SCHOOL START

### GRADUATES IN TOTAL 637



Team 2014: 84 total, 46% female

Team 2015: 95 total, 36% female

Team 2016: 91 total, 37% female



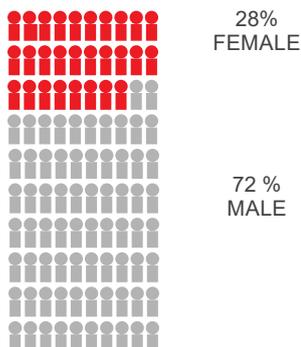
Lombe, Cacuso

Teaching practice in municipalities of: Cacuso, Calandula, Cangandala, Kiuaba-N'zoji, Xa-Muteba/Lunda Norte, Huambo/ Provincia do Huambo,

# EPF UIGE

2007 SCHOOL START

GRADUATES IN TOTAL 682



Team 2014: 102 total, 42% female

Team 2015: 112 total, 43% female

Team 2016: 71 total, 44% female



Location: Negage

Teaching practice in municipalities of: Negage, Maquela-do-Zombo, Puri, Mucaba, Bungo, Bembe, Quitexi, Uíge, Cangola, Ambuila



During their long-term teaching practice throughout the academic year 2016, Team 2014 continued the tradition of implementing micro projects for the benefit of the rural communities in which they were working. 60 micro projects undertaken, ranging from vegetable gardens, youth clubs, and literacy training, to tree planting, small-scale farming, health and hygiene, construction of classrooms and teachers' residences, and 40 Pedagogical Sessions for teachers without formal qualifications. 4,800 people participated in the microprojects and a further 2,500 people were reached through these activities. Monitoring of the projects was carried out at different levels, including visits by EPF supervisors, students' reports, and follow up on the part of the municipal offices of education and of agriculture.



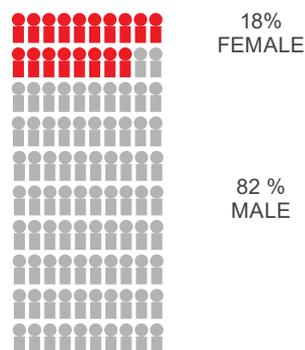
Among the many activities performed at the school in the course of 2016 were the following:

- Five Open Sundays to celebrate 4th February- start of the Armed Struggle for Independence, Women's Month in March, Africa Day on the 25th May, the International Day of the Child and the Day of the African Child.
- Six building weekends to improve the facilities at EPF Zaire, painting the rooms inside and out, painting tables, repairing chairs, making concrete tables for outdoor areas, establishing a sports field and tending the vegetable garden, for example.
- Apart from the Annual Theatre Competition, theatre was performed by four schools on the occasion of the celebrations for the 30 Years of ADPP
- The school planted almost 1,500 trees: moringa, acacia, papaya and orange trees.

# EPF ZAIRE

2001 SCHOOL START

GRADUATES IN TOTAL 765



Team 2014: 54 total, 30% female

Team 2015: 58 total, 28% female

Team 2016: 56 total, 36% female



Location: Soyo

Teaching practice in municipalities of: Soyo, Tomboco, N'Zeto, M'Banza Congo, Noqui, Cuimba



# TEACHER TRAINEES: EMPOWERING GIRLS IN RURAL AREAS

Girls are just as eager to learn as boys, but do not always have the same opportunities. Even the youngest may be required to help in the home or in the fields, and where money is short, male children are more likely to be sent to school while their sisters stay at home. Even when they do attend school, older girls tend to drop out with greater frequency than boys, for a variety of reasons. In 2016, ADPP embraced a project to reverse these trends: 571 EPF students were trained and worked to promote girls education with 359 primary school teachers in 285 classes in 45 primary schools and in the surrounding communities in 5 provinces.

Team 2015 at EPFs Bié, Caxito, Benguela, Huambo,

Londumbali, and Uige gave lessons related to gender, hygiene, girls in school, sexual and reproductive health and family planning, and similar themes during teaching practice at participating schools. Pedagogical sessions and workshops were held with primary school teachers to help them treat the same subjects. Sanitary conditions were improved at the majority of the schools and all schools adopted systems for maintaining levels of hygiene. Awareness raising activities, Open Sundays and other events were held to bring the matter to the attention of a broad public. One of the most important tasks was to work with girls at risk of falling behind, and provide academic and social support to keep them in education.



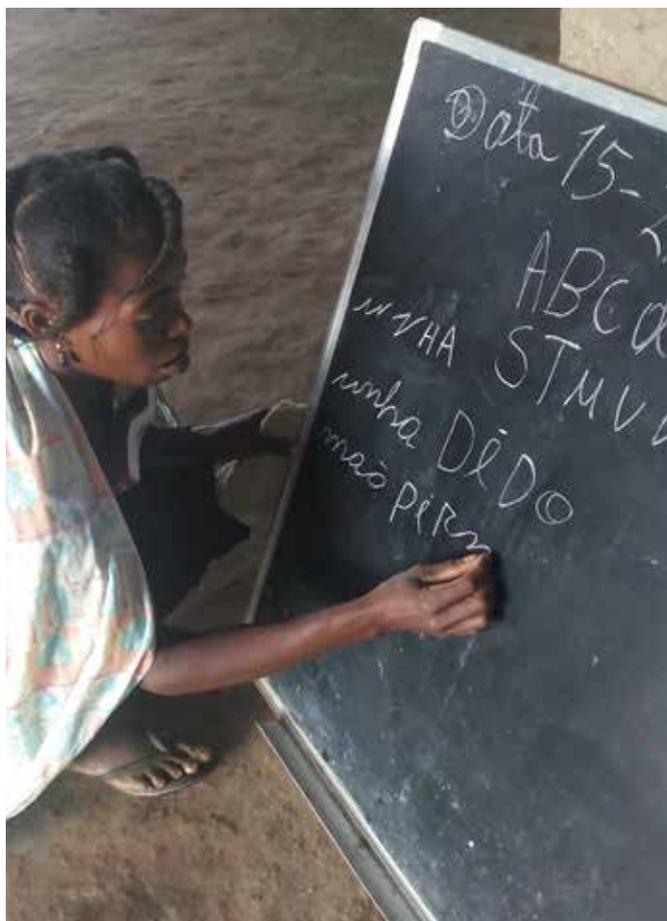
# TEACHER TRAINEES: IMPROVING EDUCATION FOR ALL

Capacity building of in-service teachers and community literacy development are integral elements of ADPP's aims of improving the level and scope of education throughout Angola. Both elements continued apace during 2016 in the communities surrounding EPFs Lunda Sul and Kwanza Norte. The well-established program of 40 Pedagogical Sessions provides weekly courses of 4-5 hours, spread over a full academic year, during which participating teachers learn new pedagogical methods and themes, and receive inspiration to raise the level of their teaching. In the week between Sessions, the participants have practical tasks to carry out in their classrooms, meaning that their pupils begin benefiting from the beginning of the 40 Sessions Placing pupils at the centre of their own learning, motivating and encouraging them, and treating each child as an individual are just some of the themes covered.

In Lunda Sul, 131 teachers graduated the 40 Pedagogical Sessions in 2016, with a further 120 scheduled to complete the Sessions and graduate in 2017. Meanwhile 149 teachers are enrolled to start the next 40 Pedagogical Sessions starting in March 2017.

In Kwanza Norte, teachers in the municipalities of Lucala, Samba Cajú and Golungo Alto began following the 40 Session in 2016. By the end of 2017, 400 primary school teachers will have successfully completed the 40 Pedagogical Sessions in Lunda Sul, whilst 400 primary school teachers will graduate in Kwanza Norte by the end of 2018.

ADPP offers literacy training using the Ministry of Education's accelerated literacy programme for adults. Participants have 10 hours of lessons weekly and over 2.5 years can complete the full three modules, reaching a level corresponding to the end of primary schooling (6th grade). Successful participants receiving a Ministry of Education diploma. The 3 modules are broad based, covering literacy and numeracy training, as well as topics such as health, nutrition and citizenship. The modules are tailored to the needs and interests of the participants. 2,682 young people and adults in Kwanza Norte graduated Module 1 in 2016, while 1,155 completed the third and final module in Lunda Sul. Meanwhile in Uige, 4,500 people are working through Module 2 in Maquele do Zombe.



# POLYTECHNIC SCHOOLS

The schools provide a modern type of education designed to meet the new and changing demands of a rapidly evolving country.

The programme at the Polytechnic schools (known as EPP from the Portuguese *Escolas Polivalentes e Profissionais*), combines practical and theoretical education, and forms part of the national basic technical education, 7th - 9th grade. What sets EPP apart from other schools is the modern methodology employed, and the way in which the students are placed at the center of their own education, assuming responsibility for learning.

The program comprises a series of hikes and plateaus, as the students climb steadily towards achieving their goal – a 9th Grade certificate and a recognition of their practical skills. Individual studies, coursework and experiences fill the days and weeks. Every step of the way is explained in a manual that each student receives at the start of their training, leaving them in no doubt about the demands to be met, while providing inspiration to rise to the challenge.

