

ADPPP

ANGOLA

AJUDA DE DESENVOLVIMENTO DE POVO PARA POVO



ANNUAL REPORT 2018

EDUCATION

HEALTH

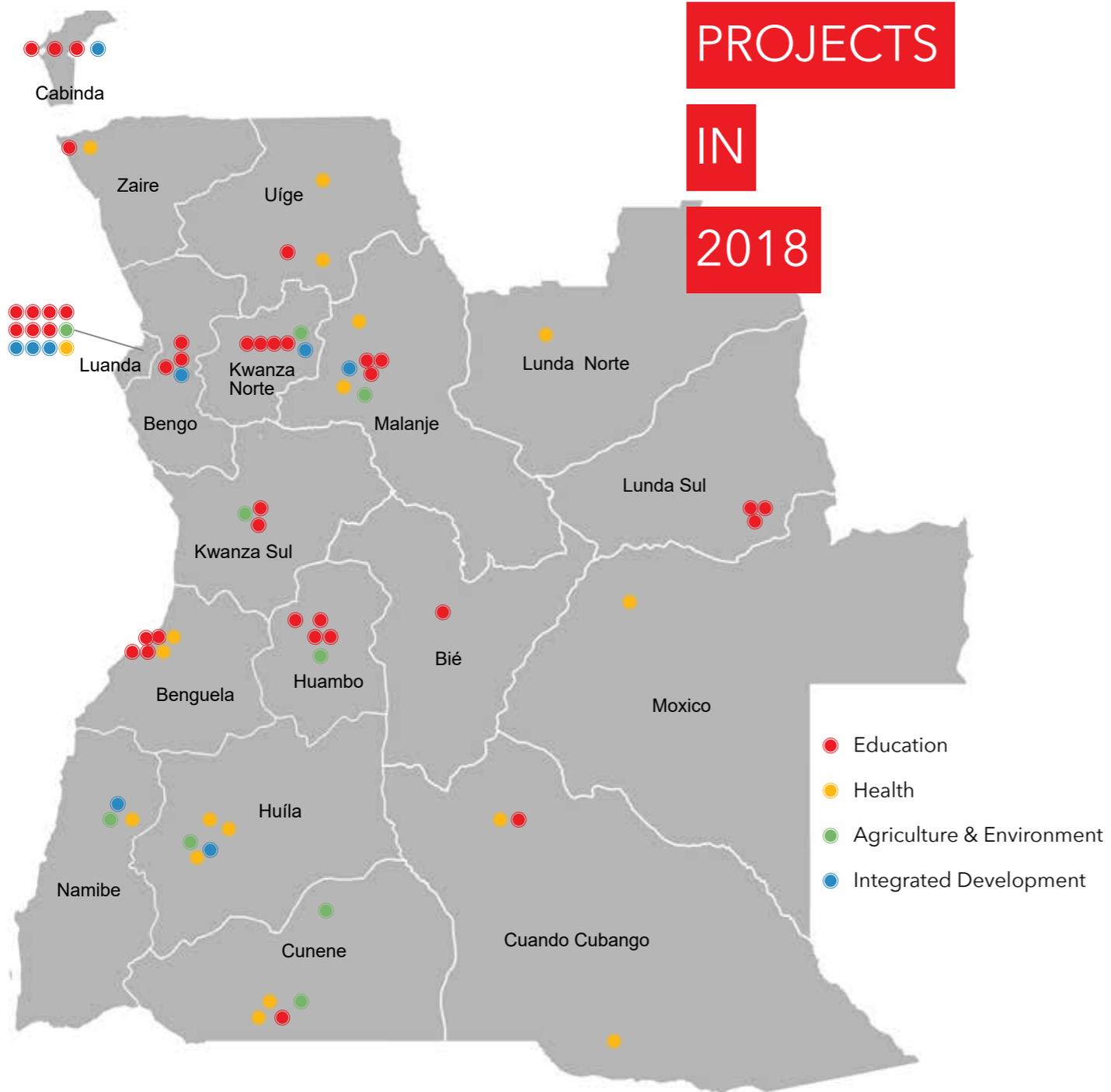
AGRICULTURE & ENVIRONMENT

INTEGRATED DEVELOPMENT

PROJECTS

IN

2018



EDUCATION 6

HEALTH 26

AGRICULTURE &
ENVIRONMENT 36

INTEGRATED
DEVELOPMENT 50



In 2018, **ADPP ANGOLA** operated 45 projects in 42 municipalities across all 18 provinces of the country.

Underpinning all of our work is the desire to contribute to integrated, community led development. We are mindful of the fact that it takes many years of sustained effort for communities to achieve a foundation from which all members can reach their potential, and we remain committed to working in underserved and hard-to-reach areas. As of 2018, we've maintained an uninterrupted presence in 11 provinces for more than a decade.

As part of our commitment to sustainable development, we take great pride in working in close partnership with the government. In addition to existing formal agreements with the Ministries of

Education, Agriculture, and the Ministry of Local Administration, ADPP signed an agreement with the Ministry of Social Action, Families and Women in 2018, cementing a partnership of many years and paving the way for increased collaboration.

Communities are best served by an integrated approach from all stakeholders and ADPP is increasingly focused on collaborating with a wide range of partners. In 2018, ADPP continued to chair the National Forum of Malaria Partners, and contributed actively to ANASO, the umbrella organization for civil society organizations working with HIV/AIDS.

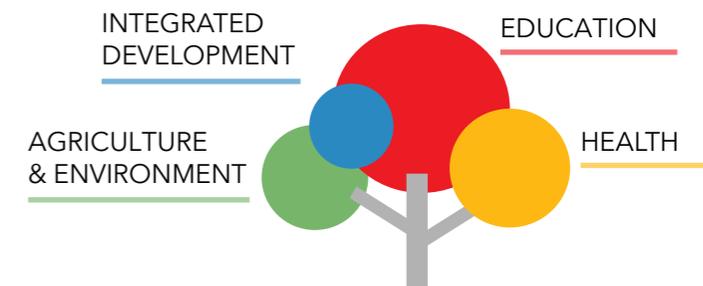
Two separate consortia were led by ADPP during the year, bringing together a range of international, national and local partners. Since 2011, we have actively worked to build the capacity of smaller national non-governmental and community-based organizations, and are particularly pleased that a successful consortium of national partners in 2018 will expand to include more organizations next year.

At the heart of our people to people ethos lies building the capacity of locally recruited staff. Quarterly training and planning sessions at ADPP's Courses and Conference Centre for key staff in each of the four sectors have been pivotal in increasing individual and collective capacity. New project leaders are trained in basic management skills at Frontline Institute in Huambo, with some continuing to advanced training at Frontline Institute Zimbabwe.

A final focus area in 2018 has been on consolidating and diversifying our economic foundation. Despite challenges with oil prices, exchange rates and structural readjustments, we have maintained a solid mixture of public and private partners, and a high level of activity.

As always, none of our work would be possible without the extraordinary efforts of all students, teachers, participants, staff, partners, donors and government institutions. A heartfelt thanks to each and every one who participated in our people to people development effort in 2018.

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



Through **EDUCATION**, ADPP seeks to support people in developing the vision and capacity to contribute to development, for themselves, their communities and the nation.

ADPP works closely with the government to provide teacher training, lower secondary polytechnic education and literacy training for adults, as well as a range of shorter skills-training courses.

ADPP aims to provide lifelong learning, from practical and theoretical lessons for infants, children and young people to skills training for adults. Ensuring every individual has the opportunity to fulfil his or her potential is important, and ADPP aims for its institutions to function as resources for the whole community.

ADPP's education projects contribute to many of the targets of United Nations' Sustainable Development Goal 4: Quality Education.

-  Free Primary and Secondary Education
-  Equal Access to Quality Pre-Primary Education
-  Equal Access to Affordable Technical, Vocational and Higher Education
-  Build and upgrade inclusive and safe schools

-  Increase the Number of People with Relevant Skills for Financial Success
-  No Discrimination in Education
-  Universal Literacy and Numeracy
-  Education for Sustainable Development and Global Citizenship

1,009

new primary school teachers graduated (Jan 2019)

14,760

participants in literacy training

81

teachers and technicians trained in Science, Technology, Engineering & Maths (STEM)

