

ADPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



ADPP

ANNUAL REPORT 2013



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MEMORIAL
ANTÔNIO AGOSTINHO NETO



INTRODUCTION

Dear Friends, Colleagues and Partners,

On behalf of all the many people throughout Angola who work daily with ADPP and are part of the sprawling life at the projects, I welcome you to enjoy the results of our united efforts presented here in our annual report for 2013.

Angola as a country progressed in 2013 and at ADPP we are proud to be able to give our contribution to some of the key areas of development, especially in communities and rural areas throughout the country. Focus areas in 2013 have included training the teachers of the future, participating in the country-wide campaign to eliminate illiteracy, training of young people to become multi-skilled professionals with a passion for work. The effort to serve rural communities with basic knowledge to take action on health and sanitation, and working to help small farmers increase their production of food and promote economic development have also been key.

For all of us, 2013 has been the year of great progress – just look at the following pages.

We thank all who have contributed in 2013 and we look forward to continuing our work together in the coming years because it matters and because every day makes a difference for the people involved.

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





ADPP Angola is currently running 75 projects in 39 municipalities in 17 provinces, reaching approximately a million people

ADPP'S VISION & STRATEGY

ADPP's vision is of a future where poverty, hunger and inequality are things of the past, and where health, well being, education and productive employment form a natural part of everyday life. It is an achievable goal and one which ADPP and people in communities throughout the country are standing shoulder to shoulder, fighting to achieve every day. In its work, ADPP aims to contribute to the fulfillment of the country's strategies for development, working alongside and together with others making their contribution. ADPP emphasises the organisation and training of individuals and communities to help themselves and to have the capacity to maintain development. Training and organisation go hand in hand, be it in the field of health and hygiene, agriculture and the environment, or education. A fundamental element in ADPP's strategy is the EPF system of teacher training that feeds highly qualified and motivated people into rural communities, raising the level of primary education while implementing and supporting wide ranging development projects.

	SCHOOLS FOR THE TEACHERS OF THE FUTURE (EPF)	PRACTICAL AND THEORETICAL SCHOOLS (EPP)	FRONTLINE INSTITUTE
VISION	All school children receive high quality primary education from well qualified, capable, dedicated teachers, who also function as community leaders	Young people in Angola fulfill their academic, practical and personal potential and are socially responsible	Project leaders and key staff are passionate and effective in the fight against poverty, hunger, illiteracy and disease
STRATEGY	<ul style="list-style-type: none"> - 3-year course training exceptional future primary school teachers - Strong emphasis on teaching practice, and on the ability to teach all primary school subjects - Educational, cultural, social and environmental centres of excellence 	<ul style="list-style-type: none"> - 3-year courses educating the hearts, hands and minds of young people - Strong emphasis on learning by doing, with community actions and work experience throughout the education - Nine professions on offer, geared to specific needs in each province 	<ul style="list-style-type: none"> - Training key ADPP project staff to work at the frontline of development - Maximising the potential of already committed and focused workers - Building a network of people passionate about the fight against poverty, hunger, illiteracy and disease



HOPE

TCE

COMMUNITY HEALTH AGENTS

VISION

An end to AIDS and suffering from it.

Total control of the endemic diseases, HIV, TB and malaria.

Rural communities are in control of their own health.

STRATEGY

- Providing information and support for those infected or affected by HIV
- Drop-in community resource center with HIV counselling and testing
- Mobile testing truck providing HIV counselling and testing in rural areas

- 3 year campaign systematically educating and mobilising on three endemic diseases: malaria, HIV/Aids and TB
- Locally recruited and trained “Field Officers” carry out household visits
- Helping communities, individual by individual, gain total control of the diseases

- Local people trained and organised to improve health in rural communities
- House to house visits with information, support for behaviour change and basic service provision, including HIV tests
- Dedicated agents of change linking families and health service providers



SOCIAL ORGANISATION OF FAMILIES

PROJECTS FOR ECONOMIC DEVELOPMENT AND FAMILY ENTREPRENEURSHIP

VISION

Families and communities are empowered to combat hunger and poverty, and organised to create development

Local economies thrive due to the income generating activities of families, who have achieved economic self sufficiency and social well being

STRATEGY

- Organising thousands of families to help them improve their living conditions
- Training local people as “Rural Dynamos” to boost development
- Health, hygiene, nutrition, fighting disease, education, economy and childcare in the spotlight

- Organising families in clubs to work together for development
- Training in increasing agricultural production for sale and in other skills for income generation
- Encouraging entrepreneurship and the creation of small businesses



FARMERS' CLUBS

ADULT LITERACY IN RURAL AREAS

VISION

All farmers are self sufficient, producing surplus for sale and contributing to the development of the country

All adults can read and write, a vital tool in creating sustainable development

STRATEGY

- Farmers organised and trained in low cost, low tech environmentally friendly methods practised in model fields
- Also trained in basic business skills, literacy, disease prevention and more
- Whole families and communities benefit through club structure

- Per literacy campaign: 1 leader, 16 supervisors, 160 literacy teachers, 11.000 participants
- 10 hours of lessons per week, scheduled around working hours / family commitments
- Accelerated learning program- 3 modules equal to 6th grade, with Ministry of Education certificate on graduation



ADPP'S PROJECTS

■ Schools for the Teachers of the Future

■ Practical and Theoretical Schools

■ Children's schools

□ Frontline Institute

■ Community Projects for Economic Development and Entrepreneurship

□ Social organisation of families

■ Adult Education

□ Rural Dynamos

■ Farmers' Club

■ TCE

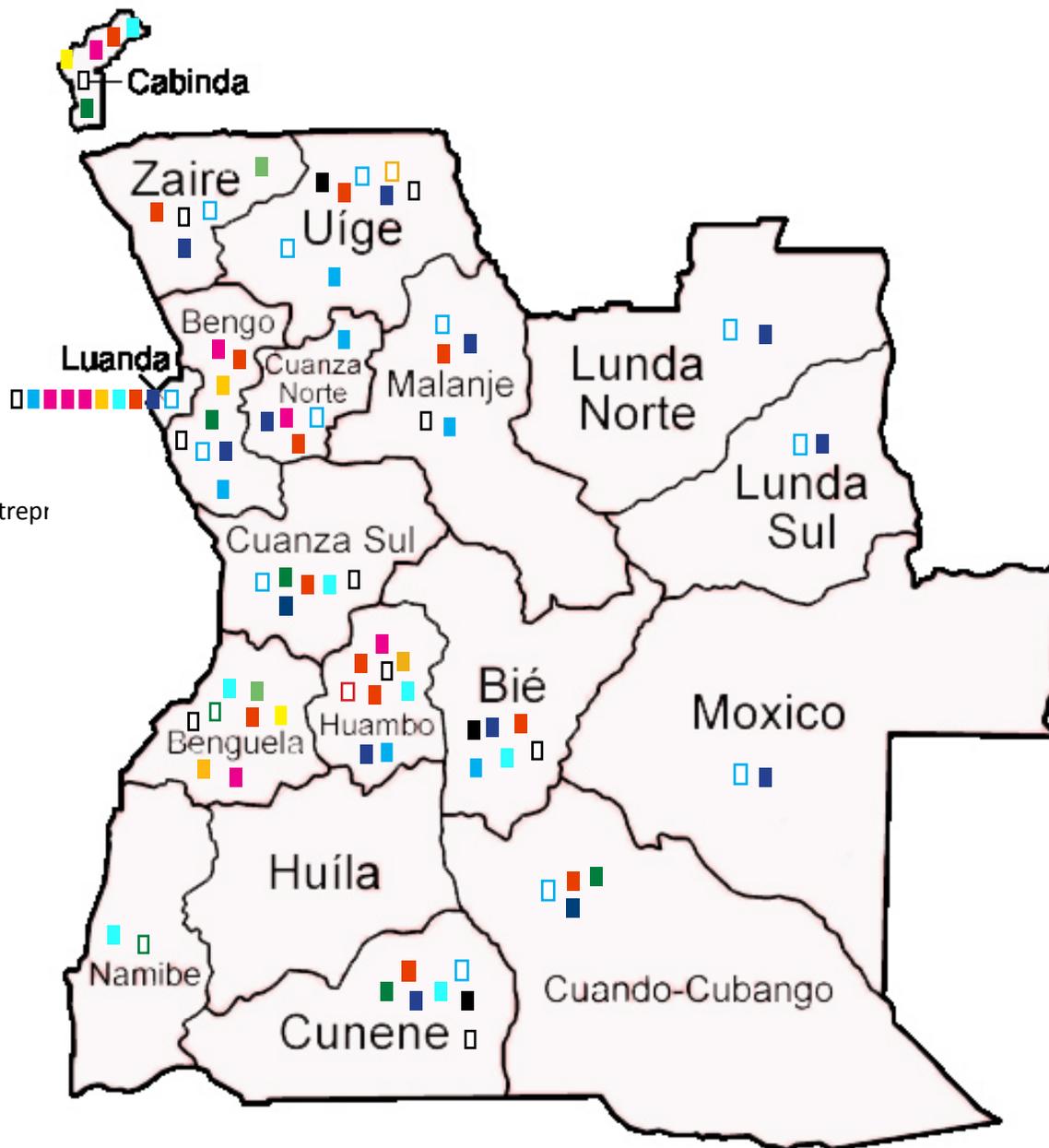
■ Community Health Agents

■ Fundraising

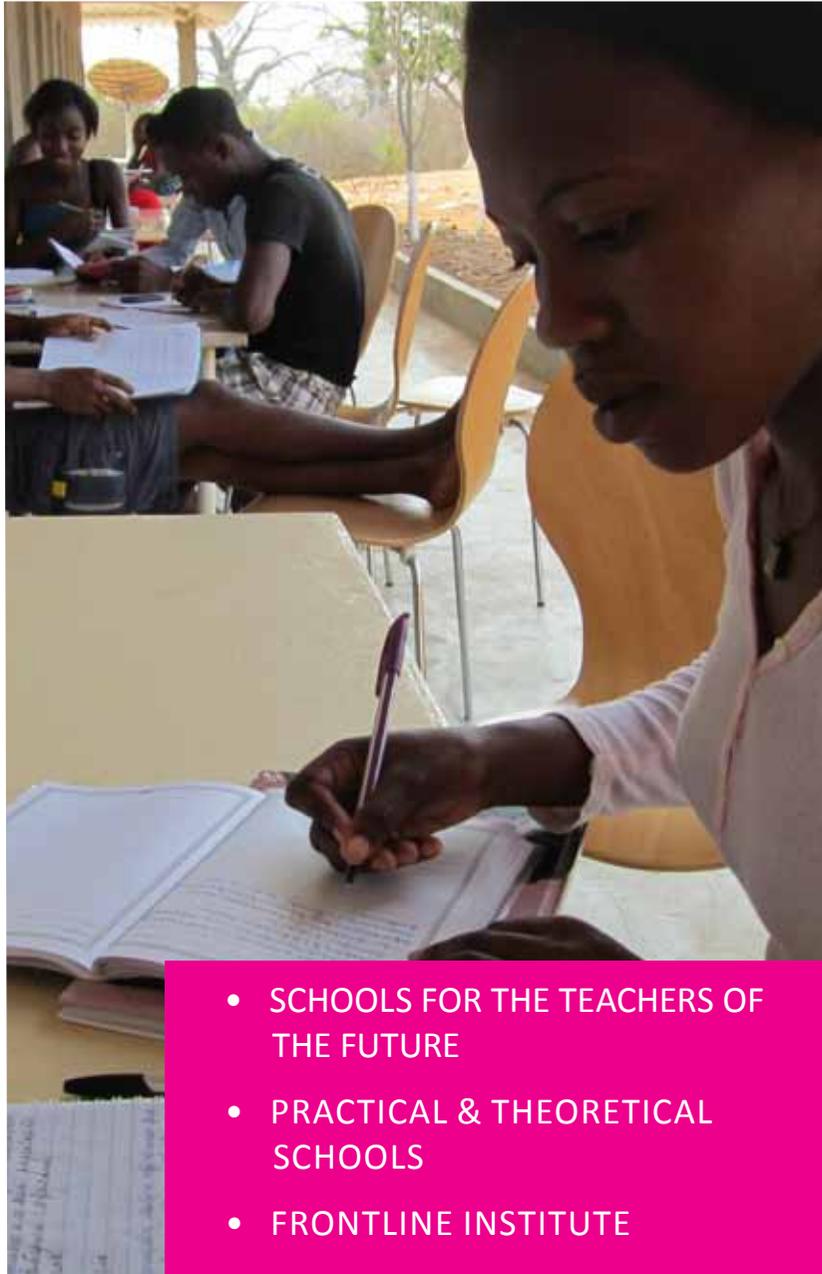
□ Child Aid

■ HOPE

□ Nutrition project



EDUCATION



- SCHOOLS FOR THE TEACHERS OF THE FUTURE
- PRACTICAL & THEORETICAL SCHOOLS
- FRONTLINE INSTITUTE

The logos include:

- The Ministry of Education
- GOVERNO DE ANGOLA
- KOICA (Korea International Cooperation Agency)
- USAID (FROM THE AMERICAN PEOPLE)
- EUROPEAN UNION
- MINISTRY FOR FOREIGN AFFAIRS OF FINLAND
- USDA
- UNFPA
- unicef
- HUMANANA
- Schlumberger
- ACREP
- UNITEL
- FRANK'S INTERNATIONAL
- SONAMET
- G4S
- AUTOGRUPO
- UFF
- BNA
- NALCO
- Cimianto
- EPAL
- Sonangol
- Statoil
- bp
- FUNDAÇÃO ESCOM
- HUMANA (Fundación Pueblo para Pueblo)
- GOLDFER
- CABESTIVA
- EDEL
- COSAL, LDA
- JAM (Jica Aid Management)
- JAT (Jica Aid Technical)
- angola LNG
- psi (Healthy lives. Measurable results)
- macon
- Planet Aid
- TOTAL
- PORTO DE LUANDA E.P.
- MAXAM
- NCR
- Weatherford
- SNV
- CAEP



A student from the Schools for the Teachers of the Future Benguela is doing his teaching practice in local primary school.

SCHOOLS FOR THE TEACHERS OF THE FUTURE

From 2013, the teacher training at the Schools for the Teachers of the Future, run by ADPP in cooperation with the Ministry of Education, was extended from 2.5 to 3 years, each year having its own special headline and themes. The programme has been revised and refreshed to provide even more challenges.

New students embark on The International Year of the Teacher, learning about the world and about themselves, overcoming frontiers literally as well as personally. Bussing our Continent is among the highlights, and takes the students on a four-month voyage of study and discovery through southern Africa where they learn at first hand about life in the countries through which they travel. Planning the voyage is equally as important, as is sharing their experiences and knowledge acquired when they return.

“Another Kind of School” is the title of the second year, where students gain their first experiences of teaching in rural primary schools. Theory and practice go hand in hand as the students learn and then try out new, modern and child-friendly ideas in the classroom. The latter part of the year is devoted to learning to plan and implement community projects in the neighbourhood.

Final year students build on their accumulated experiences and learn to be Another Kind of Teacher, living and working in rural communities, teaching primary school pupils and carrying out community projects. Even before graduating, they will have had a major impact on the lives of many people.

This broad brushed three-year framework holds 6,660 hours of studies, as well as courses and a wide range of daily experiences that together help shape the EPF students as well-informed, knowledgeable, practical, resourceful and capable teachers.

The original teacher training programme comprised comprised eight periods of varying length and ran over two and a half years. It taught the students about national and international affairs, about practical matters and skills, about modern teaching methods and community building and it gave the students short term and long term teaching practice. Team 2012 is the last team to follow this programme. By the end of 2013, they were fully prepared for their one year teaching practice which they start in 2014.



TOTAL GRADUATED

6.613 Primary
School Teachers graduated
in total since 1995, includ-
ing 881 in January 2014

	School	Start	Graduated
1	EPF Huambo	1995	934
2	EPF Caxito	1996	932
3	EPF Benguela	1997	855
4	EPF Cabinda	1998	723
5	EPF Luanda	2000	755
6	EPF Zaire	2001	603
7	EPF Bié	2006	480
8	EPF Uíge	2007	431
9	EPF Malanje	2007	390
10	EPF Cunene	2008	234
11	EPF Kwanza Sul	2009	158
12	EPF Kwanza Norte	2010	118
13	EPF Kuando Kubango	2013	-
14	EPF Londuimbali	2013	-
Total			6.613



ADPP Angola operates 14 Schools for the Teachers of the Future spread throughout the country. They are known as EPF, from the Portuguese: Escolas de Professores do Futuro. The two most recent schools started at the beginning of 2013.

SELECTED PROGRAMME ELEMENTS

SCHOOLS FOR THE TEACHERS OF THE FUTURE

TEACHING PRACTICE

In the second year of their education, students do teaching practice in local primary schools alongside their studies at the school, while final year students spend a full academic year in rural and peri-urban primary schools, trying out new ideas and innovative methods to help children learn. They commit themselves to community development and play an active part in the life of their host village. Often isolated but never alone, they enjoy support from colleagues and their team teachers.

DMM

DMM places learning squarely in the hands of the students. An extensive database of study materials combined with daily, weekly and monthly targets means each student knows exactly what they have to achieve academically, practically and socially. Studies, talks and courses plus experiences of all sorts form part of the curriculum.

VEGETABLE GARDENS

Growing vegetables is not just about producing food. Childhood nutrition affects learning, and fruit and vegetables are valuable sources of the vitamins and minerals needed for growth. EPF trainees learn about nutrition and education, and EPF schools have their own vegetable gardens where trainee teachers can gain experience in horticulture. Many trainees will later help create vegetable gardens during their teaching placements.

MICRO PROJECTS

EPF students learn the importance of community projects for the development of rural districts. Before embarking on their yearlong teaching placement they will have studied the needs of their host community and made plans for the implementation of micro projects that will complement their work as teachers. Their training teaches them practical, theoretical and leadership skills, of use when organising tree planting, creating vegetable gardens, building latrines, renovating classrooms, forming sports clubs or girls clubs, giving literacy classes and so on.

40 PEDAGOGICAL SESSIONS

Primary school teachers with little or no pedagogical training participate in weekly sessions of study and debate to improve their teaching and classroom skills. In 2013, the sessions have been conducted by teachers and students at five of the EPF schools. Many rural primary schools have already benefited from the consequent raising of educational standards as their teachers learn new ideas and approaches and become more motivated.

ADDITIONAL PROGRAMMES

Literacy, Numeracy and Entrepreneurship, Water and Sanitation, Child Friendly Education, in-service training, tree planting, malaria campaigns, HIV/AIDS awareness and gender projects were undertaken in 2013 in collaboration with educational authorities and national and international partners. They fit naturally into EPF teacher training, where the teachers are being equipped to implement major improvements in rural education and in rural life. EPF schools also form part of the community, welcoming the public at open days, cultural and sporting events, pedagogical days, special days like the Day of the African Child and much more.

BUSSING OUR CONTINENT - 4 MONTH TRAVEL BY BUS THROUGH COUNTRIES IN SOUTHERN AFRICA

There are many reasons for including international travel in the first year of the teacher training education. The future teachers get a wider understanding of the human, social, economic, and political conditions in the Southern African region through personal experience. They meet people from all walks of life, from subsistence farmers in remote villages to government officials in the capitals; from workers in mines and industries to students and teachers at universities; business people and street vendors, and many more. The insights gained strengthen them as citizens not only of Angola, but of Africa, and the world, and it will inspire the teaching of future generations of primary school pupils.

This way of travelling and learning changes the future teachers in many other ways too: they become much more mobile, ready to adapt to new situations. They are crossing frontiers – not only literally, but also metaphorically. Every day they meet new challenges and they get trained in solving all kind of problems. Every day they learn that they are capable of much more than they imagined possible, both individually and collectively.

30 students and 3 teachers living and travelling together in a bus puts great demands on interpersonal skills. Conflicts inevitably arise, and everybody learns from resolving these and moving further together on the road. While travelling, the students learn to take better care of each other, to be more considerate, more tolerant and open-minded. An atmosphere of cooperation and profound comradeship grows, creating an excellent foundation for the next two and a half years of the teacher training programme- and for the rest of their lives.

2013 TRAVEL IN NUMBERS



8 countries

4 months

36 busses

36 travel routes

14 Schools for the
Teachers of the
Future

105 teachers

1.050 students

2013 IN NUMBERS

SCHOOLS FOR THE TEACHERS OF THE FUTURE

2.970 Students were in training on Teams 2011, 2012 and 2013

930 graduates ready to graduate in January 2014

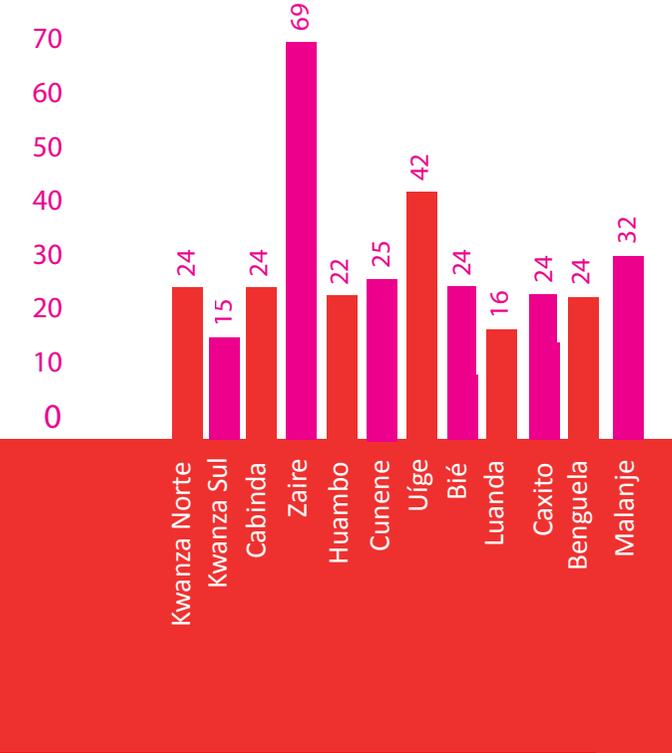
960 trainees on 1 year teaching practice