## The EPP Programme

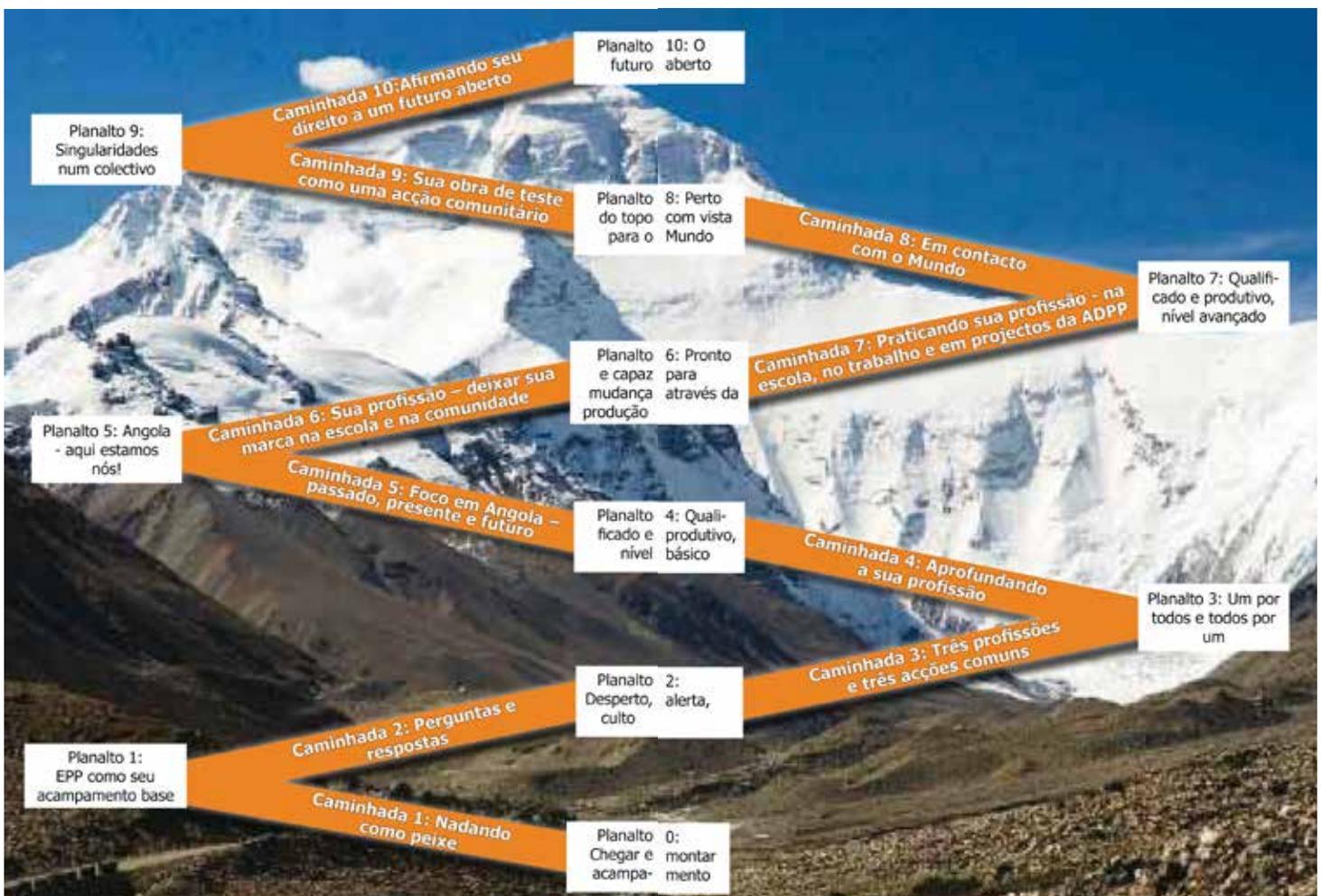
Drawing on the analogy of climbing Mount Everest, the world's highest mountain, the entire three-year education comprises periods filled with challenging new ways of learning, called hikes, and shorter periods of taking stock of the achievements, called plateaus.

Each hike is composed of different weekly programs with a wide range of exciting and stimulating activities, both theoretical and practical.

## Grade 7: Running Together

7th grade is a basic year, where students learn about the EPP way of learning, before specializing in the profession of their choice. The first hike is called: Swimming like a Fish in Water.

From the very start, Grade 7 students learn that they are responsible for their own education, but that they have all the help and support they need from their teachers.





The professions on offer across the eight schools during 2016 were: Modern Chef, Food Producer, Energy Assistant, Water Assistant, Environment Promoter, Community Health Agent, Information and Communication Assistant, and Pre-school Assistant.

They also learn to work in small groups, trios, working together on their studies and practical activities, something new for all. In the second hike, Questions and Answers, students tackle a series of topics including: What is healthy food? Why are there rich and poor people? How does it work? In the process, they learn to be inquisitive and find answers for themselves. The last hike in 7th grade is Three Professions and Three Actions in which the students try their hands at three different professions, and get their first taste of the interaction between theoretical learning, practical learning, and community actions, and of using what you have learned to benefit the community.

### Grade 8: Running the School Together

8th grade starts with the hike Digging Deep Into Your Profession, which sees the students learning more about, and making practical use of, their chosen field. The next hike, Focus on Angola: past, present and future, has the students using all their acquired learning skills to learn more about their country.

Research, interviews, field work, group work, individual study, theatre, community investigations all play a part in

learning more about Angola, while the students continue studying their profession. The final hike in 8th grade is Leaving Your Mark. The students write a 20-page report about their profession, based on their experiences and examining how they can use their skills to leave their mark in the community.

### Grade 9: Running the World Together

9th Grade students continue studying their chosen profession, gaining more practical experience by spending three weeks at relevant work places. This is Practicing your Profession – at School, in Workplaces and in ADPP projects. In the next hike, In Contact with the World, students broaden their perspective, ready to assume their role as active citizens of the world. In Your Test Piece as a Community Action, students do their final practical exam. This is prepared and carried out in the community, and a presentation of the process and results is given before a jury. The final hike is Your Right to an Open Future. With a solid base from all that they have learned and experienced, the students are ready to graduate and continue making their way in the world.



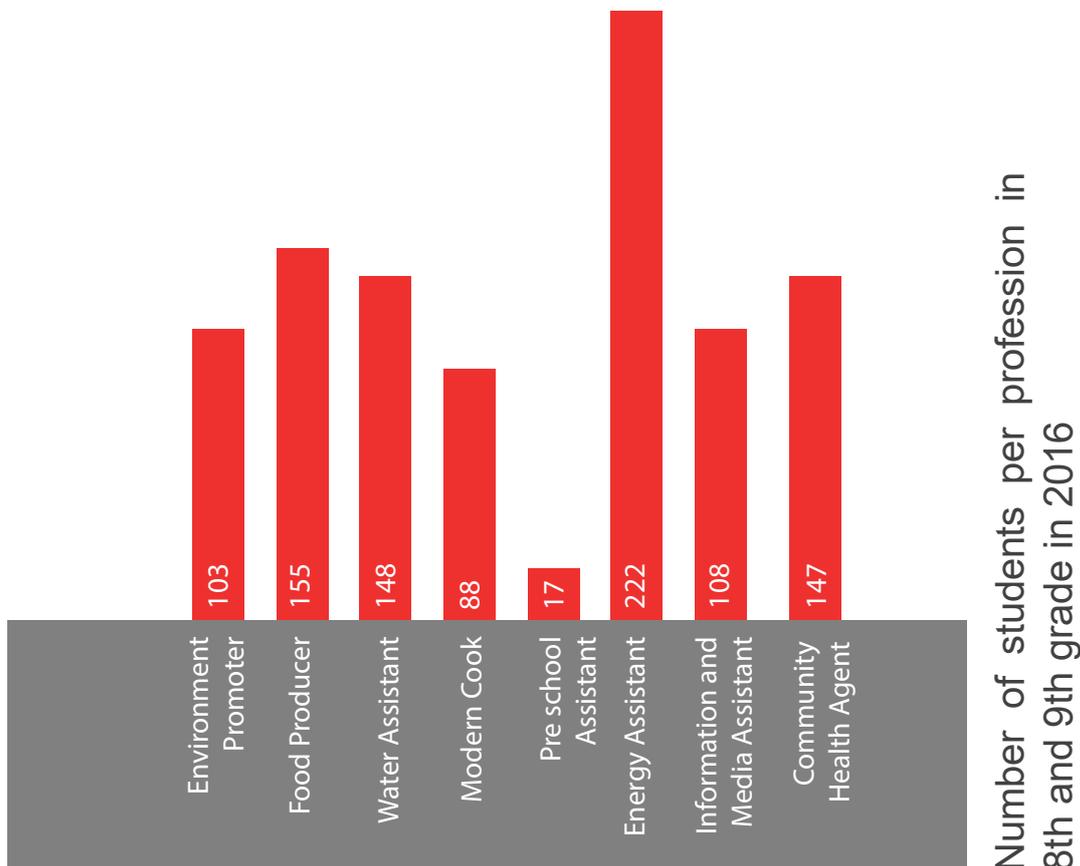
Eight schools in six provinces had almost 1,400 students in 7th, 8th and 9th Grade during 2016. 423 of these completed their studies at the end of the year, bringing the total number of graduates to 1,426 since 2013.



# POLYTECHNIC PROFESSIONS

EPP Professions play a central role in the EPP programme. Aside from general subjects all students study, including Portuguese, English, science and physical education there are a number of “specific” subjects, i.e. theoretical subjects in a number of disciplines which are adapted to each profession. For example, Energy Assistant students learn about maths, physics, chemistry and the environment as related to energy, whilst cooks concentrate on mathematics, biology and chemistry as related to their profession. Approximately one third of the programme is devoted to practical lessons in the professions, so

Water Assistants might practice constructing latrines or laying pipes, while Information and Media Assistants try their hand at making radio programmes. Finally, new knowledge and skills are put to use in community actions, so that neighbouring communities benefit from what the students are learning. Thus Environment Promoters might demonstrate new water-conserving methods for local farmers, while Community Health Agents might carry out campaigns to promote malaria prevention or better nutrition.





Environment Promotor

EPP Huambo

EPP Benguela



Water Assistant

EPP Cabinda

EPP Benguela

EPP Ramiro



Modern Cook

EPP Cabinda

EPP Caxito

EPP Kwanza Norte



Pre school Assistant

EPP Cabinda



Community Health Agent

EPP Cazenga

EPP Zango



Information and Media Assistant

EPP Cazenga

EPP Huambo



Energy Assistant

EPP Caxito

EPP Kwanza Norte

EPP Ramiro



Food producer

EPP Caxito

EPP Kwanza Norte

EPP Ramiro



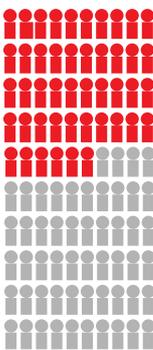
# THE POLYTECHNIC SCHOOLS

EPP BENGUELA



Started 1993 as a vocational school; EPP programme from 2011

GRADUATES IN TOTAL 319



46%  
FEMALE

54 %  
MALE

Graduates from 9th grade 2016: 67, 40% female  
Students in 7th, 8th, 9th grade: 195, 37% female



### PROFESISONS:

- \* Environment Promoter
- \* Water Assistant,
- \* Food producer

Location: Vale de Cavaco, Benguela

A highlight of 2016 for the 9th graders was the Test Piece, in the second semester, where the students undertook community actions, putting into practice their skills and knowledge for the benefit of local communities. One group of Water Assistants collaborated with the traditional chief of Calomanga to clear drains and create awareness about the importance of hygiene and clean water to reduce the risk of disease. Another group spoke to hospital patients about handwashing, and helped install tippy-tap systems in Asseque. Food Producers students worked on a variety of projects, from planting tomatoes and aubergines in Mina community, to creating a tomato nursery at the Institute of Agronomic Investigation, raising awareness among small farmers in Asseque about the use of organic fertilizer, installing a drip irrigation system at Santa Teresinha Farm and guiding 7th Grade EPP students in the installation of a drip irrigation system at the school. Together with the Environment Promoters' tree planting, cleaning campaigns, awareness talks and tippy-tap installations, the above projects reached 378 people in 10 different locations around the school.