341

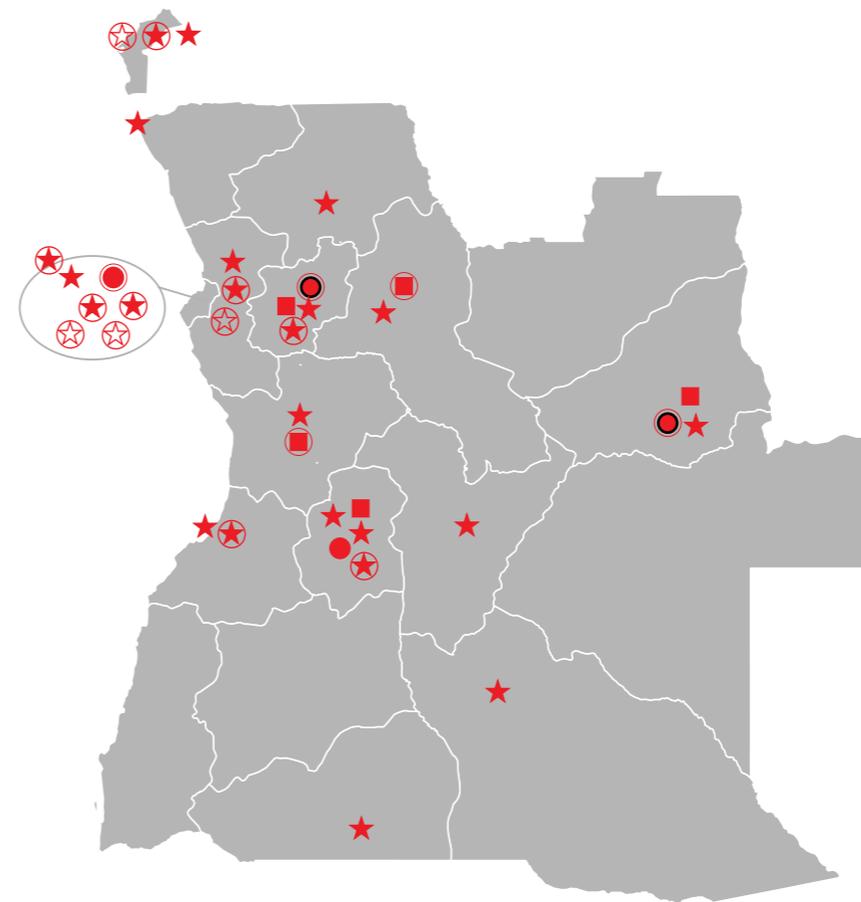
polytechnic students graduated (Jan 2019)

583

participants in skills training courses

462

teachers completed 40 Pedagogical Sessions in-service training



- ★ 15 Teacher Training Schools
- ★ 8 Polytechnic Schools
- 1 Frontline Training Institute
- 2 stand-alone Literacy Projects
- 2 integrated Literacy Projects
- 2 "40 Pedagogical Sessions" projects
- Science, Technology, Engineering & Maths (STEM) projects
- ☆ Women in Action projects



TEACHER TRAINING SCHOOLS

ADPP trains young people to be enthusiastic, capable and determined **TEACHERS**, who make a difference in the classroom and in the community as a whole.

“Anther Kind of Teacher” requires academic, practical, humanitarian and leadership skills, combined with a sense of purpose, that continues to drive them no matter the circumstances. Even before graduating, an ADPP trainee teacher demonstrates that he or she can teach all primary school subjects to all ages, can help adults learn to read and write, can build their own classroom if necessary, can encourage horticulture, can motivate a village to improve health and hygiene, and can persuade families that girls have the same right to education as boys.

11,763

primary school teachers graduated since 1995



32%
female

1,009

students completed their three year course in December 2018 and graduated in January 2019



43%
female

3,157

students studying in the three year training programme at the teacher training schools



42%
female

ADPP's **TEACHER TRAINING PROGRAMME** places many demands on students, demands that are designed to prepare them for the challenges ahead.

They have to be competent in all subjects that form the national primary school curriculum, as well as have a thorough knowledge of the methods of teaching each subject, be it mathematics or physical education, geography or natural sciences. Portuguese and maths are central subjects, as the teachers of the future become crucial in ensuring that all children learn to read, write and do maths.

Academic competence on its own, however, is not sufficient. To become “Another Kind of Teacher”, the kind of exceptional teacher that the country needs, capable of dealing with the broadest possible range of situations while helping each and every pupil achieve his or her potential, requires an equally exceptional set of skills, abilities and personal qualities.

The teacher training programme promotes and enhances such attributes, through a combination of studies, courses and experiences. The way in which the programme is conceived plays an important role in the outcome. For example, the students are not simple receivers of information, but have to research topics for themselves, experimenting, observing, sharing ideas and asking questions. They get involved, learn to look after one another, push boundaries, develop hidden talents, become community-minded and vocal, all of which is developed as they work their way through the three-year course.

Sport and the arts, including theatre, are important components at ADPP Teacher Training Schools. Beyond personal benefits, they have many functions in terms of teamwork, cooperation, social development, understanding, breaking barriers and personal achievement. ADPP schools organize tournaments, matches and sporting events largely for primary pupils, and entertainment and theatre for young people and adults, filling a gap in the provision of such services.

ADPP operates teacher training schools in: Benguela, Bié, Cabinda, Bengo, Cunene, Huambo (Quissala & Londuimbali), Kuando Kubango, Kwanza Norte, Kwanza Sul, Luanda, Lunda Sul, Malanje, Uíge and Zaire.



		Periods
YEAR 1	The International Year of the Teacher	Studies & travel preparation
		Study travel
		Post-travel evaluation and studies
YEAR 2	The Year of Another Kind of School	Studies & community actions
		Specialization
		Half day teaching assistance, half day studies
YEAR 3	The Year of Another Kind of Teacher	Full time teaching practice in rural areas
		Evaluation Exams

Subjects:

Biology, Communication, Physics, Geography, History, IT, English/French, Sociology, Economics, The World in which We Live, Chemistry, Healthy Living

Subjects:

School Management, Angola - Our Country, Natural Science, Culture, Sport, Music, Physical Education, Moral & Civic Education, Geography, Arts & Crafts, Philosophy of Education, History, Portuguese, Mathematics, Pedagogy and Methodology, Food Production, Psychology

Subjects:

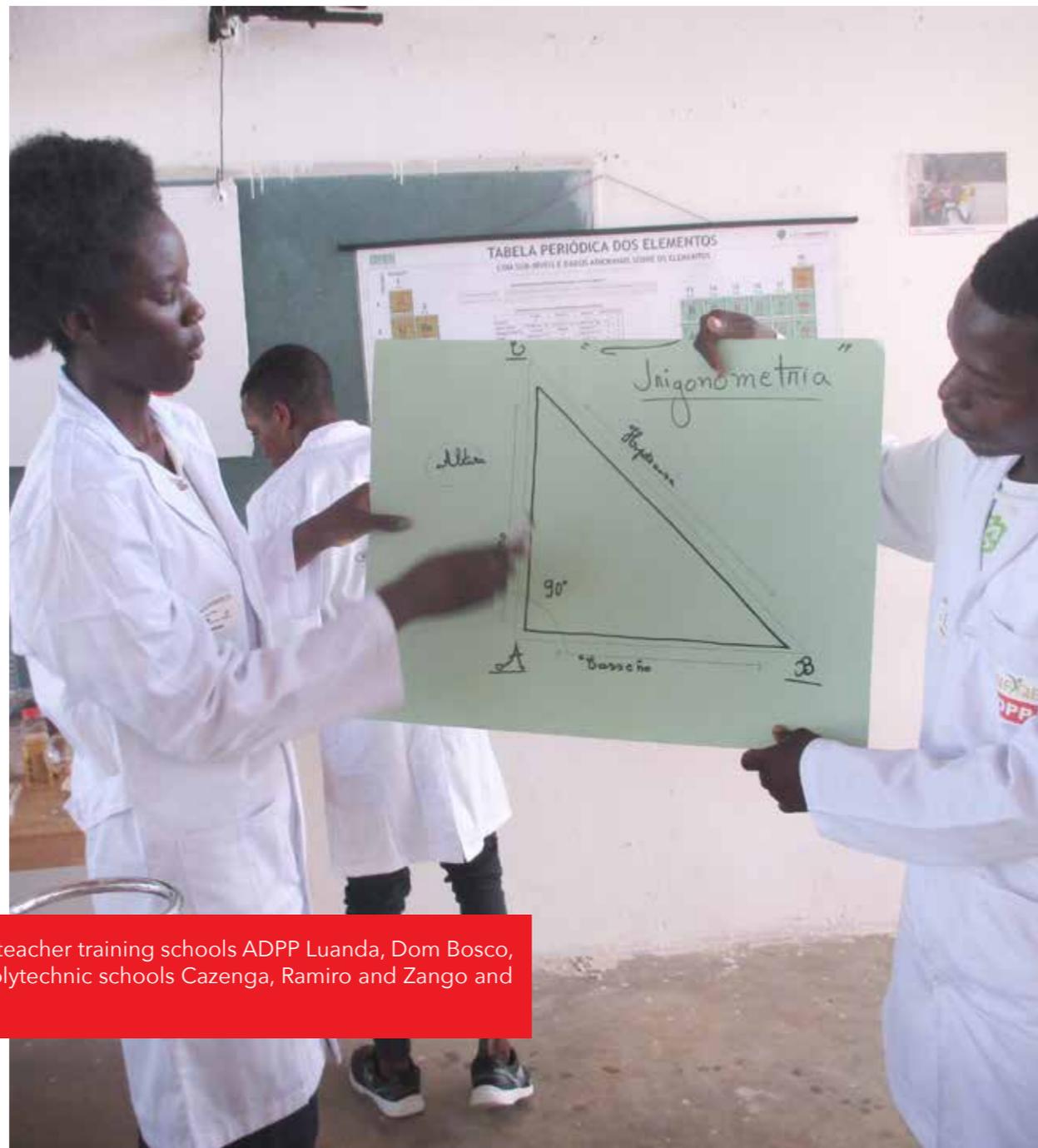
Distance learning, Micro Project, Teaching Practice

ADPP provides
IN-SERVICE TRAINING
to improve teachers' professional skills and personal capacity to provide quality, child-centred education.

Many primary school teachers in rural areas have little or no formal pedagogic training, work in often difficult circumstances, and welcome every opportunity for professional development. Even teachers who do have formal training lack the capacity, experience or inspiration to deliver relevant, practical lessons. This is leaving thousands of children without quality education and at a serious disadvantage with respect to preparing for the future.