70.000 primary school pupils taught by EPF students in teaching practice

900 community projects carried out

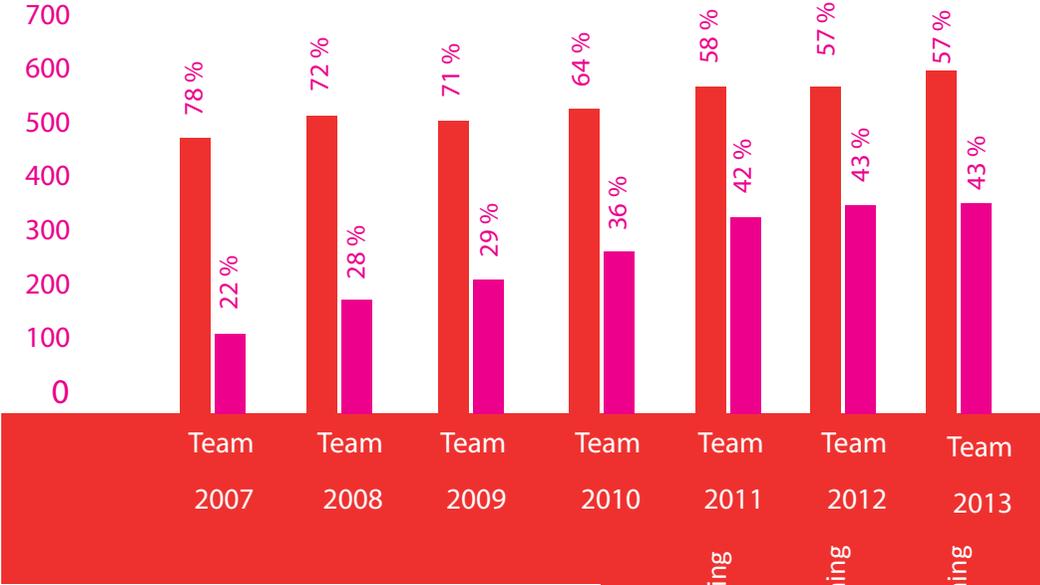


341 COMMUNITIES BENEFITING FROM TRAINEES IN TEACHING PRACTICE



Number of Communities benefiting from trainees in teaching practice

GENDER DISTRIBUTION SINCE 2007



Gender Distribution at the Schools for the Teachers of the Future

- male
- female

2013 IN PICTURES

SCHOOLS FOR THE TEACHERS OF THE FUTURE



A student preparing pedagogical materials for lessons- EPF Cunene



During the 4-month study trip, students were organized in core groups of 10 with 1 teacher responsible for the group - EPF Luanda



Learning to travel and traveling to learn: it was students duty to help with the bus maintenance and filling of fuel - EPF Malanje



Students visited different sites during their study travel and were well received by locals, who explained lots of interesting and relevant issues about the places. Here the students are in Namibia learning more about the national park. - EPF Uíge



A student giving a Portuguese language lesson to 3rd grade pupils - EPF Bié



Teachers and students congregate around the first finished school building which opened in March. These tables were the first school furniture - EPF Lunduimbali



At the start of their study trip, students stayed with families in villages in Cunene to learn more about the way of living in a very different part of the country- EPF Malanje

2013 IN PICTURES

SCHOOLS FOR THE TEACHERS OF THE FUTURE



Students of the 2012 team carried out many practical tasks during the 3rd period: We Continue Building Our School - EFP Huambo



In December 2013, the 79 finalists of Team 2011 are preparing for their final exams. Here 2 students are writing the final report- EFP Huambo



Students from EPF Caxito in the school garden - EPF Caxito



Students do a DMM study task at a camp site in Otapi, Namibia - EPF Cabinda



Micro-groups from Team 2013 preparing their presentations about the period "Bussing Our Continent" - EPF Benguela



Geography lesson with children from a neighbouring school in Kibala during the period "Hitting the Hearts" by Team 2013 - EPF Kwanza Sul



Students performing a theatre play on global warming in the community - EPF Kuando Kubango



Students planted tomatoes and onions for consumption at the school - EPF Kwanza Norte



A student interviews a street seller in an informal market during his investigation on the cost of living. - EPF Zaire

PRACTICAL AND THEORETICAL SCHOOLS

1.339 students on teams 2011, 2012 and 2013

8 schools in 6 provinces

252 students finalized their education in December 2013 and graduated from the pilot teams at 5 schools

8 Professions:

1. Environment Promoter
2. Community Health Agent
3. Information and Communication Assistant
4. Food Producer
5. Modern Cook
6. Water assistant
7. Pre-school Assistant
8. Energy Assistant



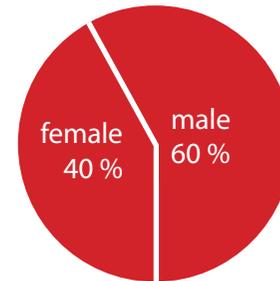
EPP is approved as basic technic and professional training by the Ministry of Education

EPP is a modern type of education designed to meet the new and changing demands of a rapidly evolving country. Young people seeking basic academic as well as technical qualifications can choose EPP schools to gain their 9th grade certificate plus a solid grounding in one of the 9 professions on offer. Over three years the students are challenged theoretically and practically, learning to be inquisitive and seek information for themselves, pushing their own limits, participating in community actions for the benefit of others, working as a team and getting a taste of a variety of professions before deciding which to follow.

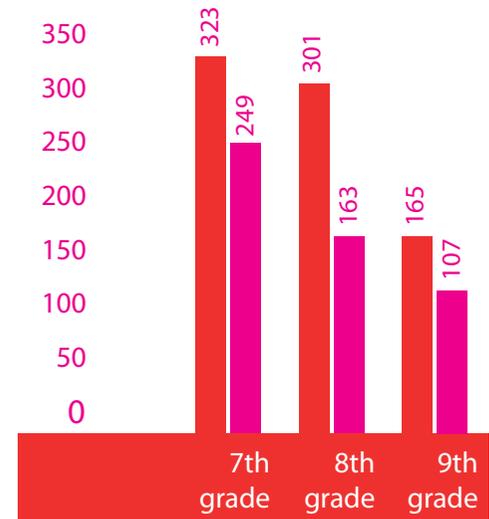
Eight schools each offer two or three of the following: environment promoter, water assistant, modern cook, food producer, pre-school assistant, community health agent, energy assistant and information and communication assistant. Away from the major towns and cities these professions are important for the development of the country. The students learn modern and appropriate technology and ideas, be it efficient ways of producing or cooking food, renewable energies, disease control and prevention, well digging and water saving devices, effective communication, promoting early learning among pre-schoolers or environmental protection. The schools and students are an integrated part of the community and education is interlinked with daily life. An important facet of the education is its relevance to everyday life and needs. Each of the professions will be immediately useful in the community, from energy assistants to agriculturalists, and from day one, close links have been forged with the communities.

Whatever the specialism, the students graduate with knowledge, know how, life skills, practical skills, drive and a sense of community spirit.

Gender Balance at EPP



Gender distribution at the EPP schools.



Gender Distribution

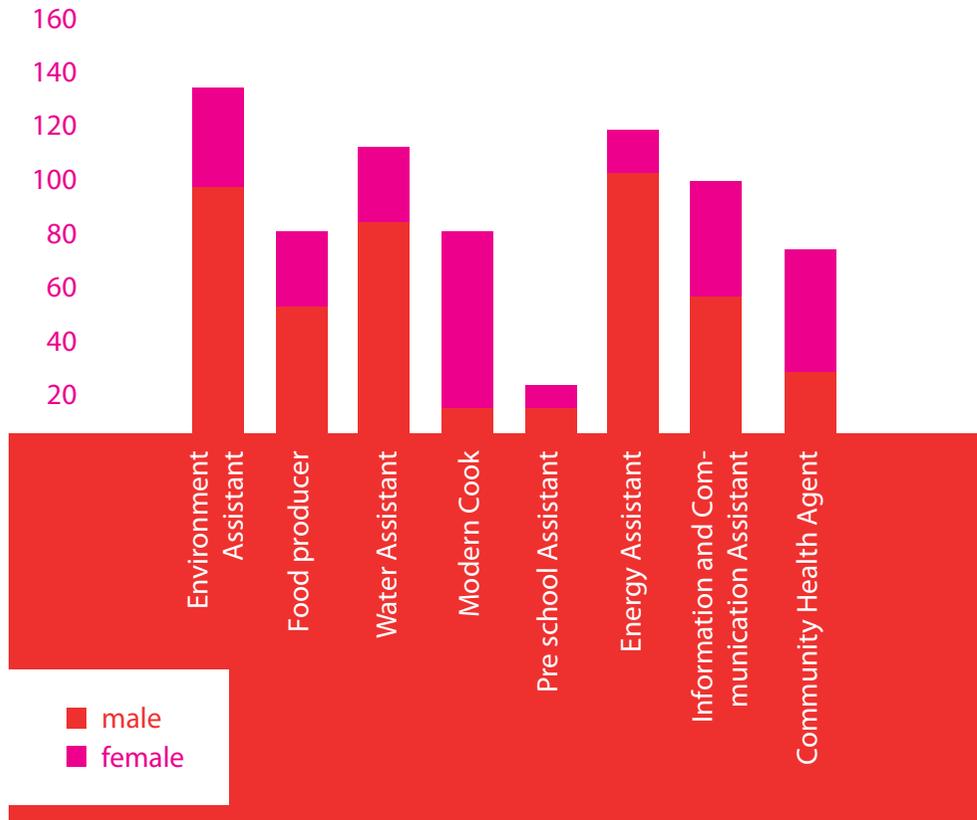
■ male
■ female



2013 IN NUMBERS

PRACTICAL AND THEORETICAL SCHOOLS

Students 2013



EPP Cabinda

Start: 2011
Students: 157
Grade: 7th to 9th grade

EPP Viana

Start: 2012
Students: 137
Grade: 7th and 8th grade

EPP Kwanza Norte

Start: 2012
Students: 106
Grade: 7th and 8th grade

EPP Ramiro

Start: 2013
Students: 90
Grade: 7th grade

EPP Luanda - Cazenga

Start: 2011
Students: 124
Grade: 7th to 9th grade

EPP Caxito

Start: 2011
Students: 173
Grade: 7th to 9th grade

EPP Huambo

Start: 2011
Students: 191
Grade: 7th to 9th grade

EPP Benguela

Start: 2011
Students: 314
Grade: 7th to 9th grade



Since 2011, ADPP has been offering a new type of education for young people. The EPP program was launched initially at five schools. In 2013 eight schools in 6 provinces were offering the EPP education.

2013 IN PICTURES

PRACTICAL AND THEORETICAL SCHOOLS



Modern cook students learning about healthy food, with more vitamins and less oil - EPP Cabinda



9th Grade Community Health Agents learned how to do rapid malaria tests - EPP Luanda



Community Actions are one of the ways of learning. Here the students explain about malaria prevention to a family - EPP Ramiro



Students learned to graft orange and lemon trees with help from the Agrarian Development Institute- EPP Huambo



Students working in the school garden, where several kinds of vegetables are being produced - EPP Kwanza Norte



The energy assistants at EPP Caxito help take care of the new solar energy system, reading the figures from the system and following how much it is producing. - EPP Caxito



Students in the classroom - EPP Benguela



Students gathering vegetables from the school garden - EPP Viana



In the school workshop, the students are learning how to weld iron pipes and beams - EPP Cabinda

FRONTLINE INSTITUTE ANGOLA

Total participants since 2009

By the end of 2013, a total of 10 Teams had been trained at Frontline Institute with a total of 261 participants

Participants

In 2013, there have been five teams at Frontline Institute Angola

- Team 6, with 16 participants (1 female) graduated in February 2013
- Team 7, with 29 participants (8 female)
- Team 8, with 22 participants (10 female)
- Team 9, located in Londuimbali: with 34 participants (9 female)
- Team 10, with 27 participants (6 female)



Frontline Institute Angola is the second of its kind in Africa and was established in 2009 in Huambo Province. The program in Angola draws upon the many years of experience of Frontline Institute in Zimbabwe.

Frontline Institute Angola trains staff from ADPP projects to work on the frontline of development, to become more efficient and effective in their fight against poverty, hunger, illiteracy and disease. The participants are chosen from ADPP's project employees and volunteers. It covers a great need to give motivated, capable local people the necessary skills and conceptual thinking so they can lead projects and effectively mobilize communities to take part in creating development.

The program at Frontline Institute consists of 11 periods, lasting two weeks each, followed by six months of work experience at a community development project. Each of the 11 periods includes a task to be done by the participants and an examination, which may be an examination of the people within the group, a public event, etc.