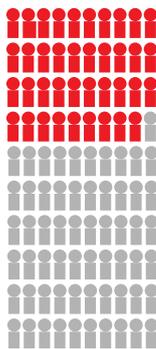


# EPP CABINDA



Started 1995 as a vocational school; EPP programme from 2011.

GRADUATES IN TOTAL 168



39% FEMALE

61% MALE

Graduates from 9th grade 2016: 44, 48% female  
Students in 7th, 8th, 9th grade: 133, 39% female



### PROFESIONS:

- \* Pre-school Assistant
- \* Modern Cook
- \* Water Assistant

Location: Lândana



For 8th Grade, learning the history of Angola was brought to life by community investigations in Buco Zau, and the measures taken to help returnees- people who had fled to Congo during the war, returning in peace time after 2002 to create a new life for themselves and their families. The students also visited Maiombe Forest, where they witnessed modern forestry exploitation and the use of powerful machinery in logging. As ever, they wrote up their investigations and presented the results in their trios.



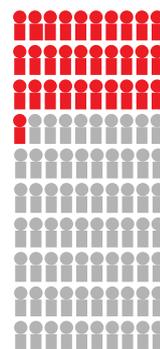
EPP schools place the students themselves at the center of their own education, giving them the responsibility for investigating and learning. When they started in 7th Grade, the new students at EPP Caxito learned to work in small groups, trios, and to hold discussions and debates on a range of topics listed in their manuals. They mapped the neighborhood and wrote reports, made posters and presented the results before teachers and pupils at local schools. Mathematics lessons were largely practical, and practical actions such as the preparation of soil and compost, and the creation of plant nurseries for the school vegetable garden, helped reinforce the academic studies about nutrition and healthy eating. Solar energy panels at the school gave a new perspective to learning about renewable energy.

# EPP CAXITO



Started 1986, as a school and home for vulnerable children; EPP programme from 2011. Continues to operate a primary and lower secondary school for local children.

EPP PROGRAMME:  
GRADUATES IN TOTAL 168



31% FEMALE

69% MALE

Graduates from 9th grade 2016: 42, 24% female  
Students in 7th, 8th, 9th grade: 171, 40% female



### PROFESIONS:

- \* Modern Cook
- \* Energy Assistant
- \* Food Producer

Location: Caxito, Bengo

# EPP HUAMBO



Started 1991, as a school and home for vulnerable children; EPP programme from 2011. Continues to operate a primary and lower secondary school for local children.

EPP PROGRAMME:

GRADUATES IN TOTAL 200



Graduates from 9th grade 2016: 44, 30% female

Students in 7th, 8th, 9th grade: 119, 34% female



PROFESIONS:

- \* Environment Promoter
- \* Information and Media Assistant

Location: Quissala



At the beginning of February 2016, the third team from EPP Huambo received their 9th Grade certificates and their diplomas attesting the successful completion of the courses Environment Promotor and Information and Media Assistant. There were approximately 200 guests at the graduation ceremony, including Team 2016 from neighboring EPF Huambo, participants from Frontline Institute, ADPP province coordinator for Huambo, ADPP Angola Education Coordinator, students, parents, other guests and the media. The program included songs, dances, poetry, plays and speeches, and was rounded off with the presentation of diplomas and certificates and a celebratory lunch.



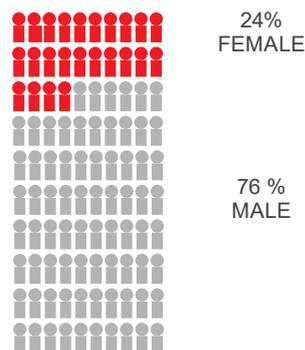
The schools shares a purpose built Educational Center with the School for the Teachers of the Future. Common program points included celebrations of international commemorative days, café evenings, community actions, and sport. During the month of March, Women's Month, EPP students held a debate about teenage pregnancy, involving girls from the school and from the neighboring community, and they took part in an awareness campaign about teenage pregnancy. Café Evening themes included topics such as the 20th Century's 10 most Influential Women, Teenage Pregnancy, and 9th Grade organized an evening, inviting parents as well as students from neighboring schools, to debate the question of whether all young people should learn arts and crafts. On that occasion, there was also traditional dancing and other activities, which were enjoyed by approximately 150 young people from the other schools.

# EPP KWANZA NORTE



Started in 2012

GRADUATES IN TOTAL 130



Graduates from 9th grade 2016: 39, 21% female

Students in 7th, 8th, 9th grade: 119, 16% female



PROFESIONS:

- \* Modern Cook
- \* Energy Assistant
- \* Food Producer

Location: Lucala

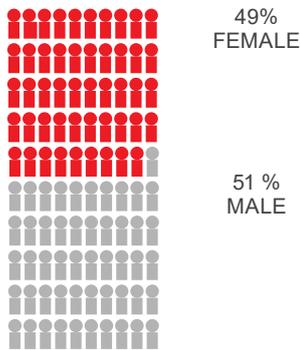
# EPP CAZENGA



Started 1991, as a school for street children; EPP programme from 2011. Continues to operate a primary and lower secondary school for local children.

## EPP PROGRAMME:

GRADUATES IN TOTAL 165



Graduates from 9th grade 2016: 56, 50% female

Students in 7th, 8th, 9th grade: 210, 94 female



## PROFESISONS:

- \* Community Health Agent,
- \* Information and Media Assistant

Location: Cazenga, Luanda



8th Graders at all EPP schools assume responsibility for a large part of the running of the school. At EPP Cazenga, Luanda the responsibility areas included the dining room, kitchen, water and sanitation, all of which were in the care of the Community Health Agents, while the computer equipment, classrooms and community fell within the domain of the Information and Media Assistants. Personal development is clearly seen in the students' activities towards the end of the year. As part of "Leaving their Mark," for example, the Community Health Agents met with 20 families to identify different health and social problems for which they then had to propose solutions. At the same time, they conducted to promote nutritious food in the community, and exchanged experiences with students from EPPs Zango and Ramiro. Working in trios during the above actions, the students reached more than 1,000 people.



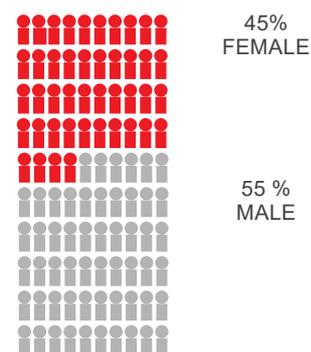
The first team to graduate from EPP Ramiro did so in January 2016, with 51 students, while 80 students completed their education in December 2016, ready to graduate in early 2017. The school is filling a gap in the education system, especially in the context of this growing commune. Young people, and their parents, recognize the importance of combining basic secondary studies with the learning of technical professions. Events at the school are popular, and there is healthy collaboration with the neighboring community, with parents and family members supporting and attending activities. Municipal and provincial authorities collaborate with the school too, as they find the program and methods employed are beneficial to the young people and to society in general. EPP Ramiro participated in ADPP's Road Traffic Safety Project in 2016, alongside 50 primary schools in the municipalities of Viana and Belas. The students were particularly active mobilizing market-goers, taxi drivers and motorcyclists with key messages about road safety.

# EPP RAMIRO



Started 2012

GRADUATES IN TOTAL 131



Graduates from 9th grade 2016: 80, 45% female

Students in 7th, 8th, 9th grade: 287, 43% female



## PROFESISONS:

- \* Water Assistant,
- \* Energy Assistant
- \* Food Producer

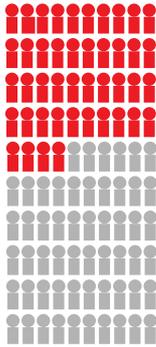
Location: Ramiro, Luanda

# EPP ZANGO



Started 1996, as a vocational school; EPP programme from 2011.

GRADUATES IN TOTAL 131



45%  
FEMALE

55 %  
MALE

Graduates from 9th grade 2016: 80, 45% female  
Students in 7th, 8th, 9th grade: 173, 36% female



### PROFESISONS:

- \* Community Health Agent
- \* Energy Assistant

Location: Zango II, Viana, Luanda



The school serves to help this relatively new part of the city get a head start with education and community development. During the period of work experience, for example, the Community Health students spent the first week investigating the basic health of people in Calumbo, interviewing five families each, explaining about yellow fever, taking the blood pressure and temperature of family members and asking about the occurrence of illness among the children. They spent a week visiting health posts, a week working in a hospital and finally a week was devoted to writing reports. Meanwhile, the Energy Assistants spent one week undertaking practical tasks in the community, a week learning more about energy in general by visiting energy distributors, a week in the community encouraging both greater safety as well as savings in relation to electricity, and a week writing reports.





14 Teams have passed through Frontline Institute Huambo since 2009, with a total of 326 participants. The 15th team initiated training in August 2016 and will complete the 6 month basic course in February 2017.

# FRONTLINE INSTITUTE ANGOLA - BASIC LEADERSHIP TRAINING

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Frontline Institute provides ADPP staff and volunteers with the resources, information and motivation to make an even bigger difference at the projects they are involved in, or to go on to lead new projects.

Basic management skills are learned over six months at Frontline, where daily life is like a mini project in itself. Meetings, discussions, decision making, and assuming responsibility all feature from the start. Debates about poverty and social equality are made relevant in the context of each participant's own experiences at their projects. The importance of food production takes on new meaning when the participants learn to cultivate land and raise animals.

Maintenance becomes second nature as they learn to identify problems, plan improvements and carry out the tasks themselves. A capacity to work together on a major task is essential for all project leaders, and in 2016 the 24 participants from Team 14 undertook a range of construction and rehabilitation tasks, while the 25 participants in Team 15 planted more than 2,000 trees. Also new in 2016, a new dormitory was inaugurated, increasing the capacity of Frontline Institute Angola.

Five months of practical work at a project completes the course, with the option of continuing to an advanced management course at Frontline Institute, Zimbabwe, run by DAPP Zimbabwe.