ADPP is closely involved in the government's "Learning for All" project, particularly in Uíge province, and also offers two distinct in-service training programmes: 40 Pedagogical Sessions and 20 STEM Sessions.

8 schools participated in the STEM project: the teacher training schools ADPP Luanda, Dom Bosco, António Jacinto and Garcia Neto. The ADPP Polytechnic schools Cazenga, Ramiro and Zango and the Lower Secondary School 2068 Ramiro



20 SESSIONS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Just like education authorities the world over, the Ministry of Education in Angola is working to promote an interest in science, technology, engineering and math among young people, with the long-term objective of meeting the needs, and increasing the competitiveness, of the country. In collaboration with the National Institute for Teacher training, ADPP has produced two STEM manuals, one for primary and one for lower secondary teachers, and complementary programmes of 20 STEM Sessions for each. The primary school sessions deal with math, natural sciences and interdisciplinary studies, while the secondary school sessions cover math, chemistry, physics and interdisciplinary studies. The materials aims to inspire teachers to introduce practical activities, experiments and real life situations to make learning STEM subjects meaningful, interesting and fun. 18 teachers from the participating schools were trained and acted as tutors and technical assistants for their colleagues. 60 teachers, working in three groups, thus acquired the tools and knowledge to bring STEM subjects alive.

40 PEDAGOGICAL SESSIONS

ADPP's programme of Pedagogical Sessions provides instruction in and debate about topics of relevance for modern teaching. Tutors introduce themes after which participating teachers work in groups or individually on the theme and then hold debates in plenum. Week by week, the teachers participate in sessions about their role at school, in the community and in the lives of their pupils, about the nature of children and what learning is about. They begin to plan their lessons, introducing practical activities, workshops, excursions and topics of relevance about the world today. Health, nutrition, culture, discipline, administration and collaboration with parents all feature in the sessions.

All themes are immediately transferable to the classroom, promoting a child-friendly environment where the pupils become active and interested participants.

In 2018, 361 in-service teachers in Kwanza Norte, and 101 teachers in Lunda Sul completed the course of 40 Pedagogical Sessions.



Graduates from ADPP's **POLYTECHNIC SCHOOLS** complete lower secondary education and gain a diploma recognising their vocational skills. Equally important are the qualities and capacities the students develop, from teamwork, comradeship and a community spirit to initiative, confidence and creativity.

ADPP's Polytechnic schools aim to provide a modern and meaningful education that opens many doors for graduates while ensuring that, whatever their choice, they will be in a position to contribute to the development of the country.

Students cover all national curriculum subjects, combined with theoretical and practical lessons in the profession of their choice. There are also theoretical and practical lessons on entrepreneurship, helping students develop an entrepreneurial spirit which will stand them in good stead.

Putting new skills into practice via community activities is important. If this means raising the level of basic sanitation in a community by organizing cleaning campaigns and explaining about disease prevention, it should be remembered that such an action is probably being repeated in hundreds of communities by current and former students.

2,150

students graduated since 2011,



40%
female

341

students completed their three year education in 2018 and graduated in January 2019



41%
female

1,422

students studying in 7th-9th Grade across 8 schools.



41%
female

In the first year of the **POLYTECHNIC SCHOOL PROGRAMME**, students get to grips with new ways of learning, working in trios, assisting one another both in studies and in practical activities, undertaking investigations, and trying their hand at the professions on offer.

In second year, 8th Grade, the students focus on the theory and practice of their chosen profession while continuing to study the national curriculum. They use their skills and knowledge to assume more responsibility and round off the year by undertaking practical actions in the community and at the school itself.

Third year sees the 9th Grade students completing a three week work experience placement at local businesses and establishments, expanding their horizons by interviewing foreigners to learn about the world, and carrying out a practical exam project. This Practical Aptitude exam draws together theoretical and practical skills learned throughout the education, as well as their ability to carry out an independent piece of work and present the results. Students complete their lower secondary education by sitting national exams.

ADPP operates Polytechnic Schools in: Benguela, Cabinda, Bengo, Luanda (Cazenga, Ramiro & Zango), Huambo, Kwanza Norte,



Periods	
1 week	Arrival
6 weeks	Swimming Like A Fish
9 weeks	Questions & Answers
8 weeks	Three Professions & Three Common Actions
"Running Together" YEAR 1	
12 weeks	Digging Deep Into Your Trade
10 weeks	Focus on Angola
8 week	Your Profession – Leaving Your Mark
"Running the School Together" YEAR 2	
12 weeks	Practicing Your Profession
10 weeks	In Contact with the World
8 weeks	Your Test – A Community Action
"Running the World Together" YEAR 3	



Food Producer students at the Polytechnic School in Ramiro learning a new method of composting.

Students study one of up to four **POLYTECHNIC PROFESSIONS** on offer at each school:

Community Health Agent: disease prevention and treatment, basic sanitation, HIV testing, health campaigns, nutrition and reducing infant mortality are among the topics in this profession.

Energy Assistant: the students learn about electrical installations and their maintenance, and about alternative energy sources such as solar power and biofuel.

Environment Promoter: global warming and climate change are key subjects, together with renewable energy. Practical steps to take to protect and improve the local environment are emphasised.

Food Producer: basic agricultural practices, knowledge of soil types and how to fight pests and diseases among plants feature in the Food Producer syllabus.

Preschool Assistant: this course helps understand children and how they develop, physically and mentally, and how to encourage that development through sport, games, and pedagogic activities.

Modern Cook: competence in a modern kitchen, healthy eating, food safety, recipes from around the world and nutritional needs are some of the elements of this course.

Water Assistant: students learn about water as an important resource, how to purify drinking water, make and maintain wells as well as install simple irrigation systems. Water-borne diseases and their prevention also features.

Information and Media Assistant: all forms of communication and media are included in this course, from written and spoken to video and radio, posters, illustration, poetry, literature, essays and social media.

Textile Artisan: introduced in 2017, the course teaches students how to make all kinds of garments and useful household items, and the steps to take to turn this handicraft into a source of income.



Flexible skills-training programmes are needed for adults who have to juggle learning with earning an income and family commitments.

ADPP's **SKILLS TRAINING PROJECTS** help develop competencies to increase employability, promote entrepreneurship, improve production, build leadership skills, or simply enhance quality of life.

In many of the suburban areas where ADPP operates, there is huge interest in developing a skills set which can lead to employment, or to creating a micro-enterprise dynamic enough to support a decent lifestyle. In rural areas, skills training is essential in order to fill gaps where service provision is lacking and to prevent the drift towards population centres in search of ways of earning a living.

Follow up skills training via mentoring or incubation periods are important in ensuring participants have truly acquired new skills and are putting these into practice, whether in farming, dressmaking or running a small business.



CABINDA, BENGO, LUANDA, BENGUELA

WOMEN IN ACTION

These 6 projects in four provinces focus specifically on providing training in tailoring and in entrepreneurship to enable women to start and/or expand small businesses. Participants learn how to make new clothes, as well as to repair, alter and add value to used clothes. After attending sewing and business skills courses, the women continue to be associated with the project in the incubation period. They have access to equipment, material, counselling and individual support as they create and develop their own enterprise or supplement other income from dressmaking.



HUAMBO

FRONTLINE INSTITUTE

in Huambo trains workers, volunteers and former participants from ADPP projects in basic management skills. After six months learning about development and gaining practical skills, participants are assigned to ADPP projects for a five-month period of work experience before a final month back at Frontline Institute. In 2018, they worked at Farmers' Clubs in Kwanza Sul, Kwanza Norte and Malanje, the Sustainable Charcoal Project in Huambo and Kwanza Sul, Community Health in Uíge and Literacy in Cabo Ledo. Upon graduation, participants can continue to advanced training at Frontline Institute in Zimbabwe.



MALANJE

AGRICULTURAL TRAINING CENTRE

In addition to assisting smallholders improve their agricultural production, the Centre provides literacy lessons and skills training. Courses include farm mechanics, construction, electricity and plumbing, hotel and catering, entrepreneurship and business management.

700 literacy learners passed Module 1 and moved on to Module 2. 150 students successfully completed their 6 month courses in one of four courses, agronomy, baking & decorating, mechanics and construction at the end of 2018, graduating in early 2019. The Centre has accommodation facilities and 35 of the participants were boarders.



KWANZA NORTE

LITERACY TRAINING

As part of a wider three-year project throughout Kwanza Norte, this component provided literacy training for 3,588 participants in Modules 1, 2 and 3. New courses were initiated in Lucala and in Sambu Caju, while a Module 2 course in Lucala resumed activity. In remote areas where educational facilities are lacking, children were allowed to accompany their parents. Some tutors even went from house to house to give lessons, when the participants were too busy in their fields to attend classes. More than 800 were motivated to join the state programme within the domain of the Department of Education in Lucala.



LUNDA SUL

EDUCATION FOR ALL

The literacy component of the three year Education for All project in Lunda Sul exceeded the goal of 900 young people and adults becoming literate. When the literacy program came to an end in the middle of 2018, 1,038 participants had attended Module 3, the final module of the Ministry of Education course. The project reached communities that otherwise had no opportunity for literacy training. Tutors also benefited from the project, earning a living and gaining experience in statistics and report writing.

The Ministry of Education's "Love to Read and Write" **LITERACY** training programme aims not only to give adults an accelerated route to a 6th Grade level education, but also to learn about a range of general knowledge topics covering health, gender, development and the rights and duties of a citizen.

In 2018, external **IMPACT ASSESSMENTS** were carried out of two education projects.