The periods are as follows:

- Our World Humana People to People
- Learning to work, working to learn
- Learning the language
- Science and Evolution
- The Big Issues of Our Time
- Global Warming and Climate Change
- Bringing it to the public
- Agricultural Gardens and Living Healthy
- Political Economy
- Project Economics and Administration
- Team spirit



HEALTH



- TCE - MALARIA, HIV AND TB
- COMMUNITY HEALTH AGENTS
- HOPE
- EDUCATION FOR NUTRITION



Ministry of Health



Ministry of Health
National Malaria
Program



Forum Nacional de
Parceiros contra a Malária



Fundo de População
das Nações Unidas





A Community Health Agent in Cunene, trained and certified by the National HIV Institute, carrying out a home-based HIV counselling and testing session

COMMUNITY HEALTH AGENTS



444 Community Health Agents have been active in 2013. 294 in Cunene and 75 each in Bié and Uíge

During 2013 the project has reached 44.500 families in Bié, Uíge and Cunene province

In 2013, Community Health Agents made approximately 70.000 household visits

24.042 home-based HIV tests were carried out and reported to the refernce clinics

317.406 condoms were distributed

The Community Health Agents program aims to accomplish the following objectives:

- Inform, educate, and mobilize families and the community as a whole to follow a healthy lifestyle and take measures to prevent common diseases;
- Inform and educate families about how to identify the first symptoms of diseases, how to treat the sick, and when to seek health services;
- Perform basic curative health care;
- Act as a link between the community and the municipal health system, directing patients and pregnant women to the relevant health services, and accompanying patients during treatment and women during pregnancy and childbirth.

In 2013, ADPP began implementing a Community Health Agents project located in the provinces of Bié, Uíge and Cunene. Involving 225 Community Health Agents (75 in each province) and reaching a total of 22.500 families, the aim of the project is to promote sexual and reproductive health and family planning, including prevention, treatment, care and support with respect to HIV/ AIDS and other diseases. Two other key points are the seeking of significant changes in behavioural patterns and the reinforcing of the capacity of health providers, in particular with regard to the treatment of obstetric fistula. Social mobilisation and the promotion of communication between parents, teachers, young people and adolescents is one key aspect. As part of the project, the Schools for the Teachers of the Future in 12 provinces added sexual and reproductive health to the curriculum.

Meanwhile ADPP has been continuing the Community Health Agents program started from 2010 and onwards in the province of Cunene. 297 Community Health Agents were trained in HIV Voluntary Counselling and Testing, and 137 of these were approved as counsellors. 21.000 home-based HIV tests were carried out by the new counsellors in collaboration with the health services, who also followed up on those testing positive. In a separate initiative, 300 HIV affected families received chickens to start their own production. In the “Community Led Total Sanitation” campaign, some 1.088 families constructed latrines, bringing the total for the three year project to 15,000 latrines built- and families mobilised to use them. Finally, in Ombadja, the Community Health Agents had special focus on maternal and child health.

- COMMUNITY HEALTH AGENTS
- Uíge: Maquela do Zombo
- Bie: Campacupa
- Cunene: Cahama, Cuanhama, Curoca, Cuvelai, Namacunde and Ombadja





FOCUS AREAS:

SEXUAL AND REPRODUCTIVE HEALTH AND HIV

- Household level information for men, women and youth
- Homebased HIV testing
- Fistula awareness

COMMUNITY LED TOTAL SANITATION

- Mobilization on dangers of open air defecation
- Families supported to build own latrines
- Official certification of Open Defecation Free Villages

HOME BASED VOLUNTARY HIV TESTING

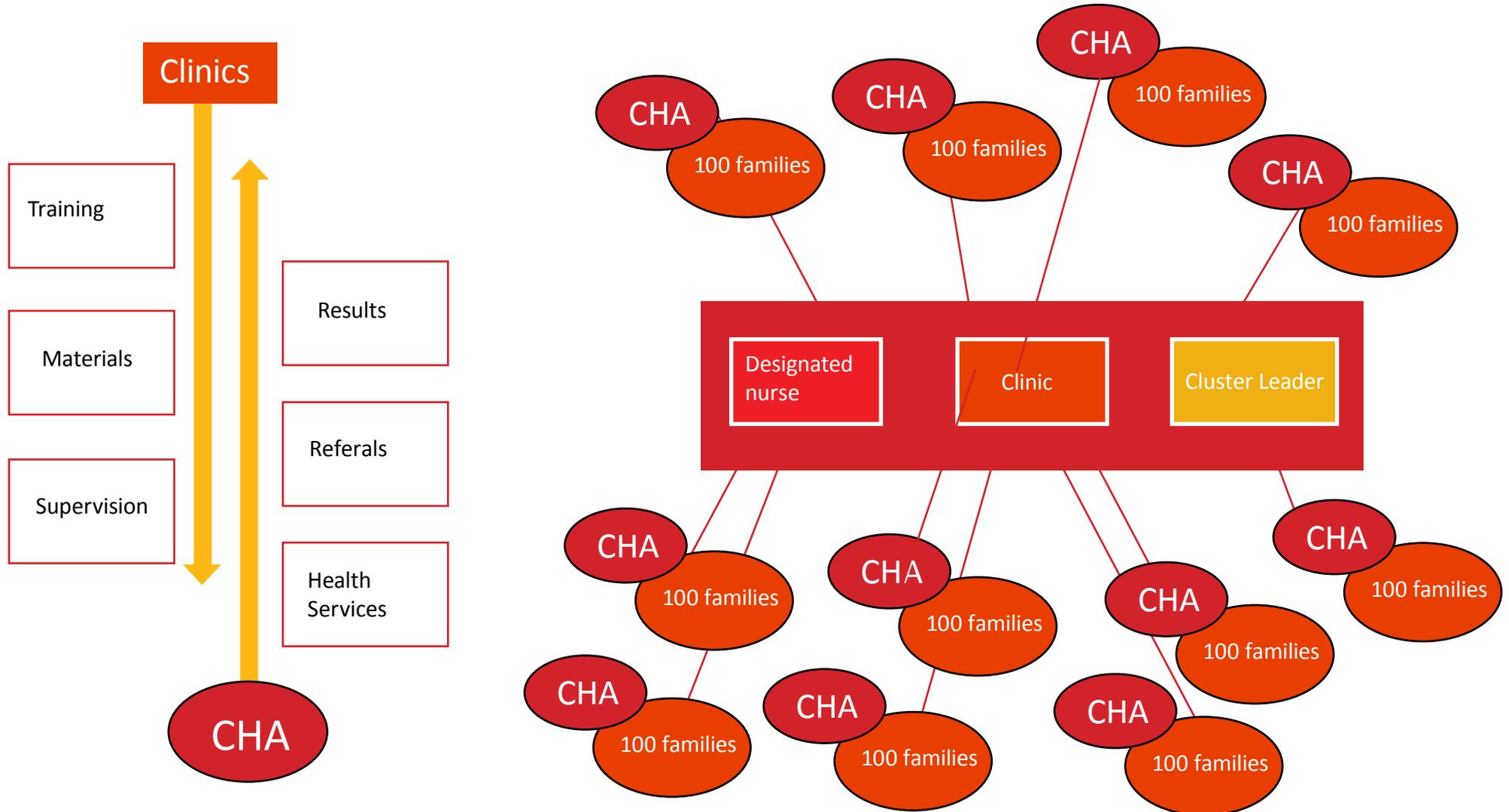
- Health Agents trained and certified in voluntary counselling and testing by National HIV Institute
- Home based testing in rural communities
- Close cooperation with clinics & results fed into national system

MATERNAL AND CHILD HEALTH

- Basic health care information for mothers of under fives
- Mobilization to use available service: pre-natal consultation, PMTCT, IPTp etc.
- HIV testing

THE ORGANIZATION OF COMMUNITY HEALTH AGENTS

The basic unit in the program consists of an individual Community Health Agent and the 100 families (approximately 550 people) under his or her responsibility. Community Health Agents are organized into clusters of 25 with a leader for each cluster. The Cluster Leader supervises the work of the Community Health Agents, conducts weekly meetings and bi-monthly continuous training, collects reports and data about families, and ensures good cooperation with local health units.



TCE - TOTAL CONTROL OF THE ENDEMIC DISEASES

2013 IN NUMBERS

299 malaria patrols were active with 5.920 patrol members

973.000 condoms were distributed

1.913 lessons were given to 80,253 students

17.494 households were visited by Field Officers, totalling 110.604 persons

10.235 students were active as peer educators

11.577 people were tested for HIV and 51 mobile testing campaigns were carried out



Since 2010, ADPP has been implementing projects to promote total control of the endemic diseases malaria, HIV and TB. The first project ran from 2010 – 2013 in Benguela province, and a similar project started in Zaire province in 2012. In addition ADPP and two other organizations in Benguela have formed a Consortium to promote community control of malaria.

The Community Control of Malaria projects in Benguela and Zaire are based on the belief that communities can only take control of endemic diseases such as malaria, HIV and TB, when they are organized and educated, and when each person makes the decision to avoid infection. The projects apply a systematic approach to enabling each individual and by extension each community to gain total control. The projects train “Field Officers” to visit and re-visit 100 families each, providing information and support for behavior change on malaria, HIV and TB. The Field Officers in turn train community volunteers, or “Passionates”, to assist in helping the community to get in control, they liaise with local health service providers, start community groups and do what is necessary to promote malaria, HIV and TB prevention. Simultaneously, local schools are mobilized to take part in the project. Teachers in primary schools are trained to give lessons on the endemic diseases to their pupils. They form Malaria and HIV Control Committees at the schools, which in turn run Malaria and HIV Control Patrols. These Patrols, with around 20 students in each, carry out community work providing information and support for behavior change in relation to the endemic diseases.



HOPE

HOPE is a program which works on prevention, advice, testing, counselling and support, first to halt the spread of HIV/AIDS and ultimately to give help and support to those affected, whether directly or indirectly.

Since the opening of the HOPE Centre in Benguela in 1997, the project has expanded to include a health clinic and, more recently, a mobile HIV testing truck. HOPE works directly with the community, supplying information about methods of prevention, not only of HIV/AIDS but also of malaria and tuberculosis. No opportunity is missed to pass on the message, be it at football matches, in schools, at army barracks or in private companies. If HIV is to be halted, everyone has to do their bit.

Results in 2013

- 5.891 visits to the HOPE Centre
- 7.840 people tested
- 84.000 people reached during campaigns
- 2.632 pregnant women attended the project
- 48 HOPE Corners in the community
- 18 HOPE Clubs in schools
- 206 people trained as agents of change
- 834.000 condoms distributed
- 15 workplaces active in the fight against HIV

EDUCATION FOR NUTRITION

1.226 teachers in 468 primary schools in Benguela giving nutrition lessons

164 school gardens in production and tended by 164 School Garden Clubs

3.260 pupils organised in Health and Nutrition clubs at 163 schools



More than 1750 teachers in 11 provinces who were trained in nutrition education earlier in the project have now graduated and are working in primary schools, many giving nutrition lessons or running school gardens



2013 saw the final year of the project Food for Education, so there was much focus on the hand-over of project activities to school directors, PTAs and municipal education authorities to ensure the sustainability of the project would be strengthened.

Benguela Province was the focus of much of the project in 2013, from teaching nutrition and health at 440 primary schools in the province, and establishing gardens at 160 of these. By the end of 2013 the figure of 440 had been surpassed, with 468 schools involved and 1.225 primary teachers trained in nutrition education. Classes received an average of four lessons per month and almost 250.000 children were reached with these lessons. The number of school gardens also exceeded expectations, with 164 gardens active as 2013 drew to a close.

Each school garden was well organised in a club and had a parents' commission with an average of 15 members each to make sure the gardens were well kept and productive. The parents were aware of how their children benefited from the garden, the produce from which was used in the school kitchen. Club and parents' commission worked together to carry out activities such as watering, transplanting, harvesting and generally looking after the plot. Typical produce included tomatoes, onions, cabbage, peppers, carrots and beans.