The Farmers Clubs are functioning effectively thanks to a training program founded upon a genuine desire by the ADPP Angola to build and use local capacities in its work. The Frontline 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” (ADPP 2015). It must be acknowledged that ADPP Angola has succeeded with this work. The capacities and confidence that the training has given to the mostly young Angolans who work in the field to face older and often suspicious villagers to successfully start something new, is a proof of the strength of their training. The interviewed Farmers' Club members and local government officials spoke highly of the project leaders, their devotion, knowledge and respectful attitude towards the villagers. The project leaders themselves value the training and said it had brought about a personal growth process and sparked an, often unrevealed, interest in agriculture and rural people.

**From the external evaluation of Farmers' Clubs Cunene and Kuando Kubango**





- Water and Sanitation project
- ★ Community Health Mobilizers
- TCE Malaria School program
- HOPE
- Community Health Agents
- ★ Road Traffic Safety project

# COMMUNITY HEALTH

Angola is currently in the process of revitalization and municipalization of primary health services, including the adoption of a formal policy for Agents for Health and Community Development (ADECOS). ADPP Angola is pleased to be contributing to the process, sharing experiences gathered in our community health work over the decades, particularly relevant to two of the government's strategic priorities for ADECOS:

- Information, education, communication and social mobilization for health promotion and healthy lifestyles
- Involvement of the community and families

From ADPP's point of view, the community component of the health system is of paramount importance. Families through the entire population must know and understand the basic rules of hygiene, sanitation, and how to prevent common diseases, and know when to seek medical help, so that health units can function efficiently.

The two parts of the municipal health system - prevention in communities and professional health services in health units - must work in unison to improve the health status of the whole population.

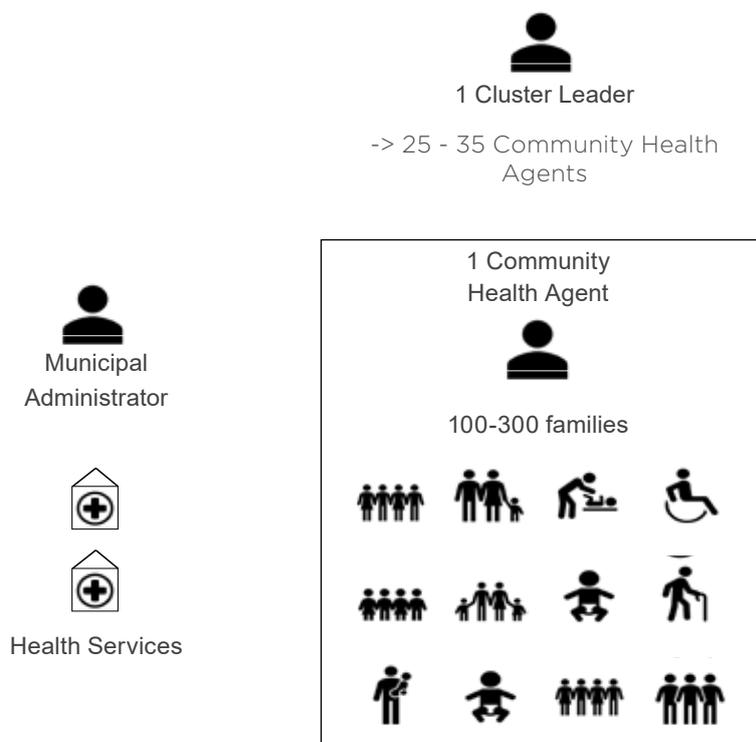
# COMMUNITY HEALTH AGENTS

ADPP has worked with Community Health Agents since 2006 and In 2017, will continue working to align our work with the national ADECOS programme. ADPP's Community Health Agents focus on different themes in different projects, from malaria and HIV/TB in Uige and Zaire to maternal and child health in Cunene. Common for all the Community Health Agents however is their mission to:

- Inform, educate, and mobilize families and the community as a whole to follow a healthy lifestyle and take steps to prevent common diseases
- Inform and educate families on how to discover the first symptoms of illness, how to treat patients, and when to seek health services
- Work as a link between the community and the municipal health system, referring people to relevant health services as appropriate, and accompanying those who need assistance, including pregnant women during their pregnancy and delivery.

The Community Health Agents are organized in clusters of around 25, each with a Cluster Leader. Each Community Health Agents is responsible for 100 - 300 families, depending on local context and the work involved.

## THE COMMUNITY HEALTH AGENTS STRUCTURE





300	Malaria control teachers active in the project to give lessons on malaria, HIV and TBs (GVT)
4,478	Students active in Malaria Control Patrols
5,132	Families reached by Malaria Control Patrols
33	Malaria control days carried out in the communities around the schools
1,816	People mobilized and tested for HIV
1,041	Passionate (community volunteers) trained and active
876	Pregnant women referred for PMTCT
277	Campaigns / events and activities on health education in general

Community Health Agents working in the provinces of Cunene, Uige and Zaire. The projects are providing essential health service support for thousands of families and individuals in rural areas.

## COMMUNITY HEALTH AGENTS UIGE AND ZAIRE

The project aims to contribute to community control of malaria, HIV and TB in Zaire and Uige provinces through a combination of school based and house to house activities. The project also works to support and complement health systems by creating linkages between the community and the available health services. In Zaire, where the project started in 2013, the focus has now moved to the schools' component as part of the long term sustainability strategy.

In Uige, meanwhile, the project started in 2016 and there is full focus on establishing school and community structures to promote control of malaria and HIV/TB. Teachers and students at 20 schools are being trained, while 50 Community Health Agents use a house-to-house strategy to reach all 5,000 families and sensitize them for behavioural change in relation to malaria primarily, but also HIV/TB.

# COMMUNITY HEALTH AGENTS CUNENE

In 2016, 107 Community Health Agents worked with 100 families each, focussing on pregnant women and small children, although improvement in family health on the whole is promoted.

Informing and educating are key elements. The 107 Community Health Agents, who are responsible for the 10,700 families active in the program, conducted regular household visits, registering and supporting children, passing on information about ante natal health and child development, and mobilizing the community to be tested for HIV, and for pregnant women to attend ante natal clinics. Those testing positive are supported in “positive living”. The Community Health Agents work closely with 8 different health facilities: the Health Centre of Xangalala,

the Health Centre of Mucope, the Health Unit of Naulila, the Health Centre of Ombala-yo-Mungo, the Health Unit in Ondepole, the Health Unit in Ndeitotela and the Health Unit in Kanaitone. Some of the referrals made by Community Health Agents have also been made to the Municipal Hospital in Xangongo, since some of the services were not provided in the mentioned health facilities.

Bolstering the project were more than 2,000 volunteers, local people who were mobilized and trained to help the Community Health Agents in the distribution of condoms and information material, and to give talks and health prevention lessons in schools, churches, markets and anywhere else groups of people congregated.

## Results, 3 years

- 10,700 families registered
- 93,578 household visits carried out
- 29,395 lessons given in the community
- 35,241 women reached with basic information on maternal child care
- 8,077 pregnant women participated in lessons on ante-natal care
- 3,482 pregnant women referred to the nearest health facility for ante natal care consultations.
- 40,542 children registered and supported
- 15,605 people counselled and tested for HIV
- 61,906 people reached with key messages about HIV
- 929,378 condoms distributed
- 10,521 families counselled in family planning
- 2,282 Passionates helped to carry out project activities





# WATER AND SANITATION BENGUELA

The improvement of water and sanitation conditions in the municipalities of Benguela, Cubal, Chongoroi and Ganda is the idea behind this schools-based project. 105 primary schools are participating, with in-service teacher training on sanitation and hygiene providing the pedagogical input, and latrine construction, the rehabilitation of water points and simple handwashing systems ensuring essential physical improvements. School Water and Sanitation clubs are a fundamental part of the project, and PTAs are also involved, with members receiving water and sanitation training and taking responsibility for upgrading of facilities and participating in campaigns. Students at both EPP and EPF Benguela complement the educational aspect of the project. They receive training, learning about hand washing systems, the importance of using latrines, and personal hygiene among much else. EPP students pass on their knowledge and give practical help during community actions and campaigns, while EPF trainees deliver lessons to primary pupils during teaching practice. Final year EPF students implemented water and sanitation micro projects in the rural communities where they were in long-term teaching practice.

Communities around the schools form an important part of the project too, with the objective of encouraging 10,000 families to establish latrines and hand-washing facilities at their homes. The links between the schools and the community include Rural Dynamos (activists), trained to mobilize households; Benguela rural WASH Technology Center where Community Water and Sanitation Health Days are held, and low cost model solutions are on display; Community-Led Total Sanitation training, and water treatment training.

Using the Community Led Total Sanitation methodology, communities are working towards being certified Open Defecation Free. The Provincial Department of the Environment has certified the first three entire villages open defecation free, while a further 7 villages have been verified for certification in early 2017.



“

My name is Mariano Mateus Timothy and I am 21 years old. I live in Asseque village and I am a student of ADPP's Escola Polivalente e Profissional (EPP) in Benguela. In 2015, I attended a 1 week training about Water and Sanitation. As a result of the training, I decided to take a stand on sanitation issues in my village.

I began with the mobilization of my family to construct a family latrine using local materials. It was difficult since my father thought it was not necessary as open defecation along the Cavaco river has been a long practice for the family and neighbours. But, my brothers and sisters agreed to my idea and we started moulding bricks in our field. After the bricks were ready we started to construct though my father was not sure that we would be able to manage construction of the walls. It took us 2 weeks to finish the walls and dig a pit. The structure of the latrine came out nice. Finally, my father changed his mind and decided to support us with 2 bags of cement for the floors. The latrine is finished and is accompanied by the hand washing system.

I am proud of our latrine being in use for the family. Using our latrine as a model, we are mobilizing the neighbours to construct their own latrines too. One of our neighbours has already dug the pit. I will continue mobilizing until all the families in my village construct their own latrines so that we can prevent diseases.