EDUCATION FOR ALL

The project, funded by the European Union from 2015 to 2018, sought to improve the quality of education for children and adults in the province of Lunda Sul. The establishment of an ADPP Teacher Training School, in-service teacher training, a literacy program for young people and adults and community projects in rural areas provided the means to achieve the objective.

According to the independent evaluation carried out in 2018, the project had the desired impact. The presence of enthusiastic students with modern ideas and methods, together with an understanding of the needs and challenges of rural communities, resulted in many more children attending primary school and attaining an education. 400 in-service teachers gained essential tools, from lesson planning to school management, plus confidence and motivation to make their own contribution to quality education. 1,038 young people and adults achieved a level of literacy that will open doors and perspectives. Final year students teaching at rural schools played an important role by implementing educational projects, such as adult literacy, math clubs and Portuguese clubs, in addition to community projects in health, nutrition, sanitation, horticulture, sport and construction.



EMPOWERING GIRLS IN RURAL AREAS

In 2018, an external evaluation of the project “Empowering Girls in Rural Areas of Angola” implemented at six ADPP teacher training schools in 2016-2017, noted the strong approach to gender in the training. Removing gender stereotypes from daily activities and providing sexual and reproductive health lessons were significant in shifting gender constructions at the schools.

Equality and equity are principles addressed by ADPP in all projects and programs. In this instance, the overall objective was to promote gender equality among young people by increasing the enrolment, retention and conclusion of primary schooling for girls in targeted rural communities of Angola. A campaign entitled “All Girls in School,” saw trainee teachers from the six participating ADPP schools mobilize rural communities about the importance of educating girls, conduct pertinent lessons and activities, and collaborate with schools and local authorities to tackle basic infrastructures.

The impact was immediate: 43 primary schools, 513 students in teacher training and more than 23,000 pupils, 10,658 of whom girls, participated. In terms of sustainability, project manuals and procedures developed can be used at all teacher training schools and in any context at minimal cost. Crucial elements in the campaign to attract and retain girls are adequate bathroom facilities, which require investment and constant maintenance. ADPP’s continued presence at the schools will make a key contribution.



Good **HEALTH** and well-being is vital for development, and ADPP seeks to support individuals and communities in systematically preventing, treating and overcoming communicable disease and in adopting healthier lifestyles.

ADPP's health work is based on the premise that by mobilising communities through knowledge empowerment, and facilitating access to prevention and treatment, people's behaviours will change and they will live more fulfilling and healthy lives. This is done by working with schools-based programmes, via Community Health Agents programmes or a combination of both. Irrespective of approach, the aim is to enable individuals to make conscious and informed decisions about personal health, families to take measures for the whole household and community members to work together to reduce or eliminate sources of infection and disease.

Essential components in all ADPP's community health projects are sound knowledge, trust, the dispelling of traditional myths, practical tools, and- crucially- links with health service providers. ADPP's community health work is carried out in collaboration with the Ministry of Health and local administrations, and complements existing health and social services.

In 2018, ADPP worked in hundreds of communities throughout the country on a range of issues: malaria, HIV, TB, water and sanitation, sexual and reproductive health, contributing to many of the targets of the UN's third Sustainable Development Goal: Good Health and Well Being for All.



Reduce Maternal Mortality



Universal Access to Reproductive Care, Planning and Education



End All Preventable Deaths Under 5 Years of Age



Fight Communicable Diseases

556

Community Health Agents working in 12 provinces

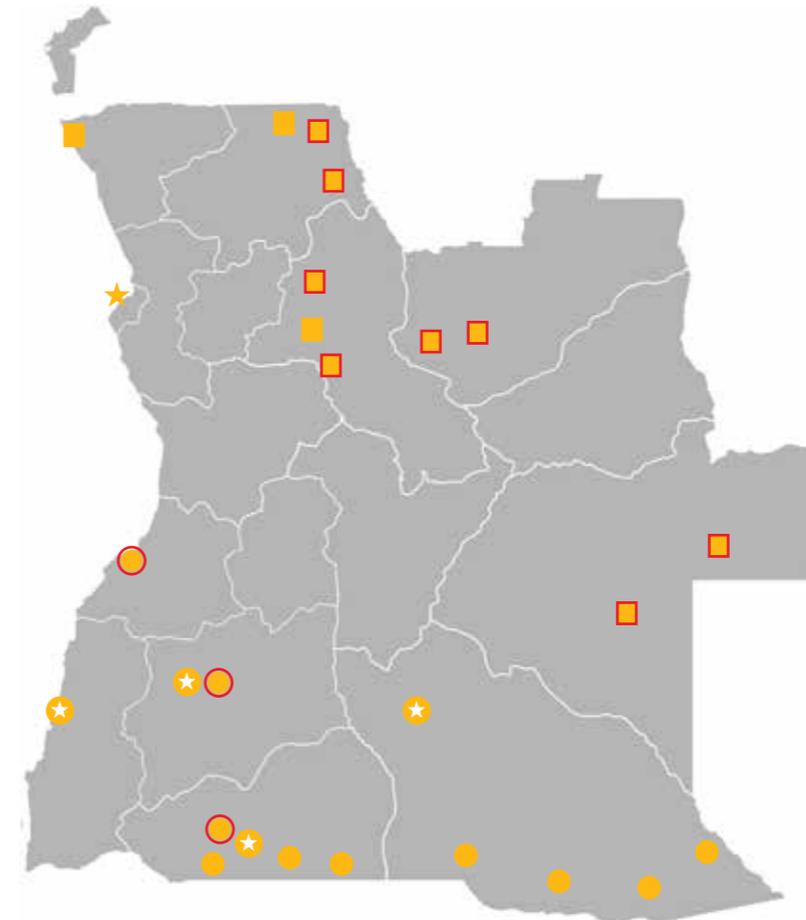
125,160

malaria tests carried out

130

schools, school teachers and students involved in health projects

729,935 beneficiaries of community health projects



- Community Control of Malaria, HIV/AIDS and TB
- Strengthening the Health System
- ★ TB Community DOT
- ★ HIV/TB community project
- Cross-border malaria project
- Raising Girls Awareness on Sexual and Reproductive Health and HIV/AIDS



MALARIA is preventable, treatable and curable, yet it is the leading killer in Angola.

ADPP has a long history of conducting mass prevention campaigns on malaria in communities throughout the country, has distributed hundreds of thousands of bed nets, mobilized many hundreds of thousands of people to seek treatment and has begun working with testing, tracking and treating as part of regional efforts to eliminate malaria in southern Africa.

ADPP has held the presidency of the National Forum of Malaria Partners since 2012, working to foster a broad public-private partnership with civil society, ensuring support for the National Malaria Program in the implementation of the National Strategic Plan for Malaria.



ANGOLA AND NAMIBIA

CROSS-BORDER MALARIA PROJECT

Elimination 8 is a cross-border initiative throughout Southern Africa, laying the groundwork for the reduction and elimination of malaria. ADPP is leading a consortium of NGOs in Angola and Namibia, testing, tracking and treating cases of malaria. The project established seven fixed malaria testing and treatment posts in Cuando Cubango and Cunene and one in Namibia, together with mobile clinics and surveillance teams to reach more disperse communities. During 2018, the project tested 125,260 people in Angola, with 99% of those testing positive receiving treatment.



UÍGE, ZAIRE AND MALANJE

COMMUNITY CONTROL OF MALARIA

The project has long worked with schools and Community Health Agents to increase knowledge of malaria, and provide support for behaviour change. In 2018, a third component was introduced, with staff training peer educators and working through sports clubs to reach more people with key messages. Thus 60 Community Health Agents reached 6,000 families, 4,800 of whom made plans for preventing malaria. Teachers and students at 110 schools were trained and organized, with 5,000 pupils in Malaria Control Patrols disseminating key messages in the community, reaching 45,000 people.



UÍGE, MALANJE, MOXICO AND LUNDA NORTE

STRENGTHENING THE HEALTH SYSTEM

The Strengthening of the Community Health System project involved 64 Community Health Agents working in eight municipalities of four very remote, sparsely populated areas across the north of the country in the provinces of Uíge, Malanje, Moxico and Lunda Norte. They reached 40,000 people with information and support for behaviour change with respect to malaria and other common diseases, working in close collaboration with health authorities in each province. The project was successfully concluded in June of 2018.



The prevalence of **HIV & AIDS** is generally low in Angola compared to neighbouring countries, but there is still much work to do in reaching the global 90-90-90 target.

Lack of knowledge is a major concern related to **SEXUAL AND REPRODUCTIVE HEALTH**, with countless young people unaware of how their bodies work, or of their rights and responsibilities.



CUANGO CUBANGO, CUNENE, HUÍLA AND NAMIBE

HIV/TB COMMUNITY PROJECT

The project is implemented by a consortium led by ADPP and including five other Angolan non-governmental and community-based associations: PRAZEDOR, MBAKITA, ADC, ASPALSIDA and ETUNGAFANO. 28 health units and 21 health agents per province were involved with the objective of reaching 7,500 people with information on HIV and TB. People were linked to clinics for testing, and 5,000 HIV+ pregnant women were supported to adhere to treatment and avoid passing HIV to their unborn child. Support for people undergoing treatment, including TB awareness, was included in the overall objective.