By 2013, the two teams of students from the Schools for the Teachers of the Future trained at nutrition educators had graduated and many were giving lessons on nutrition or running school gardens in their new positions as fully qualified primary school teachers.



RURAL DEVELOPMENT



- SOCIAL ORGANISATION OF FAMILIES
- COMMUNITY PROJECTS FOR ECONOMIC DEVELOPMENT AND ENTREPRENEURSHIP
- ADULT EDUCATION



Ministry of Families and Women's Affairs



Community Development - a Perspective for Social Well Being



Ministry of Education



A member of one of the Clubs for Economic Development and Entrepreneurship going through the membership book with the project leader.

ADULT LITERACY CAMPAIGN

2013 IN NUMBERS

89.103 participants in the literacy campaign; 51.520 female, 37.583 male

20% aged 12-15

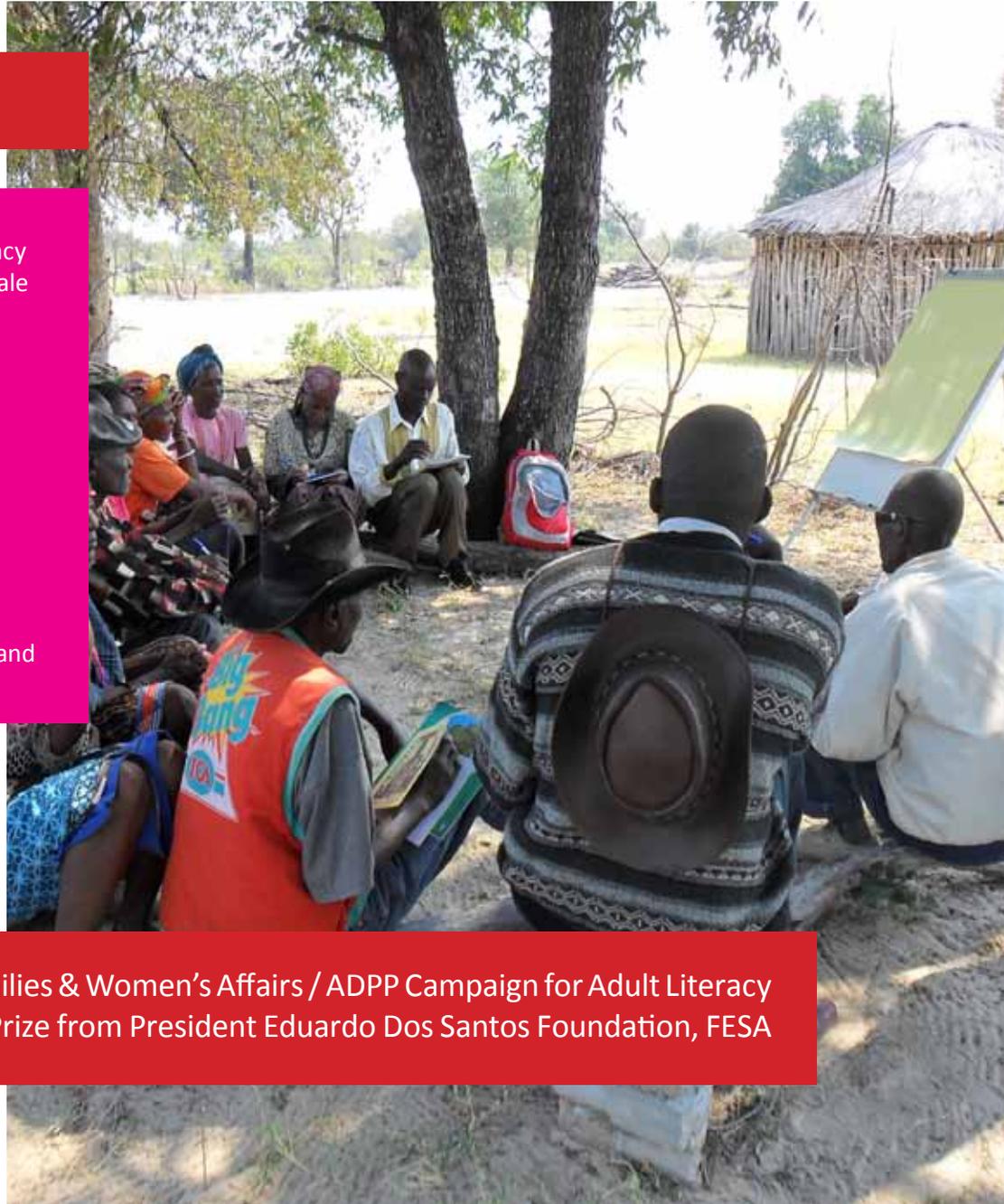
23% aged 16-25

31% aged 26-36

25% aged 36 and over.

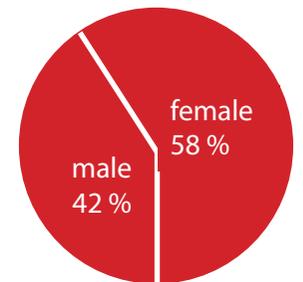
1.329 literacy teachers

156.000 manuals reproduced and distributed



The total number of participants in 2013:

89.103



Gender Balance

Gender Distribution in all the Adult Literacy Campaign

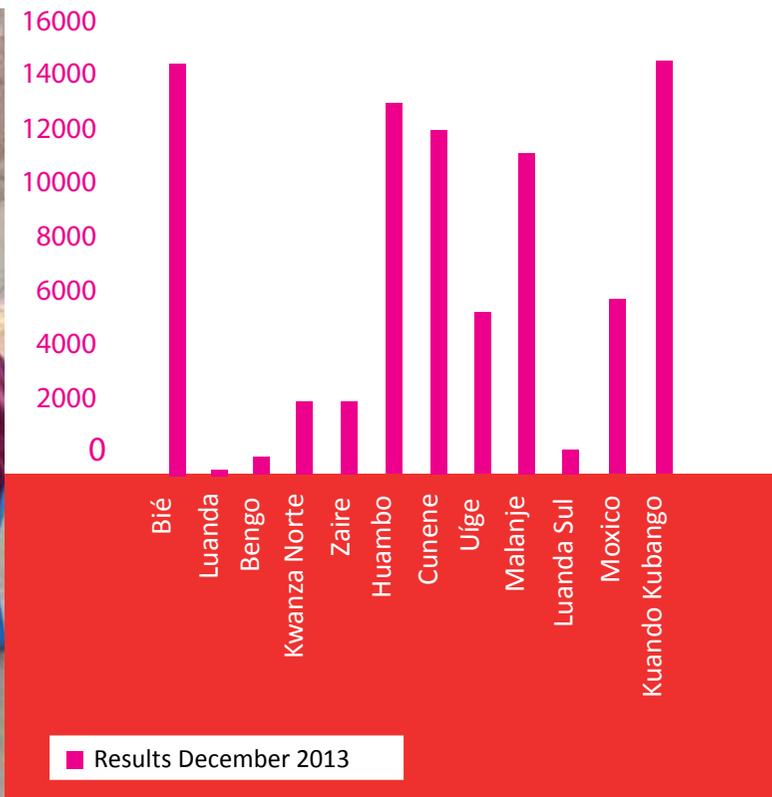
In 2013, the Ministry of Families & Women's Affairs / ADPP Campaign for Adult Literacy won the National Literacy Prize from President Eduardo Dos Santos Foundation, FESA

The fight against poverty and for the democratic participation of all is dependent in part on the level of literacy in the country. Recognizing this, the Ministry of Education has set certain goals to be achieved by 2015 . One of those goals was to halve the rate of adult illiteracy, with the ultimate aim of eradicating illiteracy and providing education for all . ADPP is collaborating with the Ministry of Family and the Promotion of Women and the Ministry of Education in a literacy campaign in 12 provinces: Bie, Luanda, Bengo, Kwanza Norte, Zaire, Huambo, Cunene, Uíge, Malanje, Lunda Sul, Moxico and Cuando Cubango . The focus is on women, not only because of the higher rate of illiteracy among women compared to men, but also because the level of education of women has an important impact on the economic development of the family and the welfare of children.

The Campaign uses the Ministry of Education’s “Enjoy Reading and Writing” materials, which are part of the Program for Adult Literacy and Accelerated Schooling. The program is divided into three modules, the first of which is aimed at buiding basic skills in reading and arithmetic.

Upon completion of Module 3, successful participants receive a nationally recognized certificate issued by the Ministry of Education.

ADULT LITERACY CAMPAIGN



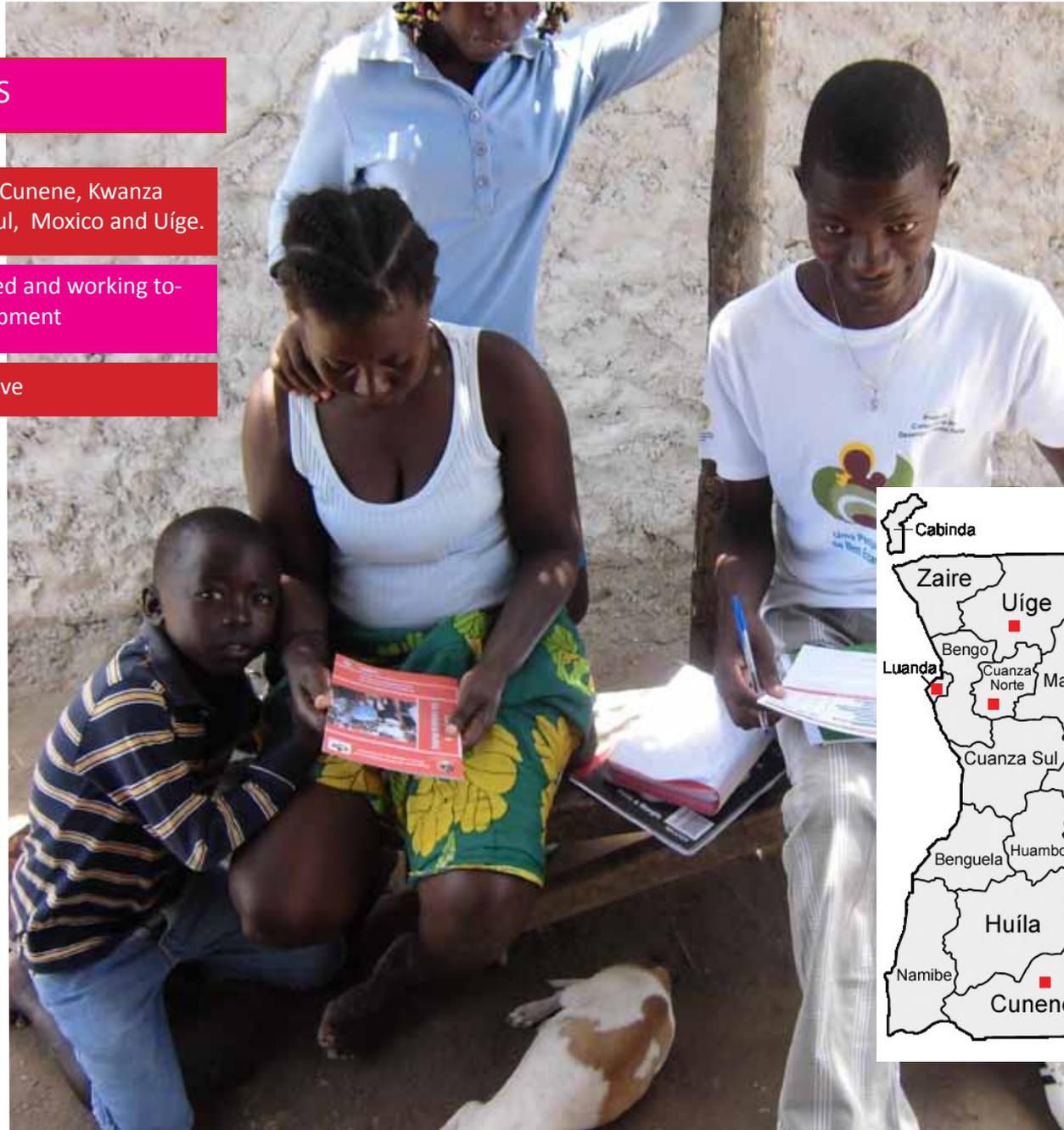
SOCIAL ORGANISATION OF FAMILIES

2013 IN NUMBERS

Projects in 6 provinces: Cunene, Kwanza Norte, Luanda, Lunda Sul, Moxico and Uíge.