”

**WATER AND SANITATION  
PROJECT IN NUMBERS**

ACCUMULATED FOR WHOLE PROJECT PERIOD, AS PER END OF 2016

91,860	People reached by the project
105	Schools in the project
100	Schools with active Water and Sanitation clubs
100	Schools with active Parent-Teacher Associations
90	Schools with improved toilets
23	Schools with improved water points / boreholes
755	In-service teachers trained
5,400	Lessons given
310	People in communities trained as rural dynamos
87	Communities trained in Community Led Total Sanitation
9,605	Latrines built by families near their homes
8,738	Families have constructed hand washing facilities
11	Villages Open Defecation Free
2,626	Visitors at WASH Center

# COMMUNITY HEALTH BENGUELA

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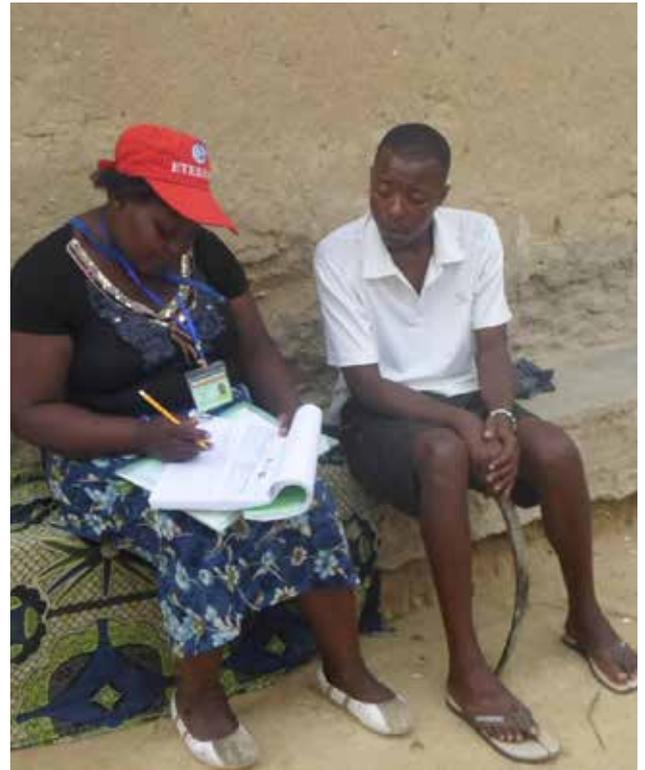
The project, which started mid-2016, contributes to improving the health and well-being of people living in high-risk, flood-prone areas in Lobito and Catumbela.

ADPP, together with a wide range of stakeholders, is working to mobilize families to relocate to safer area and is also providing information and support for

behaviour change related to water and sanitation for local communities.

50 Community Agents, 23 female, carried out a first household visit to 8.325 families towards the end of 2016.

In 2017, a clinic will be constructed as part of the area.



# HOPE BENGUELA

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HOPE Benguela will be celebrating its 20th anniversary in 2017. Launched in 1997, the project has been saving lives through awareness campaigns, voluntary testing, support and follow up of HIV positive patients. The project coordinates volunteers, carries out awareness campaigns, provides mobile testing, organises HIV clubs, HOPE Corners and operates the Hope Center, providing drop in service for the community. HOPE also works with local organizations the International Humanitarian Organization (OHI) and the Rastafarian Circle of Benguela (CRB) to reach a broad section of the community.



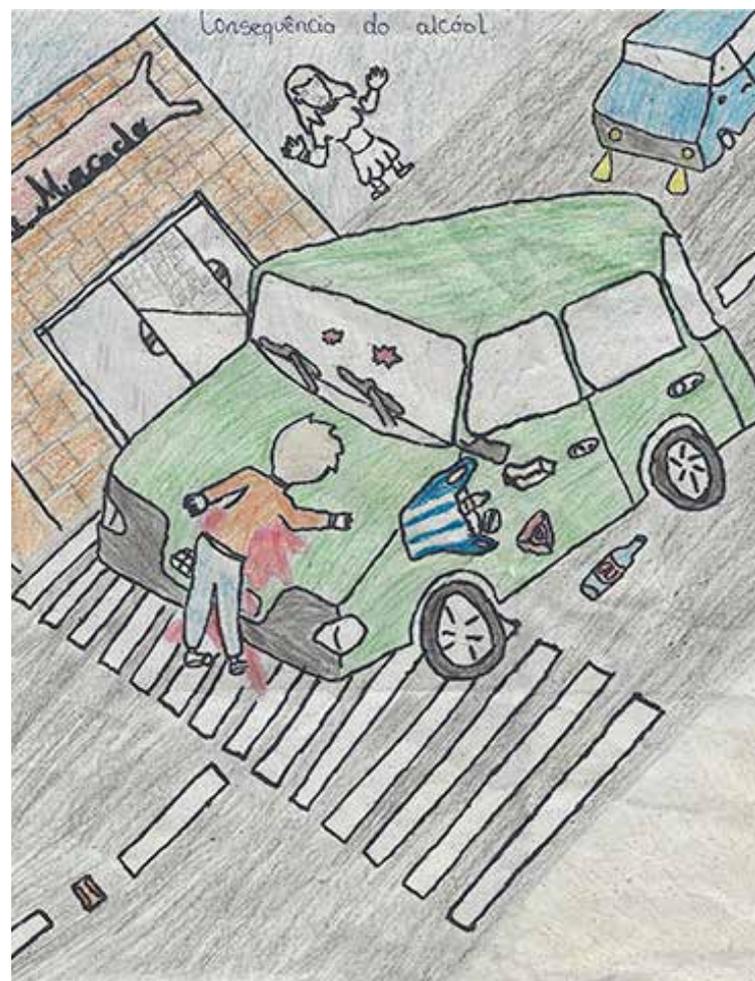


# ROAD TRAFFIC SAFETY SCHOOLS PROGRAMME

Rapid response is a characteristic of ADPP programs. With the number of road casualties in Angola spiralling, and young people ever more at risk on their way to and from school, ADPP launched an Accident Prevention and Road Safety project in Luanda at the end of 2015. 50 primary schools in Belas and Viana municipalities have been targeted, with 250 teachers receiving training on 20 themes related to road traffic safety, 120 EPF teacher trainees studying road safety, and 50 Parent's Committees learning how they can also contribute.

After training, both primary teachers and EPF students gave lessons on road safety, based on a teacher's manual specially developed for the project. The EPF students incorporated topics from the manual into class sessions and extracurricular activities at the schools where they were undertaking part-time teaching practice. These same students will continue to work with the topic in 2017, when they carry out long term teaching practice in rural communities.

Officially launched on 27th of May 2016, project activities included creating School Road Safety Clubs, traffic safety demonstration areas at the schools, and the distribution of flyers with key messages. School clubs visited taxi and bus stands, markets, and motorcyclists in pick-up zones near schools. In addition, the World Day of Remembrance of Road Traffic Victims was marked on 19 November, and a drawing competition was held for pupils at the participating schools.





- Farmers' Club
- Women Farmers' Field Schools
- Women in Action
- Community Development Project
- ✦ Agricultural Training Centre and Farmers' Clubs

# AGRICULTURE, RURAL AND ECONOMIC DEVELOPMENT

The collapse of the oil price in 2014 has had severe consequence in Angola, but has also opened the way for a strengthening of the local economy. An ever increasing focus on economic diversification to avoid reliance on the oil sector, together with a relative scarcity of imported goods, means that local producers have the opportunity to establish themselves. Smallholder agriculture occupies a substantial part of the population, but only contributes around 8% of the GDP. With excellent conditions for farming, including plentiful renewable water sources, there

is huge potential for expansion of the agricultural sector. ADPP's Farmers' Clubs, fully aligned with the government's policy on family farming, are working to help subsistence farmers make the transition to successful farmers through organization, training and access to markets. Organization and training are key to helping communities create development, whether they aim to improve their health and thereby productivity, or whether they need to learn vocational and entrepreneurial skills in order to create a better future for themselves.

# FARMERS' CLUB

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Farmers' Club are a way of organising small scale farmers in rural areas to improve food security, alleviate poverty and promote rural development. The farmers are organised in groups of 50. Each Club elects its own Committee from among the most productive farmers to lead activities. The Club members are subdivided into groups of 10, consisting of a Committee member and 9 other farmers, and they are trained in low cost, low tech methods to improve their production. They have access to technical support, and are trained in basic management and entrepreneurship. The focus is on improved methods, increased crop diversity, higher productivity and protecting the environment. The

training emphasizes practical lessons and “learning by doing”.

A key feature is the use of model fields, which give the farmers the opportunity to work and learn together and experience positive results before taking the decision to implement the new methods in their own fields.

In 2016, three Farmers' Club projects underwent external evaluations, and the conclusions of all three are overwhelmingly positive: the Farmers' Club model is relevant, effective, efficient and has the potential to become sustainable.



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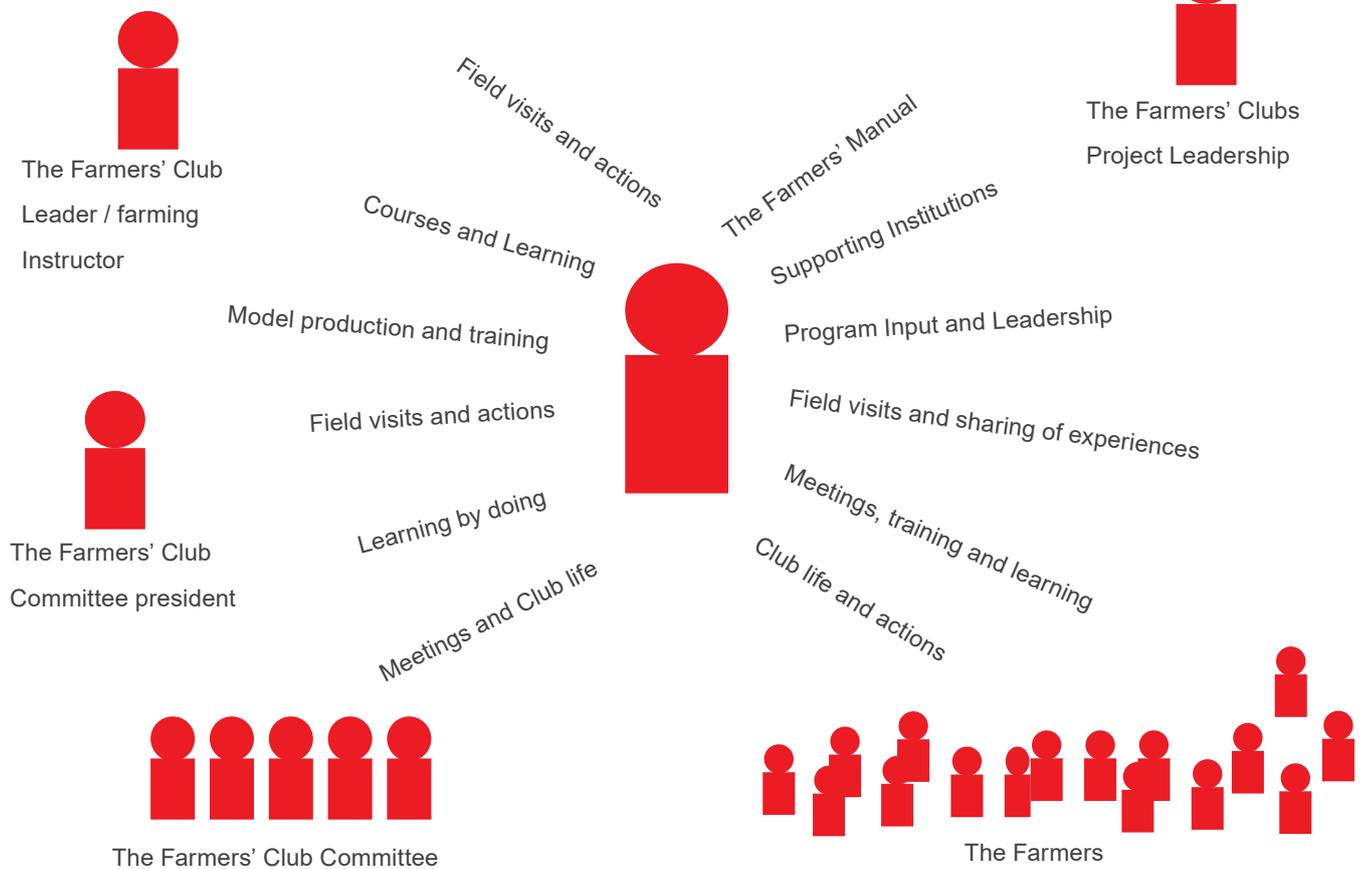
Since I joined this project, I have already benefitted from learning new agriculture techniques, receiving seed, hoes, machete, mosquito nets and lately an irrigation pump. We receive training that benefits us in the production both in the gardens and in the field. With the help from the project, I was able to increase the production in my individual field such as cassava, corn, beans and sweet potatoes in good quantities. This year, I am sure that I will produce a lot more vegetables because I have a Kick-start pump that will facilitate the irrigation of the vegetable garden.