BENGUELA, HUÍLA AND CUNENE

RAISING GIRLS' AWARENESS OF SEXUAL & REPRODUCTIVE HEALTH & HIV/AIDS

Knowledge leads to empowerment and choice and this project aimed at transmitting messages to girls and young women about HIV/AIDS, sexually transmitted disease in general, sexual and reproductive health, early pregnancy, the use of contraceptives, the menstrual cycle and family planning. A club system provides a safe environment for sessions, which are held at schools and churches and use theatre, music, discussions and debates to tackle these highly relevant issues. 75 health activists and 76 primary and secondary teachers received training to implement the project, which reached 22,561 girls in Benguela, Cunene and Huíla and resulted in 5,234 of them taking voluntary HIV tests.



UÍGE, ZAIRE AND MALANJE

COMMUNITY CONTROL OF MALARIA & HIV/AIDS

HIV/AIDS forms part of the community malaria project in Zaire, Uíge and Malanje. 60 Community Health Agents spread awareness about prevention, assisted by volunteer activists known as Passionates, reflecting their engagement in the fight to control HIV and help people living with HIV/AIDS. 110 schools are also involved and the project collaborates with health services including municipal HIV/AIDS supervisors. In all three implementation areas, World AIDS Day was celebrated with the presence of key figures from local society and members of the public, as one of many campaigns aimed at reminding communities of the need for continuous vigilance and preventative actions.



TUBERCULOSIS is a leading killer in Angola, but there is weak knowledge on prevention, symptoms and treatment. ADPP works to improve awareness, combat stigma and organize the community response.



TB COMMUNITY DOT

In 2018, Angola's first TB Community DOT project was implemented in Benguela, Cunene, Huíla, Huambo and Luanda, with ADPP responsible for implementation in Luanda. 97 Community Health Agents worked in the municipalities of Kilamba Kiaxi and Cazenga, providing community-based DOT, which is to say, directly observing patients take their medication in their homes. The Community Health Agents also worked to raise awareness, identify and refer possible cases and help establish support groups to assist people living with TB. 1,348 mentors were recruited and trained to help with this task. Of 957 patients monitored in Kilambi Kiaxi, only eight were lost to follow up while in Cazenga, just 28 of 836 patients did not complete their treatment, mostly for economic and diet-related reasons. During the year ADPP hosted the international organization TB Alert, which visited the Community DOT pilot project, evaluated efforts and provided training of both ADPP and others, as well as visiting the National TB programme.



COMMUNITY HEALTH AGENTS play a critical role in ADPP health projects.

They work with families and liaise with community leaders, conduct repeat house-to-house visits, give talks, promote sanitation actions, keep health records, refer patients to clinics and conduct follow up.

Depending on the project, general health training is combined with specific courses about malaria, HIV/AIDS or TB prevention, mother and child care or sexual and reproductive health, for example. These courses are based on the modules used by the government's Community Development and Health Workers (ADECOS).

In 2018, ADPP worked with 558 Community Health Agents in 12 provinces.



Building on decades of experience in the education sector, ADPP believes that working with teachers and children has a crucial role to play in building healthy communities. Lessons, habits and attitudes learned and developed at school have a strong influence in later life. Moreover, children are in a position to act as agents of change for families and communities, being key transmitters and translators of school-based health knowledge.

In **SCHOOLS-BASED HEALTH PROJECTS**, teachers are trained and supported in giving lessons and organizing activities related to fighting disease and promoting good health in schools and in the community at large.

ADPP, together with the Ministries of Health and Education, has developed teachers' manuals on malaria, HIV, water and sanitation, nutrition, sexual and reproductive health, and road traffic safety. Students at ADPP teacher training projects support school-based activities.

In 2018, 110 schools in Zaire, Uíge and Malanje were working on malaria, HIV and TB prevention, while 20 schools in Namibe and Huíla were focused on a broad range of health issues, including communicable diseases and water and sanitation. 132 students at ADPP's teacher training schools in Uíge, Malanje and Zaire received instruction in basic knowledge on malaria, HIV/AIDS and TB, which they put to good use during teaching practice and when implementing community projects.

ADPP works with sustainable **AGRICULTURE** to ensure that family farmers are organized, trained, food secure, healthy, and able to fulfil their potential.

Promoting a love of the natural **ENVIRONMENT** and building capacity to protect natural resources helps ensure Angola is equipped to adapt to climate change and mitigate its effects.

ADPP's projects contribute to many of the United Nations' Sustainable Development Goals:

	Eradicate extreme poverty		Increase water-use efficiency and ensure freshwater supplies
	Equal rights to ownership, basic services, technology and economic resources		Support local engagement in water and sanitation management
	Build resilience to environmental, economic and social disasters		Increase global percentage of renewable energy
	Double the agricultural productivity and incomes of small-scale food producers		Improve resource efficiency in consumption and production
	Sustainable food production systems and resilient agricultural practices		Reduce the adverse effects of natural disasters

5,750

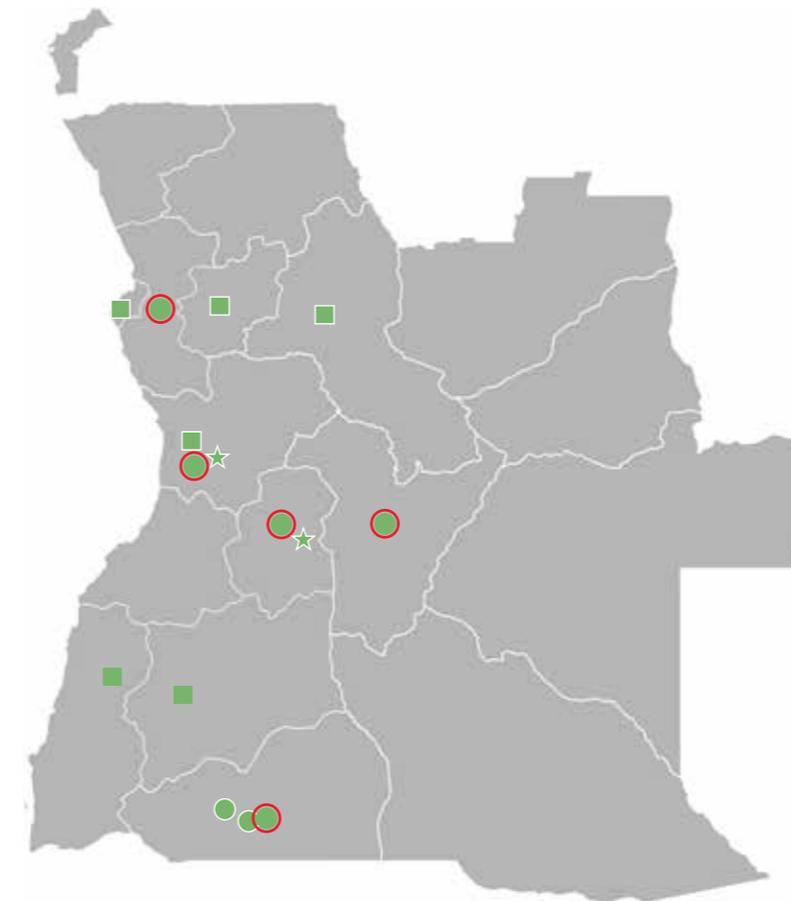
farmers organized in clubs

150,000

trees planted

18

provinces with projects promoting environment protection



- Farmers' Clubs
- ★ Sustainable Charcoal project
- Resilience projects
- Solar energy



FARMERS' CLUBS are a way of organizing and training small-scale farmers, mainly women, to improve their family food security, alleviate poverty and promote rural development.

Over the coming pages, read some of the results from 2018 along with more details on how the Farmers' Club programme works. ADPP is particularly pleased to present statements directly from Farmers' Clubs in Kwanza Sul on how their lives have changed as a result of the project.



LUANDA

FARMERS' CLUBS

The Farmers' Clubs project in Luanda comprises 1500 smallholders in 30 clubs distributed in the municipalities of Belas and Icolo e Bengo. Members learned about improved seed varieties, appropriate irrigation, conservation techniques and the cultivation of vegetables to supplement the diet as well as provide a source of income. Many of the farmers missed out on schooling when they were children, and participated in the literacy courses that form part of the overall project.



KWANZA SUL, KWANZA NORTE AND MALANJE

WOMEN'S FARMERS' CLUBS

Farmers Clubs in Kwanza Norte, Kwanza Sul and Malanje have 4,250 farmers, three-quarters of whom women, organized in 85 clubs. In addition to the use of conservation farming techniques, clubs in all provinces continued to develop the pass-on loan system, doubling the number of animals being bred. The productive season was lengthened through a combination of wet and dry season crop cultivation and literacy skills gained in previous years paved the way for improvements in record keeping and basic business management.



NAMIBE AND HUÍLA

FARMERS' FIELD SCHOOLS

Farmers' Field Schools in Huíla and Namibe are helping 400 farmers raise the level of production in their fields through the application of modern, environmentally sustainable techniques. The 25 members in each field school established model plots of around 50m x 50m where they learned to cultivate onions, tomatoes, eggplant and okra among other things, and were introduced to the continuous growing of sorghum and maize. The farmers expressed satisfaction with the initiative and enjoy participating and working together.

KEY ELEMENTS OF THE FARMERS' CLUB PROGRAMME

FARMERS' CLUB STRUCTURE

1 project leader
5 Farmers' Clubs

1 Farmers' Club =
5 core groups

1 core group =
10 farmers

Each Farmers' Club
has a committee

MODEL FIELDS are plots of land used to demonstrate and practice land preparation, crop management, crop rotation, conservation techniques, irrigation, use of organic fertilizer, new seed types or crop varieties, horticulture and experience sharing. Produce may be sold and the money used for purchasing seed or saving.