10.036 families organised and working together to create development

651 Rural Dynamos active

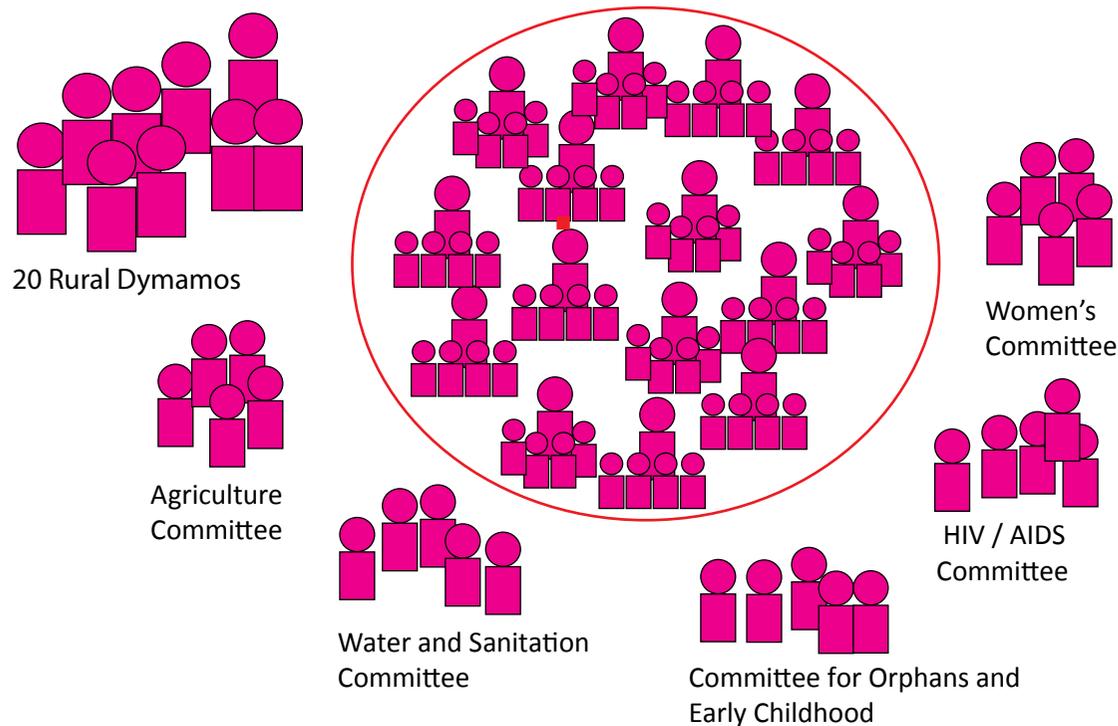


■ SOCIAL ORGANISATION OF FAMILIES



The mobilisation and social organisation of families in a community is the basis of the projects. The families are organised in village action groups, each group comprising 35 to 40 families led by two Rural Dynamos, community members who are recruited and trained to take the lead in their villages. The participants take an active part in the implementation of all the project's activities. A whole project comprises 10,000 families of which 3,000 families will be active (at any one time) for between three and five years.

ORGANIZATION OF THE VILLAGE



The 11 lines of the project

- Line 1: Reinforcement of the Family Economy
- Line 2: Health, Hygiene, HIV/AIDS and other diseases
- Line 3: Early Childhood Development
- Line 4: Citizenship
- Line 5: Orphans and Vulnerable Children
- Line 6: Education
- Line 7: Village Development
- Line 8: The Environment
- Line 9: Food Security and Nutrition
- Line 10: Rural Commerce and Entrepreneurship
- Line 11: Community Centre



COMMUNITY PROJECTS FOR ECONOMIC DEVELOPMENT AND FAMILY ENTREPRENEURSHIP

2013 IN NUMBERS

Projects for Economic Development and Family Entrepreneurship in operation in 7 provinces

9.000 families participating in the projects in 2013

52% of the participants are women



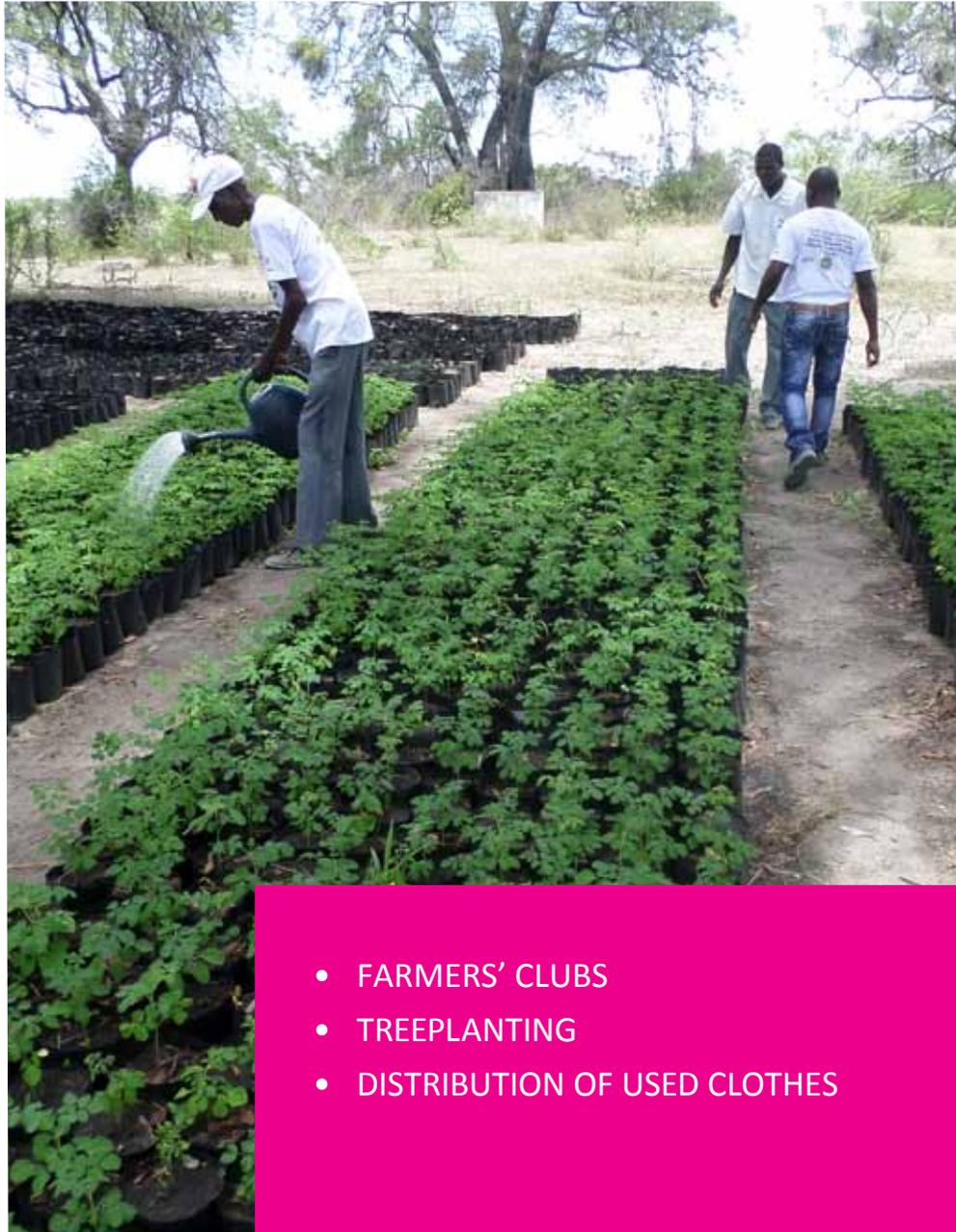
The idea behind the Projects for Economic Development and Family Entrepreneurship is to reinforce local economies and empower rural families to become self sufficient. Initially running over three years and involving communities in Bié, Kwanza Norte, Luanda, Uíge, Malanje and Huambo Provinces, the emphasis is strongly on improving small scale agricultural production, both agrarian as well as livestock, with a view to entering commercial markets. At the same time, diversification of the family economy is seen as essential in order to spread the income base.

Micro-businesses are the answer to diversification, and the project offers a variety of courses depending on local conditions and market needs, including tailoring, woodworking and the processing of agricultural products.

The project has created Family Entrepreneur Clubs to help the organisation and training of both farmers and small business holders. In both cases the project aims to increase competence, production, business and marketing skills. Strength in numbers is key, both for transporting and selling products but also for the transforming of raw materials into higher value goods, and for the establishing of new commercial enterprises. Each club comprises 50 members and each club elects a president, vice-president, secretary, treasurer and councillor.



AGRICULTURE AND ENVIRONMENT



- FARMERS' CLUBS
- TREEPLANTING
- DISTRIBUTION OF USED CLOTHES



Ministry of Agriculture



Ministry of the Environment



The Agrarian Development Institute



The Forestry Development Institute





Female farmers at one of the model fields in Kwanza Sul, where they can try new methods before implementing them in their own fields.

FARMERS' CLUBS

5 FARMERS' CLUBS

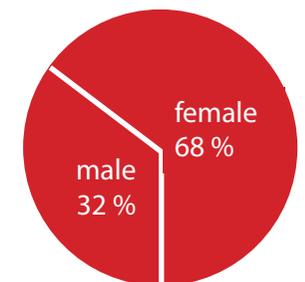
ADPP runs Farmers' Clubs in Cunene, Kuando Kubango, Bengo, Cabinda and in Kwanza Sul

2013 IN NUMBERS

- **5.204** farmers organised in the projects
- **105** Farmers' Clubs of approximately 50 members each established
- **83** model fields established
- **166** wells built / renovated



Gender Balance



Gender distribution in the Farmers' Clubs

Farmers' Club Bengo

Established: November 2012
 15 Clubs
 750 farmers, 359 male and 391 female



Farmers' Club Cabinda

Established: February 2012
 20 Clubs
 1.170 famers, 903 women and 267 men



Farmers' Club Kwanza Sul

Established: March 2012
 30 Clubs
 1.501 farmers, 1181 female and 320 male



Farmers' Club Cunene

Established: January 2011
 20 Clubs
 1.028 farmers, 648 female and 380 male



Farmers' Club Kuando Kubango

Established: January 2013
 20 Clubs
 755 famers, 301 women and 454 men



Farmers' Club results

- 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 projects have been established to organise and train farmers and help increase food security, household incomes, health and general well-being for the participants. The projects' success is based on a club structure, whereby clubs of fifty farmers each are formed and receive help and training.

Each club is further divided into groups of 10 farmers according to geographical location. This facilitates access to model fields that are created to demonstrate new farming techniques and technologies, vegetable production, conservation farming, the establishment of nurseries and so forth. Through their work in the model fields, the farmers have the opportunity to try out new methods and gain confidence in them before trying them in their own fields.