**- Domingas Luís João, Farmers' Club Kwanza Norte**

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# THE FARMERS' CLUB STRUCTURE



## THE EXPECTED RESULTS OF THE FARMERS' CLUB PROGRAMME ARE:

- 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
- The farmers increase their production and market their surplus
- The farmers increase their wealth

# FARMERS' CLUB CABINDA



Start: 2013

Participants: 1,170, 903 female

Location: Cacongo, Buco Zau

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Farmers' Club Cabinda was launched in 2013 and successfully concluded in 2016. Over the relatively short lifetime of the project, many improvements and changes were made in terms of agricultural practices, crops grown, attitudes towards work and cooperation, health, nutrition and sanitation and, of considerable significance for those involved, gender. In partnership with Fundación Pueblo para Pueblo, a GPS mapping exercise was carried out during the project lifespan, helping farmers manage their assets. An independent final evaluation report found that the project's goals had been achieved and surpassed, and that between five and six thousand neighboring farmers had benefited from the new knowledge, techniques and

technology introduced at club members' farms and club fields.

The 20 club committees assumed responsibility for maintaining the clubs, continuing and developing activities and encouraging members to adhere to the lessons learned, both in terms of farming as well as health and nutrition.

Water Assistant students from EPP Cabinda collaborated with the project, helping with the maintenance of rope pumps and gaining essential practical experience in the process.



..the concept and implementation of Farmers' Clubs methodology should be considered not only as an alternative approach to agricultural extension work and sustainable community development, but as a participatory approach that focuses on improving the analytical capabilities of farmers (men and women) in order to empower them. In this context one would hope, and it is recommended, that the Farmers' Clubs Program be included as an integral part of the sectoral approach to agriculture in Angola.

**From the external evaluation of Farmers' Clubs Cabinda**



# FARMERS' CLUB CUNENE



Start: 2013  
Participants: 1,418, 800 female  
Location: Kwanhama, Ombadja

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Farmers' Club Cunene ended 2016 with 1,418 farmers in 29 clubs, 800 women and 618 men. The project, which aims to increase farmers' food security and income through training in environmentally friendly production methods, literacy training and strengthened organization. The 2016 data collection indicated that, compared to the project start, farmers increased production of cereal by 57%, and increased vegetables production many times over. Farmers were increasingly aware of the importance of methods conservation agriculture and drought resistant

crops. Mulching, crop rotation and pot-hole planting in 2016 helped clubs produce larger harvests, particularly tomatoes and eggplants. Farmers incorporated new techniques into their own production, resulting in improved food security, evidenced by an increased Household Dietary Diversity Score. 725 farmers participated in literacy training, leading to increased literacy levels, and more efficient keeping of records, production plans, budgeting and emerging entrepreneurship.

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The Provincial Director of Agriculture of Kunene said ADPP's presence has been fruitful for the province and that the organization has deserved the government's appreciation due to the fact that it "integrates a lot of Angolans and local people in the activities and keeps permanent contact to the communities"

**From the external evaluation of Farmers' Clubs Cunene and Kuando Kubango**

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# FARMERS' CLUB KUANDO KUBANGO

Start: 2013

Participants: 1000, 483 female

Location: Cuchi

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All 20 Farmers' Clubs were active in the operation area. Collective training sessions, individual guidance, new initiatives and health awareness activities were undertaken.

An end-of-project survey was conducted in 2016, and showed good harvests of grains, tubers and legumes, and a relatively large number of farmers cultivating a variety of crops, rather than relying on only one or two. 100 model fields were in use, to promote and encourage the growing of vegetables, both as cash crops and to improve the family diet. Farmers produced enough to feed their families for 8.98 months of the year, as opposed to 6.12 months at the start of the project.

Methods of conservation farming, such as leguminous crop cover, gained in use at the clubs, and there was a growing tendency to avoid "slash and burn" farming techniques. Nine clubs were organized in the selling and buying of produce and materials; membership books were being used for planning and recording keeping, both of which benefitted from improving rates of literacy and numeracy as more farmers completed literacy training. 75% of members had household latrines and 80% were disinfecting drinking water, while all households learned how to prevent and treat malaria and diarrheal diseases.

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As testified by government officials, including the Municipal Administrator of Cuchi, the sale of vegetables by Farmers' Club members in the local market, has increased access to the same to the general population of Cuchi.

Thus the project can be considered to have contributed to increased access to food not only for the Farmers' Club members but also for Cuchi citizens.

**From the external evaluation of Farmers' Clubs Cunene and Kuando Kubango**

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# WOMEN'S FARMERS' CLUB KWANZA NORTE



Start: 2015

Participants: 1,519, 1,283 female

Location: Lucala

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At Farmers' Club Kwanza Norte, 2016 was spent fully establishing model fields, carrying out training sessions and field visits, and giving lessons in health, nutrition and basic business skills. By the second half of the year, four out of five members were participating in literacy training.

Entities collaborating with Farmers' Club Kwanza Norte include the local municipal administration in Lucala, the Ministry for the Family and the Promotion of Women, the municipal malaria programme, and EPP Kwanza Norte. Students on the Food Producer course at EPP Kwanza Norte participated in refresher courses at the project.

The ultimate aim of the Farmers' Club system is that the clubs themselves assume responsibility for planning, day to day running, and in general their own long-term future. A number of clubs in Farmers' Club Kwanza Norte took an important step towards one aspect of being self-reliant, when 330 farmers (264 women and 66 men) became organised to improve their health and the welfare of their families. Club committees made small savings to support members through paying for transport to the nearest health post and or for buying medicines for their club members in case of sickness.

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## MALARIA PREVENTION IN FARMERS' CLUB

Farmers' Club in Kwanza Norte and Kwanza Sul are helping more than 3250 family farmers achieve food security, produce surplus for sale and emerge from subsistence living. An integral part of the program in both provinces is health education, since poor health inevitably affects farming outcomes. If it is the farmer who is ill, the consequences are reduced effectivity. If a family member is ill, they cannot contribute to the daily work. A sick child requires tending, and this also reduces the available workforce. In addition, medicines may have to be bought, and time spent visiting the, often distant, health centre.

In the two provinces, Club committee members were trained as educators, mosquito nets were distributed to households, demonstrations about the correct use of the nets were given and follow up visits made to ensure the

continued use of the nets, malaria awareness campaigns were held at each of the clubs, and local schools were included in the project to increase the impact at family level. The impact of the campaigns will hopefully be felt in the malaria / rain high season during the first half of 2017.



# WOMEN'S FARMERS' CLUB KWANZA SUL

Start: 2012

Participants: 1,750, 1,215 female.

Location: Quibala



Farmers' Club members made the most of the benefits of membership, gaining in knowledge and experience of modern conservation farming techniques, extending the growing season with vegetable cultivation, receiving personal assistance in their fields, taking part in a pass-on loan system to increase the raising of livestock, developing health plans at club level, receiving mosquito nets and information to help fight against malaria, and learning to read and write. The model fields used to train farmers in vegetable cultivation also served as the setting for lessons

about nutrition. Four sessions were held at each club, and 1,350 members learned about such topics as the importance of a varied diet, the contribution of vegetables to a healthy diet, and the nutritional make up of different foodstuffs.

Aspects still being worked on include the construction of rural warehouses, the establishing of small businesses, common buying and selling systems, and the opening of shops to sell directly to the public.





# AGRO-PASTORALIST FIELD SCHOOLS CUNENE

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Agro-Pastoralist Field Schools (“ECAPS” from the Portuguese name) are a Ministry of Agriculture / FAO model to help communities strengthen resilience and improve management of natural resources. They are being implemented as part of the drought recovery assistance programme. Since 2014, ADPP has been working with Field Schools in Tchipa, Curoca municipality, Cunene province. In 2016, there were 1,100 famers and 37 field schools in Ombadja, Curoca, Kwanhama, and Namacunde.

Waterholes were restored, improved or created to help alleviate the effects of drought, and ring-fenced for protection. Specially selected grasses were planted in an effort to improve grazing rather than resort to transhumance.

Field School activities included learning about the care and prevention of diseases among livestock, tree planting, the cultivation of legumes, and literacy training, the latter two being expressly requested by the participants.



# FARMERS' TRAINING CENTER & WOMEN'S FARMERS' CLUB CALANDULA

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ADPP began managing the Agricultural Training Center in Calandula in July 2016. The project comprises three components: construction of an Agricultural School in Calandula, 10 Farmers' Club, and the distribution of fruit trees. In the long term, the school will become an education and resource centre for modern sustainable agriculture.

During 2016, construction of the Centre was completed and 538 fruit trees were planted in the surrounding area. 10 Farmer's Clubs were formed, with a total of 554 members, 366 of whom were female farmers. A committee of five was formed at each club, to lead and coordinate club activities, and training sessions were held every month from September to December. All clubs received at least one training session before the end of the year, and 325 individual farmers were visited in their own field by the two project leaders. 264 members from five clubs attended talks about health and nutrition in November and December, while 548 farmers received information about malaria in the final quarter of the year. Almost two thirds of the 325 farmers visited were already showing behaviour change related to preventative health care, with improved personal hygiene, environmental awareness and use of mosquito nets.