CLUB MANAGEMENT: five of the 50 members forming a club are selected to constitute a committee. Each committee member exercises a function, from president to treasurer, and works with 9 other members during training. Committee members attend training sessions, hold meetings, assist members of their groups, maintain records and generally ensure the functioning of the club.

FARMERS' CLUB MEMBERSHIP BOOKS help farmers control the household budget, administer assets and production, manage training, improvements, questions of health and development over a four-year period.

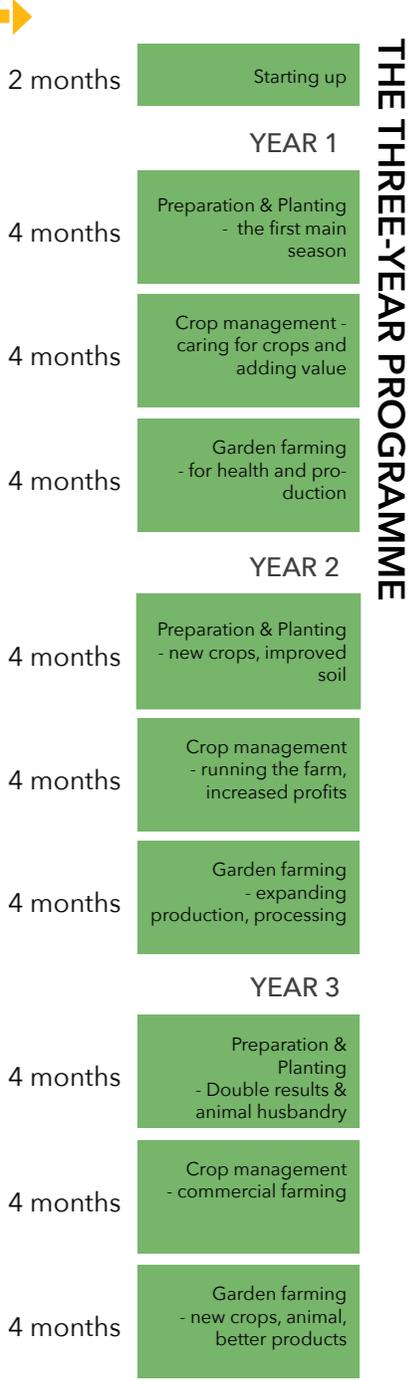
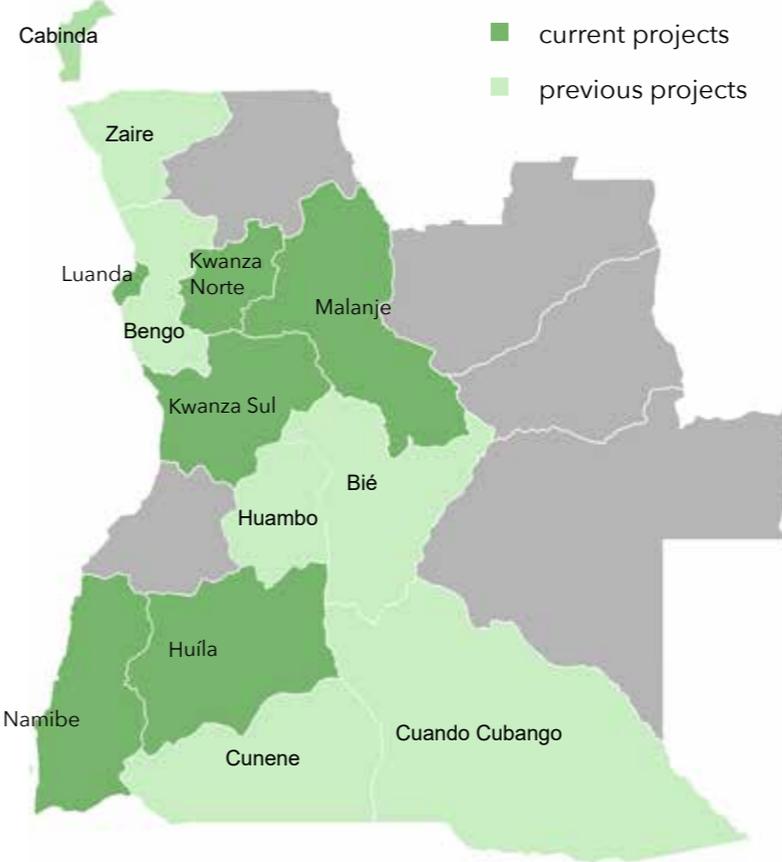
Animal **PASS-ON LOAN** Systems make animal husbandry possible by breeding stock at club level and passing on the off spring to members while maintaining a degree of common responsibility.

AGRICULTURAL FAIRS showcase the Farmers' Clubs, their produce and plans, new technologies and methods. Some clubs hold fairs twice a year, inviting local authorities and other clubs.

TRANSPORT is crucial to get produce to markets. Farmers' Clubs Kwanza Sul, Kwanza Norte and Malanje have three-wheeled trucks, and clubs or individual farmers pay only fuel and maintenance.

SEED BANKS are used to store quality seeds from each harvest and thus reduce dependence on external sources and cut expenses. Seed banks play a key role in sustainability.

LOW COST, LOW TECH WATER PUMPS such as rope pumps or KickStart pumps are simple mechanical water pumps, easy to use and maintain yet efficient, time saving and with a major impact on production. Their use permits dry season horticulture.



Impact can be gauged in many ways, not least of which by listening to project participants. When asked about the **MOST SIGNIFICANT CHANGE** since joining Farmers' Clubs, members of Farmers' Clubs Kwanza Sul were in no doubt.



Julieta Ernesto

"Now with the water pump I irrigate everything in one day. It is easier and I even increased the area of cultivation. I can hire workers and I manage to save more money than I used to."



Albina Justino

"With the instruction in planning that I learned, I am now diversifying my production: cassava, corn, beans and cabbage, and by selling these products I have even been able to buy chairs"



Luísa Manuel Bumba

"Before, if I wanted to eat kale, tomatoes or potatoes, I had to walk 9 km to Quibala to buy them. Since I joined FC, I can eat as much vegetables as I like because I have learned how to grow them."



Domingas Ventura

"What impressed me most was the literacy program where I learned to sign my name. Roofing sheets end up with holes and chairs break but learning is forever."



Kahundi Club of Kitula

"We used to grow only corn and cassava. Now we also have groundnuts, beans and vegetables. This represents more profit which is the great advantage of being part of the club."



Madalena Correia

"There's a lot of difference between when we worked on our own and now that we're with ADPP. Now I can afford oil and I no longer buy onions and tomatoes - they come from my own field."



THE CATOCA FARMERS' CLUB, KWANZA SUL

The increase and diversification of produce, the production of vegetables in the dry season and nutritional education have contributed to the well-being, sound nutrition and health of the members. People outside the club have copied the techniques practiced by club members and sometimes they ask to borrow the water pumps from club members. There is also the distribution of the goat kids, and especially of the pigs, to every village in the loan system. In the past, the village rarely met. Now there are regular meetings. The installation of a rope pump provided protection against the effects of the dry season and provided drinking water for the community. Every village has received mosquito nets so that the incidence of malaria has fallen dramatically especially among children and the elderly.



Southern Angola is already suffering the effects of **CLIMATE CHANGE**. Developing **RESILIENCE** is crucial in these communities, while **PROTECTING THE ENVIRONMENT** is important throughout the country.



KWANZA SUL AND HUAMBO

SUSTAINABLE CHARCOAL PROJECT

The project trained communities in the sustainable use of forest biomass, efficient charcoal production and alternative sources of income. 228 people in nine communities were organized in Environmental Action Groups (EAGs), almost 5,000 trees were planted, 20,000 saplings were being cultivated, and 200 students at ADPP teacher training schools and Frontline Institute studied climate change themes and learned how to conduct community campaigns on global warming. Frontline Institute in Huambo spearheaded activities, with 10 people from each of the two communities attending training in basic management. 45 traditional leaders attended two-day courses in Kibala and Huambo where they gained a thorough understanding of the programme.



HUÍLA AND NAMIBE

SOLAR ENERGY FOR 8 COMMUNITIES

Solar energy is a major component of the Integrated Development project in Huíla and Namibe, where eight systems were established at schools and clinics. Five of the villages have systems comprising 20 x 265w panels and three have systems with 24 x 195w panels, one of the latter villages having an additional system with six more 195w panels. Batteries store surplus energy and provide illumination and power at night, creating a greater sense of security for the population as well as facilitating evening activities, whether at home, at the health centres or at the schools. The communities have welcomed this development, which is improving their quality of life.



KWANZA SUL, HUAMBO AND CUNENE

DISTRIBUTION OF SOLAR PANELS TO FAMILIES

In 2018, 200 solar panels were distributed to members of Environmental Action Groups and others in Kwanza Sul, Huambo and Cunene. Recipients reported now having greater safety at night plus the opportunity to do homework, keep shops open until late or do other work that brought money into the household. The panels also meant savings on batteries and they were used for charging mobile phones and for running other devices.