Working together, and with assistance from project staff, the club members dig wells and construct and install rope pumps. Tree planting is another task made lighter with many hands, the trees providing fodder, fruit, soil stabilisation, protection and wood for construction and burning. Problems and solutions are shared thanks to the club organisation and the close cooperation established among the club members.

Each Farmers' Club elects its own 5 person Committee. The Committee members are trained in leadership and work with project staff to implement activities. Among their many tasks is to organise work in the model fields, decide how to use profits from the harvest- should surplus be reinvested? distributed between the Club members?- and to organise common buying and selling systems.

Whole communities benefit from Farmers' Clubs through coordinated health and hygiene campaigns, building latrines, learning how to construct and use firewood saving stoves, literacy programs and a general improvement in the daily diet thanks to locally grown vegetables and fruit.

In a special project in 2013, ADPP received 357 Kickstart treadle irrigation pump to assist Farmers' Club members. The majority of these were for the Women's Farmers' Club Kwanza Sul, with a limited number also being sent to Cunene. The pumps can pull water from a depth of 7m and allow farmers to irrigate up to 2 acres per day. The farmers have been trained in how to use the pumps and a small survey carried out to provide a baseline from which to measure results.



EXTRACTS FROM THE EXTERNAL EVALUATION OF FARMERS' CLUB CUNENE

“ The level of organization, enthusiasm, participation and maturity in the promotion of a collective effort to learn and to work is quite high, particularly amongst women, who are participating in all events, work and experiments. Men are also enthusiastic about the possibilities of becoming commercial farmers and some of them have already doubled the income of their families. During the 3 years of the project to date the majority of members have gained good experiences and know how about ecological agriculture, water management in circumstances of limited water supply, diversification of the production including more vegetables and fruits, reforestation for production of fruit, firewood, charcoal, and for animal feeds”



“ The model of the clubs and the methods for learning (farmer's field school) stimulate the farmers who become enthusiastic, hungry for learning and very active in participating in all events, activities and actions of the club. Furthermore, the high participation of women shows that the model is encouraging women to participate in the decision making process and encourages civil participation in society”



“ The awareness of the need to protect natural resources, such as the water, the land, the vegetable cover and the soil mean that, despite the drought, there are green and well protected areas for cultivation, model plots and homesteads and the farmers want to continue learning about how to conserve those resources”



“ The monthly meetings have given the farmers basic business skills to enable them to become more commercial farmers, new methods of sanitation, hygiene and health practices, and greater literacy and numeracy capacity. In general, the farmers have learned to plan and organize the production taking into account the diversification of products, increasing production volume to enable some produce to be sold for income to provide other necessities at the household. Traditionally the people of this region do not know about disinfection of water but the project has been successful in making them conscious of this, particularly for the prevention of diseases of diarrhoea”



TREEPLANTING

TREES PLANTED IN 2013:

380.091 trees planted throughout the country in 2013



Global warming and climatic change are words most of us are familiar with, but when your crops are withering through lack of water, or the seeds you planted are not germinating, they become more than just words, and as an individual you feel powerless to do anything.

While drought in the south of the country continues to devastate smallholdings, ADPP, in cooperation with the government and a long list of partners has been implementing integrated programmes aimed at mitigating the effects of global warming while improving the situation of thousands of small farmers and their families.

Tree planting forms part of such programmes. Apart from the obvious production of oxygen and absorption of CO₂, trees provide many other benefits such as shade, protection against erosion, wind and insects, food for humans and for animals, medicaments and fuel.

57 ADPP projects in 15 provinces in Angola have participated in a massive tree planting campaign in 2013, with a total of 380.091 trees being planted in 2013. Teacher training schools, professional and vocational schools, children's schools, farmers' clubs and Rural Development projects all plant trees in the community, where they study, on their small holdings and around their villages.



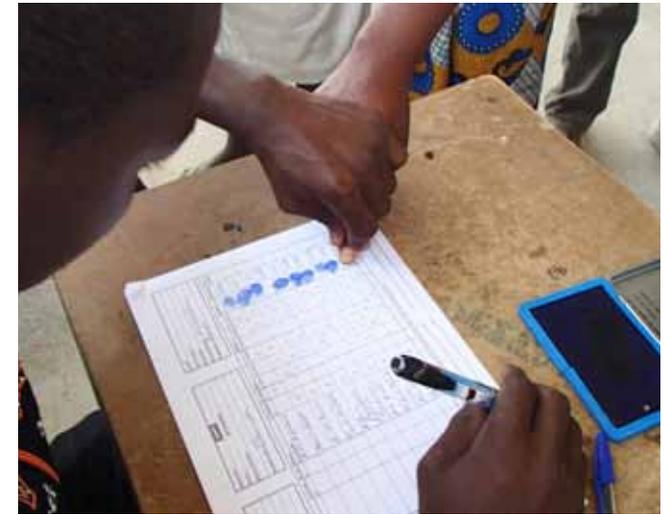
57 projects in 15 provinces were involved in tree planting in 2013

DISTRIBUTION OF SECOND HAND CLOTHING

In a project started in November 2013 and running until March 2014, ADPP is distributing used clothing packages to 16.600 families in southern Angola. The families are in three of the provinces worst affected by drought, Benguela, Cunene and Namibe. Each family is receiving a 10kg package of clothes, containing 35-40 items of clothing. The project is financed by two Humana People to People member organisations, UFF Norway and Planet Aid USA.

Choosing the recipient families was made easier by the fact that ADPP had been working in the areas in question and collaborating with local authorities on a variety of projects. The majority of the families involved were already working hard to improve their circumstances but, because of the prolonged drought, needed a helping hand to free meagre resources for other purposes.

Control systems, monitoring, careful documentation and the involvement of local leaders in the distribution process are ensuring that all the clothes reach their final destination.



CLOTHES DISTRIBUTION TO ASSIST DROUGHT AFFLICTED FAMILIES IN SOUTHERN ANGOLA





Distribution:
 The 16.600 bags are being produced and distributed between November 25, 2013 until March 31, 2014

Number of families benefiting:

- 8.900 in Cunene
- 4.700 in Benguela
- 3.000 in Namibe
- 16.600 families benefiting in total



ADPP FUNDRAISING

2013 IN NUMBERS

4,000 tons of clothes and 300 tons of shoes were sold in 2013

It is estimated that almost 2.5 million people bought the clothes and shoes



ADPP Fundraising involves the promotion of the sale of second hand clothes and shoes through agents and local traders in the provinces. The provinces of Luanda, Cabinda, Bié, Huambo, Lunda Sul, Benguela, Namibe, Cunene and Kwanza Sul all had Fundraising projects.

Fundraising has a two-fold mission: to provide poorer sections of the population with quality second hand clothes at affordable prices and to create a profit which subsidizes ADPP development projects.

ABOUT ADPP ANGOLA

ADPP Angola- Ajuda de Desenvolvimento de Povo para Povo Angola- has 75 development projects operational in 17 provinces in Angola.

Since 1986, ADPP has built been working in the following key areas of development: Education, Health, Rural Development, Agriculture and Environment.

ADPP is led by a Board of Directors and an annual general assembly. Each of the projects managed by ADPP – whether it is a school project or a community project - has a Project Council with a Project Leader.

In 2013, almost 2.500 people were employed by ADPP.



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



ADPP Angola's mission statement

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

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

ADPP is an Angolan NGO (non-governmental association) officially registered with the Ministry of Justice in 1992

HUMAN RESOURCE DEVELOPMENT

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

ADPP Courses and Conferences Centre in Ramiro, Luanda

The Centre operates initial and refresher training courses for ADPP key staff, capacity building courses, and organizes experience sharing, for example, for teachers; for community health workers; for workers from rural development projects.

Frontline Institute Zimbabwe

Successful graduates from the Basic Project Management courses at Frontline Institute in Huambo can take a six month Advanced Project Management course at Frontline Institute Zimbabwe, which trains project leaders and key staff from projects operated by Humana People to People Members. Frontline Institute Zimbabwe, which opened in 1991, gives people from many countries the opportunity to build a movement of people who work together, in their own countries, but with the common aim of building peace and development.

People's Coach Training Program for Humana People to People Project Leaders

The two year program takes places at the KwaZulu Natal Experimental College in Durban, South Africa. The program builds the capacity of participants from projects operated by Humana People to People members as project leaders and community development activists. 13 project staff from ADPP Angola were participating in the program in 2013.

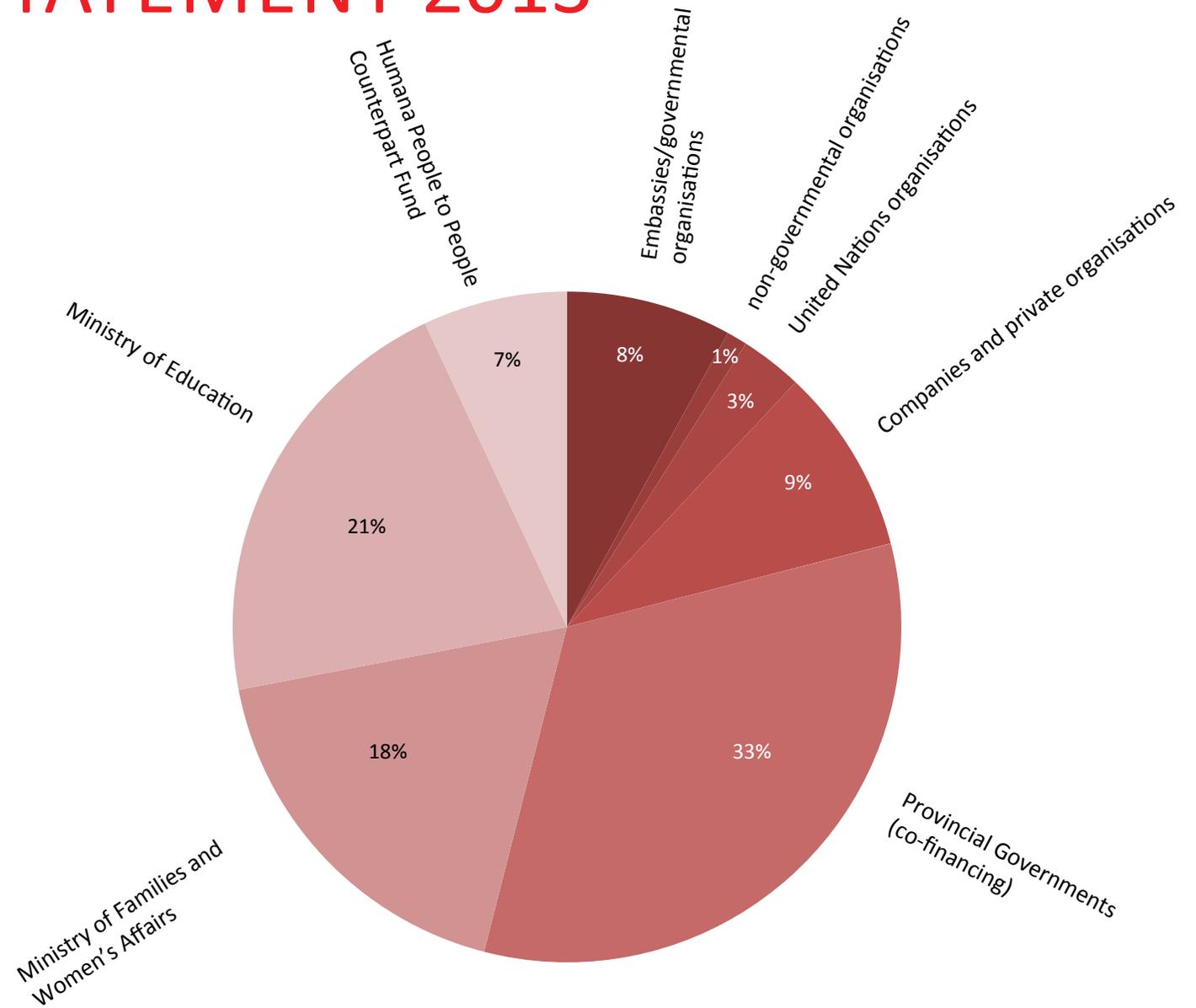
OWU/ISSET (One World University- Instituto Superior de Educação e Tecnologia)

OWU in Mozambique is a unique institute of further education. Established in 1998, it trains professionals in the fields of education and of poverty alleviation. Three accredited courses are on offer: Education, Community Development- "Fighting with the Poor" and Polyhistor – "Social Activist and People's Educator." Graduates of the education program leave the institute with a Bachelor degree in Pedagogy and are qualified to serve as teacher-training instructors at EPF colleges or take up other positions. 11 ADPP Angola key staff were in training at OWU in 2013.