20 Kickstart pumps were distributed to two clubs, and 69 members participated in training in their use. All clubs received a variety of seeds to begin planting in model fields, and 1,600 fruit trees were distributed.



# RURAL AND ECONOMIC DEVELOPMENT PROJECTS



## COMMUNITY DEVELOPMENT IN FISHING COMMUNITIES

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The fishing communities of Cabo Ledo and Buraco, on the Atlantic coast south of Luanda, form part of the Literacy and Community Development in Fishing Communities Project, which was launched in October 2015.

The project comprises Community Agents, of which there are three in each of the two communities, literacy trainers (five in Cabo Ledo and four in Buraco) and volunteer coordinators of Community Action Groups (12 in each community), under the leadership of a Project Leader in both communities.

In 2016, the project was working with 581 families, and a total of 1208 men and 1270 women. 519 community members were participating in literacy training, while 111 people were receiving entrepreneurship lessons. Community Action Groups were given talks on water and sanitation, on purifying water using moringa and the construction of latrines. 60 families constructed latrines. 479 trees had been planted and were being taken care of.





# WOMEN IN ACTION CAXITO

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A Women Entrepreneur project was launched in Caxito, Bengo at the end of 2015, with the objective of training 120 women over three years. Sewing courses, business skills, literacy, sexual and reproductive health and the rights of women are included in the programme.

A small training center houses the project, which is run by a project leader together with instructors in tailoring, literacy, life skills, and entrepreneurship.

On 23 November 2016, the first group of 22 women who completed the course received their diplomas at a ceremony attended by representatives from the Ministry of Families and Women's Affairs, the Angolan Women's Organization, various churches, TPA and Radio Bengo. All of the graduates will be offered mentoring in 2017, in a year long follow up programme to help them get established as independent seamstresses. A second group of 28 women continued in training towards the end of the year while a third group was enrolled to start in early 2017.



# NEW PROJECTS IN 2016

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## Science and maths training for teachers in Luanda



Strengthening science and mathematics teaching at both primary and secondary level is key in inspiring young people to further their studies and pursue a career in the field, which is important anywhere, but even more important in an oil-rich country. Teacher development is, as ever, key to awakening the interest of pupils, maintaining their enthusiasm and helping them learn. This is a pilot project, involving five educational institutions in Luanda, and comprises 20 Pedagogical Sessions for in-service and pre-service lower secondary teachers and for pre-service primary teachers.

500 teachers and trainee teachers from ADPP and other schools and teacher training institutions in Luanda will participate in the project, which is expected to benefit thousands of pupils.

Participants attend once a fortnight, receive pedagogical materials and gain hands-on experience, while the participating schools receive kits in each of the subjects Mathematics, Physics and Chemistry. The kits contain material and equipment to conduct simple experiments and tests.

The project, which was in the preparation phase in the last quarter of 2016, will be officially launched in 2017.

## Community Health Mobilizers in northern Angola



In November 2016, ADPP began mobilizing stakeholders in four provinces as part of the project to fight malaria, HIV and TB.

The project, which will train and organize 67 locally recruited Health Mobilizers, will cover sparsely populated and underserved communities in the municipalities of Massango and Cangandala in Malanje, Bungo and Kimbele in Uige, Xa- Muteba and Capenda Camulemba in Lunda Norte, and Alto Zambeze and Lumbala Nguimbo in Moxico

Organized in trios, the Health Mobilizers work closely with the 21 clinics in the project area, functioning as links between the communities and health service providers.





## Women's Empowerment Cunene

The project aims at empowering women economically by increasing their income through agricultural production, and at social empowerment through the increased awareness of sexual and reproductive health rights, gender-based violence, and HIV, among others.

This project benefits women organized in 10 Farmers' Field schools located in the Municipality of Ombandja; Each Field School consists of 30 members, making up a total of 300 small farmers of which 60% are women.

## Women in Action Cazenga



Women Entrepreneurs Cazenga, Luanda is a project designed to improve sewing and business skills among mainly female used clothes sellers in Luanda. With a proven track record as entrepreneurs, whether they sell large or small amounts of used clothing, the business skills training will help them grow their business, whilst the sewing course is aimed at allowing them to add value to the used clothing- altering, embellishing and upcycling for sale, as well as creating new items. The courses are open to the female sellers and their family members, with the idea that they continue working together to expand the family business. The goal is to improve the opportunities of 320 women to create a better life for themselves and their children. It is being implemented in Cazenga, Luanda and started on the 1st of July 2016. Flexibility is the key, with participants choosing between dressmaking and business skills, and members of the same family attending one or the other course.

In 2016, 76 participants were enrolled to begin training in January 2017. The small training centre, at EPP Cazenga, comprises a workshop with sewing machines for dressmaking courses, a classroom for Business Skills, and an office.

Participant will also receive information about health issues, women's rights and other topics that will help them make decisions that affect their own well-being and that of their family.

# FUNDRAISING

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ADPP Fundraising generates much needed revenue for development projects through promoting the sale of second hand clothes and shoes via commercial agents. It also provides jobs and income, and a source of quality clothing at affordable prices. 2016 built upon the restructuring and revitalization of operations in response to changing circumstances in the country. Two new outlets opened in 2016, one in Viana, Luanda Province, and another in Lubango, Huila Province, bringing the number of commercial agents up to 17. Training sessions were held to help managers become more professional.

Initiatives to maintain the mainly female entrepreneurs customer loyalty included the establishing of clubs, holding open days with refreshments and talks and helping improve market stalls.

Among the people employed directly by the project were 49 staff working with promotion, training and assistance alongside the commercial agents, 12 staff in transit and logistics and 19 in system management. The 15 commercial agents sold bales of varying sizes to more than 2,000 mainly female vendors. 4,268 tons of clothes and 412 tons of shoes were sold through the year.





# ABOUT ADPP ANGOLA

ADPP is an Angolan non-governmental association, which started its activities in 1986 and was officially registered with the Ministry of Justice in 1992, and with IPROCAC in 2015. All of ADPP's activities are built on four pillars:

- The conviction that education for all is the key to development.
- A community-based perspective that seeks to empower individuals, families and communities to make positive changes in their own lives.
- A recognition of government as a key player in promoting long-term sustainable development, and close working relationships with local, provincial and national government partners.
- An integrated, holistic approach to development that applies a 'whole community' philosophy to link activities in education, health and community development in order to achieve maximum impact.

ADPP is headed by a Board of Directors, elected by the general assembly. ADPP's work is financially supported by a wide variety of partners including national and local government, private companies, UN and other international organizations and overseas governments. ADPP's projects receive institutional support from relevant ministries, including the Ministry of Education, the Ministry of Families and Promotion of Women and the Ministry of Agriculture, and from authorities at provincial, municipal and local level.

All ADPP's projects are subject to an annual external audit,

carried out to international standards by Ernst and Young.

ADPP Angola is co-founder and member of the Federation for Associations connected to the International Humana People to People Movement, a membership network for organizations working with long-term, sustainable development. Members are independent national associations, whose work is based on keen knowledge of the needs and development potential of the communities where they are situated.

Each project contributes to the fulfilment of the three overall objectives in the mission statement:

- 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 compatible with the objectives.
- To promote a better life for the underprivileged and the most needy part of the population.

# ADPP 30 YEARS

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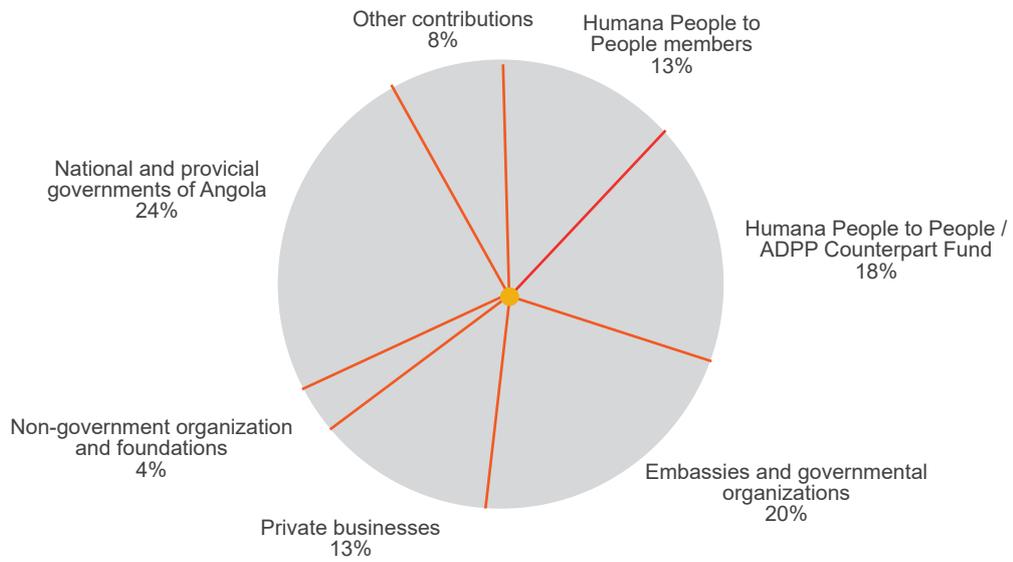
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- 1986** ● Rural Technical School in Caxito and ADPP Fundraising via the sale of second hand clothes initiated.
- 1987 — 200 workers and extra voluntary labour continue building Caxito School, still in operation today.
- 1988** ● Caxito School inaugurated, Agricultural Center established and used clothing distributed in Kuito Kuanavale.
- 1989 — ADPP Catering starts, serving 10,000 meals per day by the mid 90s. Start of Health Brigades in Caxito, with the Ministry of Health, building latrines, wells and promoting basic sanitation.
- 1990 — Ambriz school and hospital renovated, plus support for farmers, and ADPP boat construction. Huambo clothes sale starts.
- 1991** ● First Children's Schools. School for Street Children, Cazenga, Luanda and Street Children's School Huambo, still in operation as ADPP Practical and Theoretical schools. Eucalyptus planted in Huambo, bananas in Caxito and 1 million trees in Bengo. Clothes Factory in Luanda.
- 1992 — Renovation of two public schools in Luanda. Relocation of students and teachers from Caxito to Cazenga due to the war. ADPP projects in Huambo continue in difficult circumstances. ADPP registered with the Ministry of Justice.
- 1993 — ADPP projects in Benguela: School in Vale de Cavaco, "Child Aid" community development and clothes sale. Emergency clothing packages sent to families throughout the country. Environment project in Tômbwa, Namibe.
- 1994 — Projects in Cabinda: Vocational school in Cacongo, plus Child Aid project. Distribution of clothing in Kuito.
- 1995** ● First ADPP/MED School for the Teachers of the Future in Huambo. Vocational schools in Cabinda, Caxito and Benguela. Economical houses in Viana, Luanda, built. Clothes donations and sheltering of war refugees at ADPP Schools.
- 1996 — Teacher Training Schools plan agreed with MED. EPF Caxito starts.
- 1997** ● HOPE Benguela, community control of HIV/AIDS, initiated. EPF Benguela starts.
- 1998** ● EPF Cabinda starts. First EPF Graduation in Huambo. Evacuation of EPF Huambo students to Caxito.
- 1999 — Pedagogical Workshops launched in Cabinda & Bengo. Humanitarian assistance for displaced persons in Huambo, with construction of houses, school and clinic. Ambriz post-conflict community building project starts.
- 2000 — EPF Luanda starts. Chongoroi post-conflict community building project starts. HOPE Cabinda starts.
- 2001 — EPF Zaire starts. 63 Caxito students and teachers kidnapped but later released. EPF Benguela attacked.
- 2002** ● Celebration of peace. Participation in project Education for Life and Peace. Distribution of clothes to demobilized forces throughout the country. Milestone: more than 1000 EPF graduates accumulated.