CAXITO & BIÉ

SOLAR ENERGY SYSTEMS AT ADPP SCHOOLS

The ADPP teacher training school in Bié has benefited since 2012 from a solar energy installation comprising 128 panels that produce a daily average of 130 kWh. This has had a major impact on the school's environmental footprint, while reducing costs associated with the generation of electricity. Conditions for staff and students improved in terms of living and studying as well as safety at night and general security of the campus thanks to the 48 batteries that store up to 300 kWh. The ADPP school centre in Caxito has been enjoying the benefits of solar energy since 2013. The system comprises 148 panels producing a daily average of 175 kWh and provides sufficient electricity for the two schools. 24 batteries store up to 150 kWh for night use. Any excess produced is fed back to the grid. Students and teachers were involved in the installation of the system and are responsible for taking readings, helping with maintenance, topping up the batteries with distilled water and cleaning the equipment.



Cyclical drought and flooding have long afflicted the southern province of Cunene, and the situation is only expected to worsen. ADPP has been working in the province since 2006, in the fields of education, community health and agriculture, and is well-placed to advocate for and implement interventions which can help build **RESILIENT COMMUNITIES.**



CUNENE

LAND RIGHTS

ADPP is collaborating with CODESPA to implement a project to improve the knowledge and application of the land law, support rural communities in the process of obtaining a deed for their common land, introduce participative methods to solve conflicts about land, and promote gender equality with respect to ownership of land. 30 communities in Kwanhama and Ombadja are involved. The project is using the FAO's Participatory Demarcation of Land and their Green Negotiated Territory Development methodologies.



CUNENE

SOLAR ENERGY

In 2018, 50 solar panels were distributed to women in Cunene. 18 were given to women farmers who had been active participants in Agro-Pastoral Field Schools in Ombadja, and who had shown entrepreneurial spirit and leadership. 32 panels were distributed to women in remote communities.



CUNENE

TRAINING AGRICULTURAL EXTENSION WORKERS

ADPP developed a comprehensive manual and a program for training agricultural extension workers together with IDA in Cunene province. Training then took place from 20 - 24 August 2018 and was well-received by the 23 participants as well as by stakeholders. The workshop helped the extension workers understand how they can be part of change in agricultural production in the wake of global warming and climate change, and how best to involve local people in the process.



CUNENE

COMMUNITY RESILIENCE COORDINATION

ADPP is a member of the Civil Protection Commission, headed by the Ministry of the Interior with technical support from the UNDP, which monitors and provides input on the implementation of the "Recovery Framework for the South of Angola, 2018-2022." ADPP coordinates its activities and collaborates with a range of authorities from the Provincial Government and the Provincial Department of Agriculture to municipalities and individual communities. Equally important have been participating in a numerous discussions and seminars with organizations such as the EU, USAID, World Bank and FAO. ADPP contributes to these with a wealth of experience, and is a strong civil society representative in the work to strengthen resilience in the province.



ADPP FUNDRAISING promotes the sales of second-hand clothes and shoes via commercial agents. In this way, it secures income for development projects while providing jobs and earnings, and ensuring the availability of affordable, quality garments that are recycled.

Almost 2000 female micro-entrepreneurs buy bales of clothing from the commercial agents contracted by ADPP to sell at markets throughout the country. The clothes have been donated by people who appreciate initiatives to reduce waste and find new uses for items of attire they no longer need. ADPP supports the women, for example, in taking the first steps towards becoming literate and being able to sign for the bales they buy; providing assistance with respect to obtaining sellers licences from the relevant authorities and to opening and using a bank account; helping those without identification cards obtain the necessary documentation to apply for one; and encouraging the women to use bank cards to reduce the amount of cash they carry around with them. The women entrepreneurs receive guidance about making their stalls as attractive as possible, and suggestions for maximizing sales.

In recent years, **GARDEN FARMING** and animal husbandry has become increasingly important at ADPP schools.

Teacher training schools and polytechnics are encouraged to cultivate vegetable gardens and, where possible, plant fruit trees, grow cereals and raise animals. The immediate benefits are obvious, with fresh, healthy produce for the school kitchen and reduced expenditure on food. Beyond these advantages, garden farming has an impact on attitudes to food production and to nutrition and the garden itself serves as a multidisciplinary workshop for biology, math and science. Teamwork is encouraged as the students prepare, plant, care for and harvest plots of land.

The teacher training schools encourage students to participate in and later implement their own garden farming projects during 3rd Year teaching experience in rural communities. This is partly the legacy of a previous project that helped establish vegetable gardens at 160 schools in 10 provinces.

At four ADPP polytechnics, Food Producer is one of the courses on offer and the school vegetable garden is where the students practice techniques, whether planting methods, compost, irrigation, pest control or types of produce. They learn to create plant nurseries, test soil types, and even market surplus produce after harvesting. In a country where there is a great need for modern farming, promoting the status and skills of young farmers has multiple advantages.



ADPP believes that **INTEGRATED** approaches to **DEVELOPMENT** can have a long-lasting effect on improving lives when each component functions in itself while strengthening the outcomes of the other components.

The overall aim is to help build a country of dynamic, inclusive communities where everyone contributes to and benefits from development. ADPP works to support locally-driven development, where communities are involved in prioritizing needs, deciding where to concentrate efforts, organizing and taking action together. Literacy training and women's empowerment are key elements that remove barriers to participation. In 2018, ADPP implemented four distinct integrated development projects in a total of 7 province, each shaped to a great degree by the active efforts of local communities. These project contribute to most of the Sustainable Development Goals.



200,000

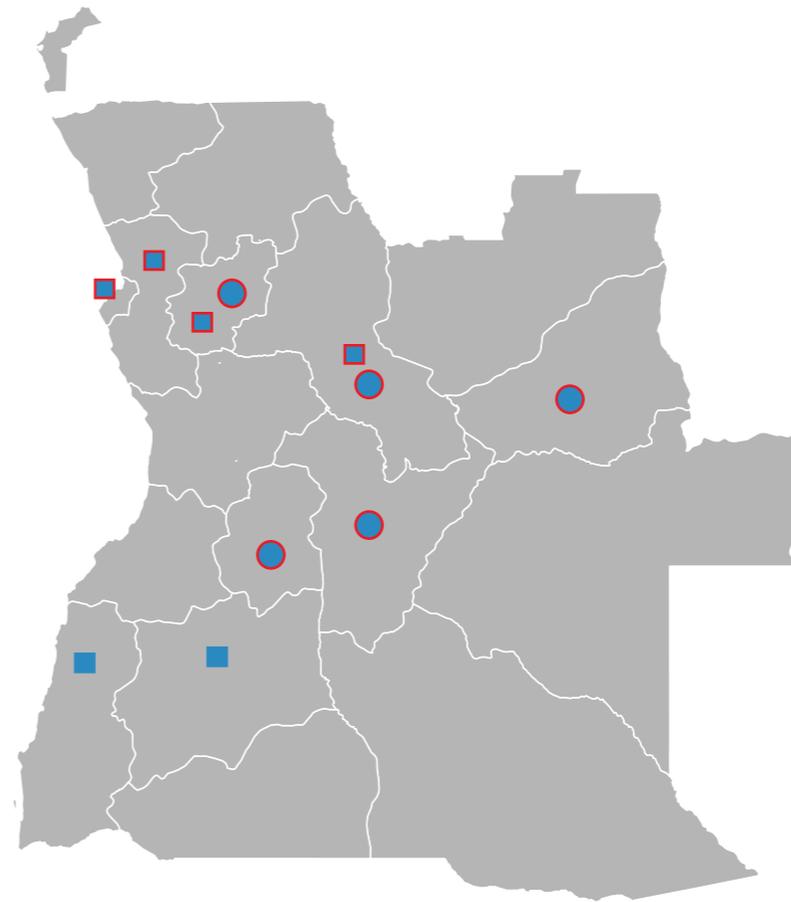
people directly benefiting

14,760

participants in literacy training

269

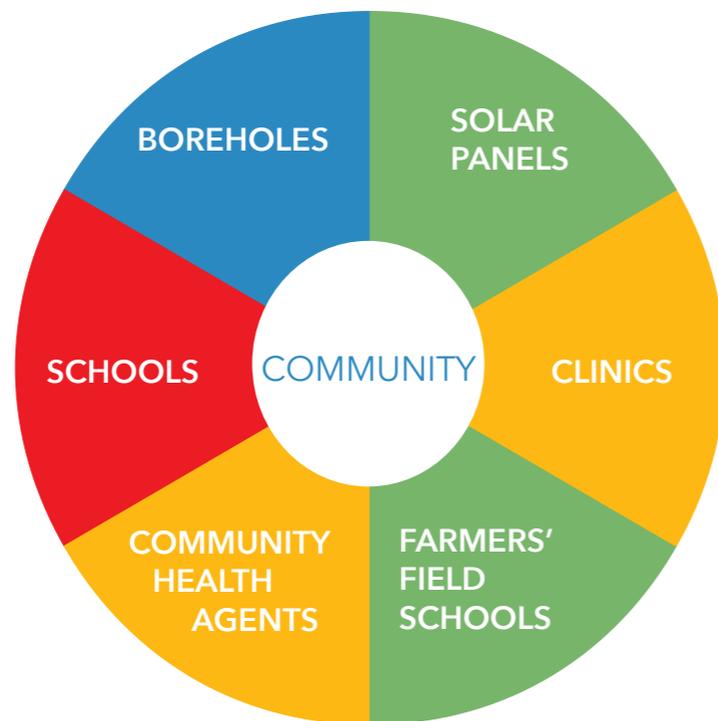
Community Action Groups formed and active



- Integrated Community Projects
- Literacy training integrated in other projects
- Stand-alone literacy training

The **INTEGRATED COMMUNITY DEVELOPMENT PROJECT** takes place in two municipalities in Huíla and Namibe, where communities face multi-faceted development issues.