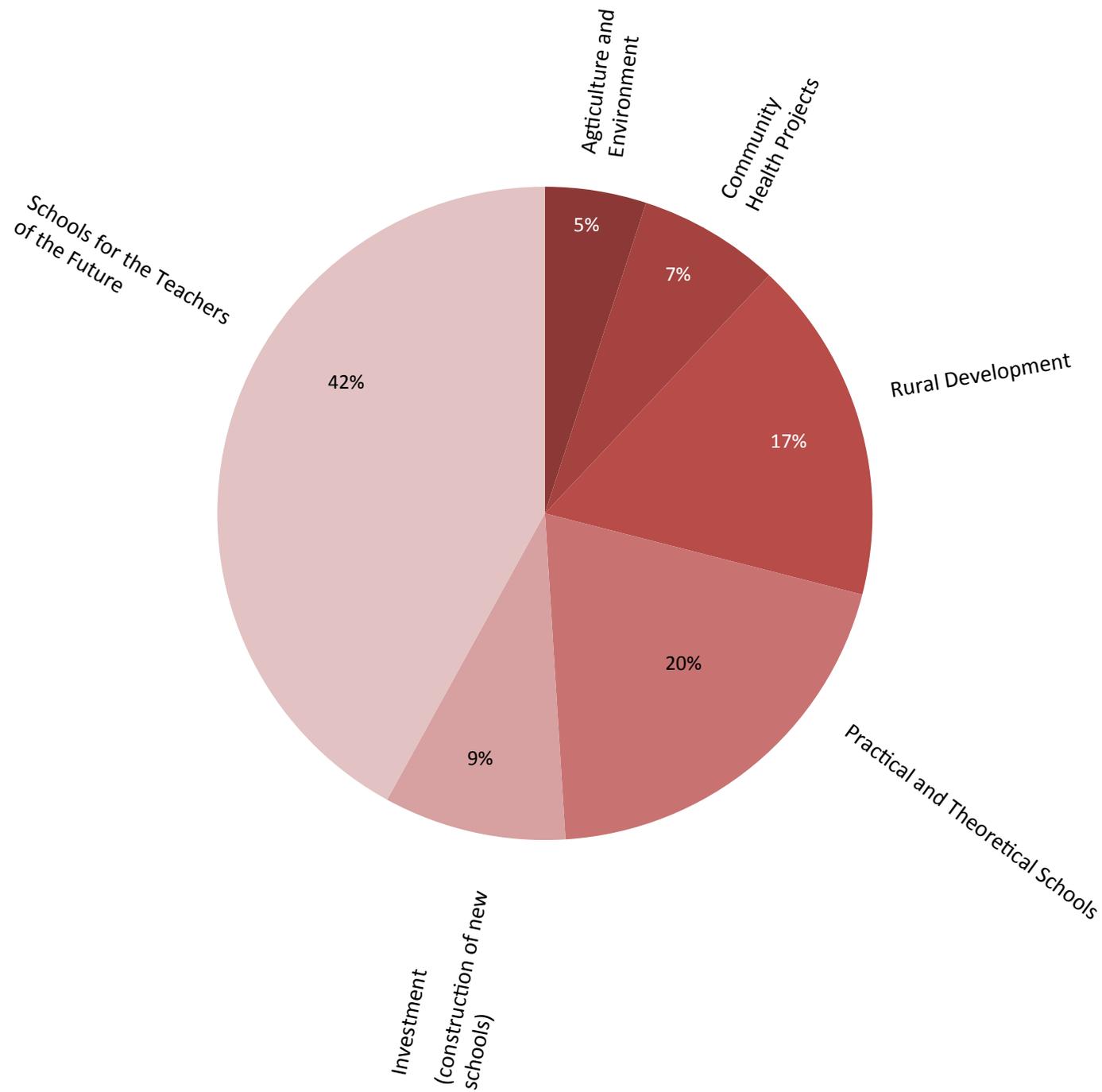


FINANCIAL STATEMENT 2013

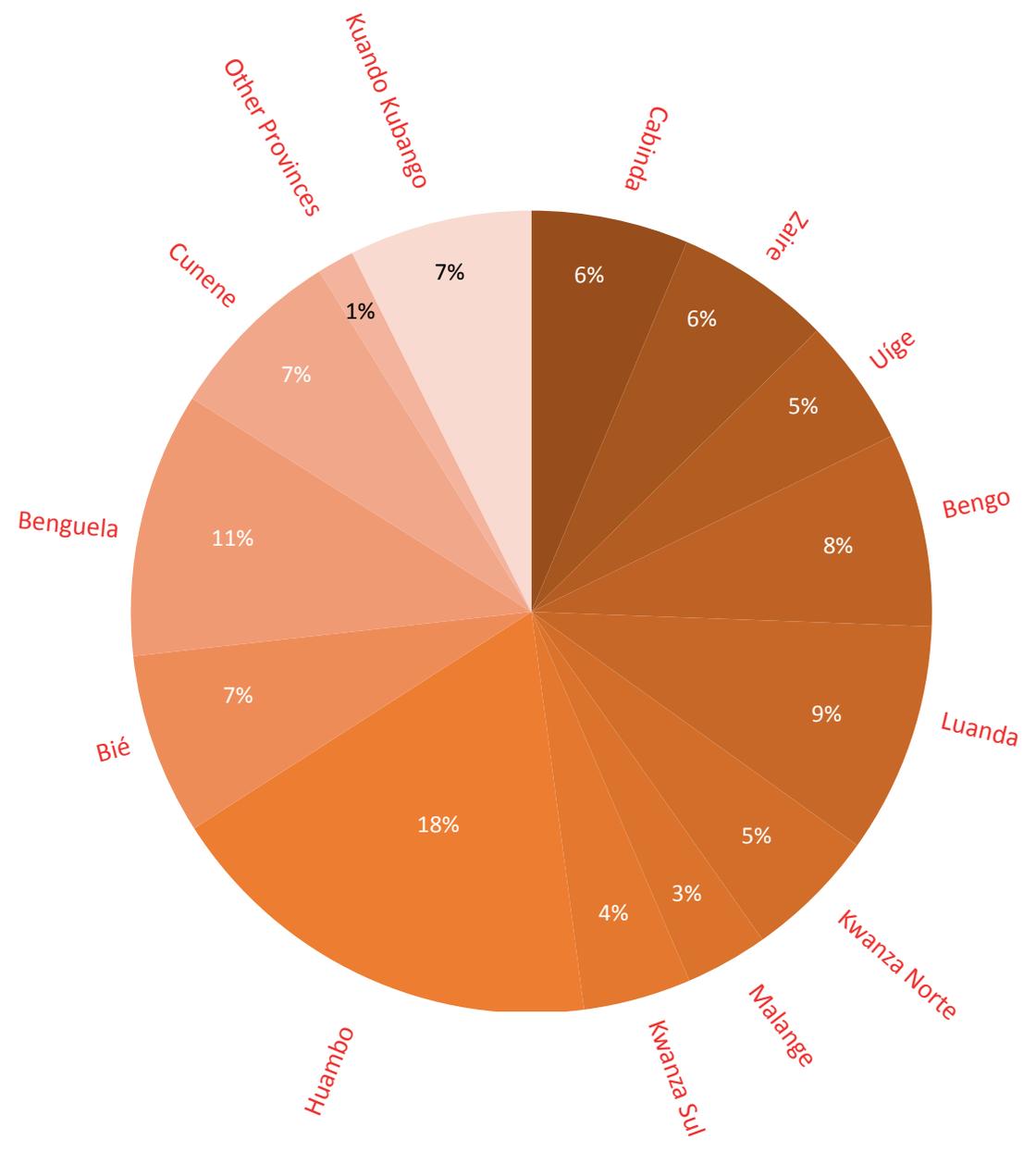
ADPP'S REVENUE IN 2013



ADPP'S EXPENDITURE BY SECTOR 2013



ADPP'S EXPENDITURE BY PROVINCE 2013





HUMANA PEOPLE TO PEOPLE

The Federation of Associations connected to the International Humana People to People Movement is an international organisation with members and projects throughout the world. The aims and objectives of Humana People to People are really quite simple: solidary humanism. Those with the capacity to help and those with the need to be helped find in Humana People to People the link necessary to create development together. With more than three decades of development experience, Humana People to People is working in the fields of education, training, agriculture and rural development, community, environment and economic development and health, including the fight against AIDS. Converting second hand clothes to funds and collaborating with governments, funding agencies and development organisations worldwide, Humana People to People puts its expertise to good use supporting more than 440 development projects in Africa, Asia and Latin America.

Thanks to Humana People to People, over 10 million people in Europe, America and Africa are reaching and supporting a further 12 million people with development projects. Everybody benefits. Re-using clothes means jobs for collectors, distributors and sellers; quality clothing is available at affordable prices; the environment is saved the burden of accomodating tons of waste and even CO2 emissions are affected positively.



MEMBER ASSOCIATIONS

Ajuda de Desenvolvimento de Povo para Povo - Angola

HUMANA People to People (Austria)

Humana People to People Belize

Humana People to People Botswana

Humana Povo para Povo Brasil

Humana Bulgaria

Planet Aid Canada, Inc.

Humana People to People China

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

HPP-Congo

Humana Pueblo para Pueblo - Ecuador

Ühendus Humana Estonia

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

Humana People to People France

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

ADPP Guinéa Bissau

Stichting HUMANA (Holland)

Humana People to People India

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

HUMANA People to People Baltic (Lithuania)

DAPP Malawi

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

DAPP in Namibia

U-landshjelp fra Folk til Folk Norge (Norway)

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

Associação Humana (Portugal)

Humana People to People Slovakia s.r.o.

Humana People to People South Africa

HUMANA Spain

Fundación Pueblo para Pueblo (Spain)

Biståndsföreningen HUMANA Sverige (Sweden)

Planet Aid UK Ltd.

Planet Aid, Inc. USA

DAPP in Zambia

DAPP Zimbabwe



PARTNERS IN DEVELOPMENT

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

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

ACREP
Algoa
Angoalissar
BNA - Banco Nacional de Angola
Cabestive
Cimianto

European Union
ExxonMobil Foundation
FAO
Frank's International
G4S
Goldher
Humana Austria
Humana NL
Humana Sorteermiskeskus OÜ
Humana Spain
Hyundai - COSAL
JAM - Joint Aid Management
Jembas
Johnson and Johnson
KOICA / South Korean Embassy
LNG
MACON
MAXAM CPEA Lda
Ministry of Foreign Affairs Finland
MSH – Management Sciences for Health
Nalco
NCR

Planet Aid USA
Port of Luanda
PSI - Population Services International
Schlumberger
SNV Netherlands
Sonamet
Sonangol
Statoil
Total, Sonangol Block 17
UFF Finland
UFF Norway
UNAIDS
UNFPA
UNICEF
UNITEL
USAID
USDA
Weatherford

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ADPP