- 2003 — Year of consolidation of educational, social and health projects.
- 2004 — Continued consolidation of projects. ADPP Catering concludes operations.
- 2005 — ADPP Courses and Conference Center in Ramiro, Luanda. Milestone: more than 2,000 EPF graduates accumulated.
- 2006 ● EPF Bié starts. Total Control of the Epidemic (HIV) community project in Bengo and Cunene. 40 Pedagogical Sessions plus HIV schools program launched.
- 2007 — EPF Uige and EPF Malange start. EPFs Huambo, Benguela and Bié capacity increased from 60 to 90 students per year. Forests for the Future Cabinda. Water and Sanitation project in 350 schools. Latrine building Cazenga.
- 2008 ● EPF Cunene starts. Rural development campaign with MINFAM initiated in Bié. Trees for Life Zaire. Schools-based community malaria project begins in Zaire.
- 2009 ● EPF Kwanza Sul first team starts. Farmers' Clubs launched. Frontline Institute, Huambo starts. Women's Empowerment at all schools. Nutrition Project, Food for Education, in 10 provinces.
- 2010 — EPF Kwanza Norte starts. Rural development in 5 provinces, including Adult Education. Benguela malaria program. Cunene Community Health Agents and Farmers' Clubs. Education for a productive future at 9 ADPP schools.
- 2011 ● 5 EPPs in Cabinda, Huambo, Benguela, Bengo and Luanda start. Nutrition project, Food for Education, centred in Benguela, reaching 10 provinces.
- 2012 — EPP Zango and EPP Kwanza Norte start. FC Cabinda and FC Bengo projects initiated.
- 2013 — EPP Ramiro, EPF Kuando Kubango & EPF Londuimbali start. Farmers' Clubs in Kwanza Sul. Rural Development extends to 13 provinces. Home based HIV testing in Cunene. Universal distribution of mosquito nets in Kwanza Norte.
- 2014 — Agro-Pastoral Field Schools in Kunene. PAF Cabinda against HIV vertical transmission. Tombwa restructuration. Universal distribution of mosquito nets in Bengo and Namibe.
- 2015 — Education for All in Lunda Sul. Road Traffic Safety campaign in Luanda. New Women Entrepreneur projects. Community Development project in Luanda.
- 2016 ● Graduates accumulated January 2016: EPF - 8,601, EPP - 1,003.

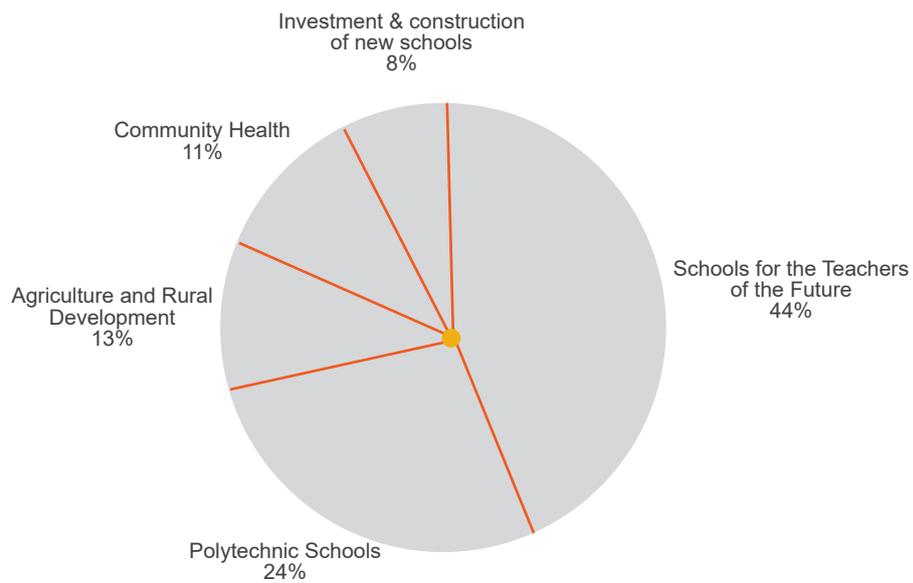


# FINANCIAL STATEMENT 2016

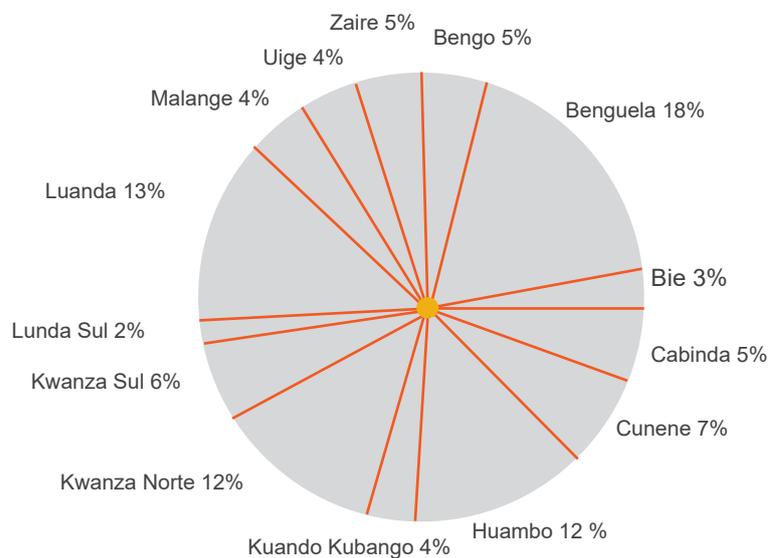
## REVENUE IN 2016



## EXPENDITURE BY SECTOR



## EXPENDITURE BY PROVINCE



# PARTNERS IN DEVELOPMENT

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Ministry of Education, Angola  
Ministry of Fisheries, Angola  
Ministry of Agriculture, Angola  
Ministry of Family and Women's Affairs  
Provincial Government Bengo  
Provincial Government Benguela  
Provincial Government Bie  
Provincial Government Cabinda  
Provincial Government Cunene  
Provincial Government Huambo  
Provincial Government Kuando Kubango  
Provincial Government Kwanza Norte  
Provincial Government Kwanza Sul  
Provincial Government Luanda  
Provincial Government Lunda Sul  
Provincial Government Malange  
Provincial Government Uige  
Provincial Government Zaire  
ACREP  
African Innovation Foundation (AIF)  
Algoa  
Angoalissar  
Associação Nação de Amanhã  
British Embassy in Angola  
Chevron  
ESSO Angola / Block 15  
European Union  
ExxonMobil Foundation  
FAO  
UFF Finland / Ministry of Foreign Affairs Finland  
Fundacion Pueblo para Pueblo  
G4S  
Humana Estonia  
HUMANA People to People - Verein für  
Entwicklungszusammenarbeit  
Humana People to People Baltic  
Humana People to People Eastern Holding  
Humana People to People Italia, O.N.L.U.S  
Humana Sorteirimiskeskus OÜ  
Humana Spain  
Jembas  
Johnson & Johnson  
Korean International Cooperation Agency (KOICA)  
Lavalin  
NALCO  
NCR  
Norwegian Embassy in Angola  
Planet Aid, Inc., USA  
Statoil Angola  
Sympany  
UFF Norway  
UFF Sverige  
UNDP Angola  
UNITEL  
USAID  
Vattenfall  
Weatherford



# HUMANA PEOPLE TO PEOPLE

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The Federation for Associations connected to the International Humana People to People Movement is a membership network for organizations working with long-term, sustainable development. The members are independent national associations, which started their work and continue operations based on keen knowledge of the needs and development potential of the communities where they are situated. With projects and project leaders placed in rural areas, they are part of the everyday life of the people in the projects and are also part of finding sustainable solutions.

The projects and members of the Federation work closely with local, national and international players, including government institutions, non-government entities and the business community.

Member organizations in Europe and North America collect and recycle secondhand clothes and shoes and use the surplus to support development projects. These projects build human capacity and encourage people to join forces to make changes that improve their lives and their communities. Members in Africa, Asia and Latin America fight shoulder to shoulder with people to improve health, education, production and economic prosperity.

By establishing the Federation, providing a formal and permanent cooperation between the member organizations with permanent staff and an international headquarters, the members created a body where they can:

- Discuss issues of common interest;
- Access comprehensive experience of other organizations working in the same field;
- Develop programs with a common idea and standard, leading to better quality and more efficiency;
- Draw on assistance in many professional fields, thereby reducing costs;
- Cooperate to maximize results of clothing collection and sales;
- Benefit from and contribute to human resource management and development that fits to the challenges in developing countries;
- Speak with a common voice in the international development fora, thus increasing the influence of their programs.



## MEMBER ASSOCIATIONS

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

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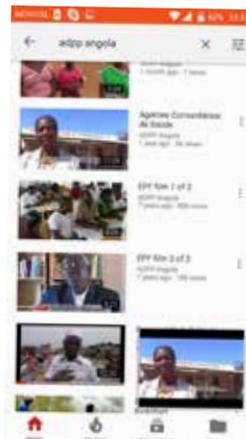
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