Cyclical drought has led to loss of harvests and livestock. Insufficient food and water have exacerbated health problems in areas where access to and uptake of health services is low. Needs identified were improved access to water and energy, the establishment of systems to maintain water and energy facilities, a network of trained Community Agents to inform, educate and mobilize families on prevention and treatment of common diseases, and the creation of Farmer Field Schools to help smallholders improve production and adapt to prevailing conditions in a sustainable way.



96

Community Agents trained and actively engaged

10,000

families registered and visited on average three times by Community Health Agents

20

schools involved, with two Water and Sanitation Patrols at each

8

solar energy plants, 4 in Bibala Municipality, Namibe and 4 in Gambos Municipality, Huíla

4

boreholes with solar pumps serving more than 5000 people

Training sessions throughout the year

400

farmers enrolled in Farmer Field Schools

16

Farmer Field Schools with model fields to demonstrate new farming & animal husbandry techniques and crops

The **INTEGRATED DEVELOPMENT PROJECT IN 70 INLAND FISHING COMMUNITIES** takes place in communities in Luanda, Bengo, Kwanza Norte and Malanje.

The Institute for Artisanal Fishing implemented a large scale project to increase productivity and commercialization of fish in these communities, while ADPP implemented a complementary project to promote social development. Community Action Groups in each village worked to create development plans, including micro-projects to be carried out in pursuit of their objectives. Literacy training was offered in all communities, while in some village savings groups were created. Awareness campaigns about food security, nutrition, gender, climatic change, HIV/AIDS, landmines, malaria, water and sanitation and land were carried out during the course of the year.



70

communities in Bengo, Luanda, Kwanza Norte and Malanje actively involved

68

Community Agents engaged, trained and active

8,000

literacy learners in Module 1

258

Community Action Groups formed and trained to create development plans

12,000

families registered and mobilized to participate in activities

2018 was the third full year of activities in the project **COMMUNITY DEVELOPMENT IN FISHING COMMUNITIES, LUANDA**

The project offered literacy training for adults, encouraged school attendance of primary school-age children, and provided entrepreneurship training for members of fishing cooperatives to help raise their level of income. Health and sanitation issues were tackled by building latrines, installing tippy-tap hand washing systems, raising awareness about HIV, malaria and TB, and providing HIV testing. A tree planting program completed the list of activities.

RESULTS IN 2018
600 families registered
2,478 people benefiting
602 literacy participants
782 children in school
108 latrines built
143 waste pits dug
144 tippy taps installed
800 trees planted
75 participants in entrepreneurship courses



SUSTAINABLE VILLAGES are communities that have structures in place that enable them to develop and take responsibility for maintaining development.

The project took place in two villages, one in Icolo e Bengo in Luanda and one in Buco Zau in Cabinda. With 222 families registered and active, and 11 Community Action Groups formed and trained, the communities were deeply engaged in development planning. They were involved in a wide variety of processes, from deciding which projects were needed, budgeting costs, sourcing material, carrying out the work and seeking payment. Financial support was matched by locally sourced resources including labour. Key elements included strengthening settlement in rural villages, improving sanitation and housing conditions, promoting the integration of villages and towns in their economic and social environment and defining and implementing programs of cultural and local interest.

Each village worked on a community development plan, agreeing on a list of priorities for micro-projects to be implemented. Drinking water and power were high on the lists in each village, as were improvements to the school and health clinic, literacy lessons and basic sanitation.



LITERACY training is an integral part of the whole range of ADPP projects, because literacy is fundamental.



Farmers' Clubs include basic reading, writing and arithmetic to help participants keep records, make budgets, stock take, understand and sign documents, market produce and appreciate the importance of education for their children. More than 3,500 farmers participated in literacy learning in 2018. Projects in fishing villages include literacy for many of the same reasons, and participants in all programs benefit from the inclusion of topics about health issues, hygiene and sanitation, civic awareness and household economy, for example. Around 8,000 people benefited in the 70 Fishing Villages project.

Women in Action projects provide literacy classes for participants to ensure the best possible outcomes from small enterprises and to enhance the educational atmosphere in the home.

ADPP will implement the literacy component of the Smallholder Agriculture Development and Commercialization Project in 60 communities in Huambo, Bié and Malanje which will reach 6,000 members of Farmer Field Schools. Lessons will be tailored to participants needs and to their background in farming. Preparations began towards the end of the year with literacy training to start in 2019.

See page 22-23 for more on stand-alone literacy projects in 2018.



ADPP addresses **GENDER** equality and equity in a variety of ways.

ADPP operates numerous projects specifically aimed at empowering girls and women, from raising awareness on HIV, to providing tailoring and entrepreneurship training. However, gender is not a "women's issue", and equality is not achieved purely by working with women.

At Teacher Training Schools, efforts are made to enrol equal numbers of male and female students in order to boost the number of female teachers, especially in rural schools. Women in the classroom act as role models, encouraging and supporting girls to continue their education. During the education, male and female students are expected to work together on all kinds of tasks, irrespective of whether these are traditionally associated with one gender. Both male as well as female students at six ADPP teacher training schools participated in an All Girls in School campaign in 2016 and 2017, the legacy of which continues since all trainees are aware of gender issues.

ADPP polytechnics encourage students to look beyond traditional roles when choosing a course to follow, although there is a long way to go to achieve parity. Frontline Institute trains women for managerial roles on an equal footing with men.

Girls' Clubs help empower girls and young women with, among other things, knowledge of sexual and reproductive health, and such programs go a step further by involving boys and young men in order to tackle male attitudes.



ABOUT

ADPP

ANGOLA

ADPP stands for Development Aid from People to People. The organization works in the fields of education, health, agriculture and environment, and integrated development to enhance change and reduce factors that contribute to poverty. Links between the many projects implemented each year abound, reinforcing the effect of individual programs and demonstrating ADPP's global vision of both needs as well as solutions.

ADPP works closely with authorities and institutions at all levels, from state departments to local leaders, from hospitals to rural schools. ADPP also collaborates with other NGOs, churches, and community-based organizations to coordinate efforts and increase effectiveness.

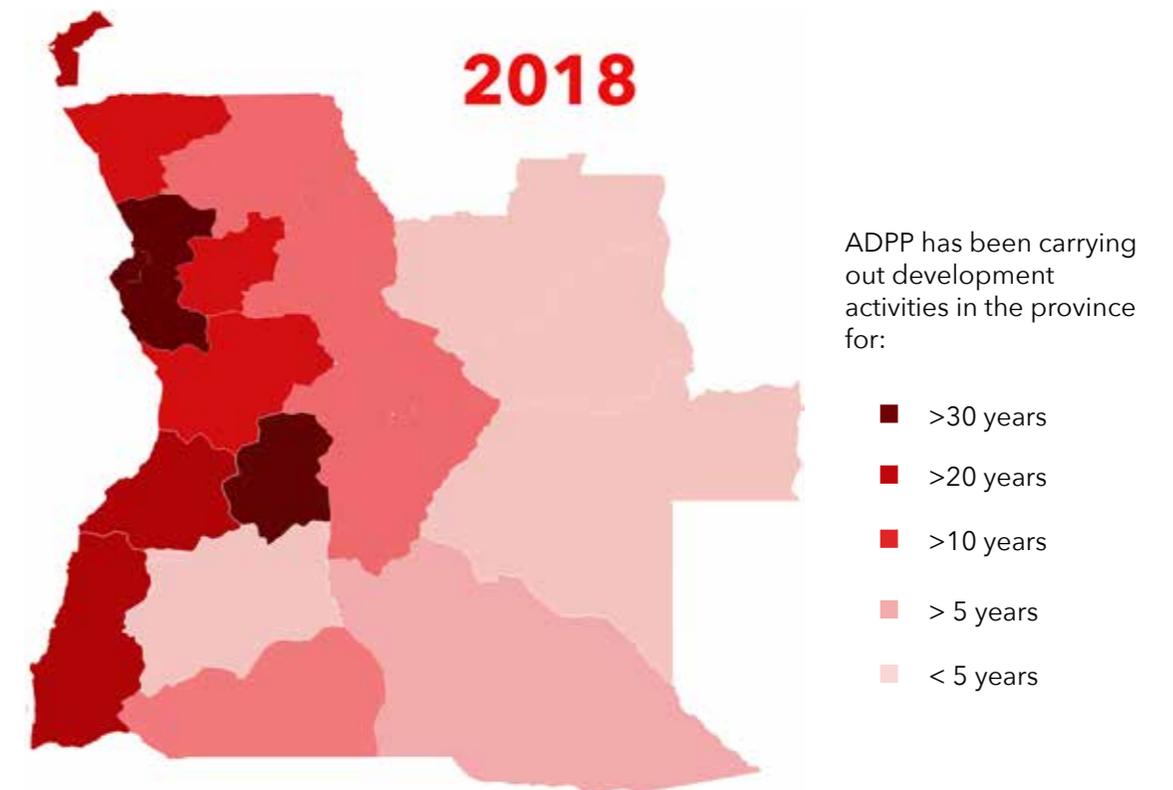
ADPP is headed by a Board of Directors, elected at the general assembly. All projects are subject to an annual external audit, carried out to international standards by Ernst and Young.

ADPP Angola is a co-founder and member of the Federation Humana People to People, a membership network for organizations working with long-term, sustainable development.

ADPP'S MISSION:

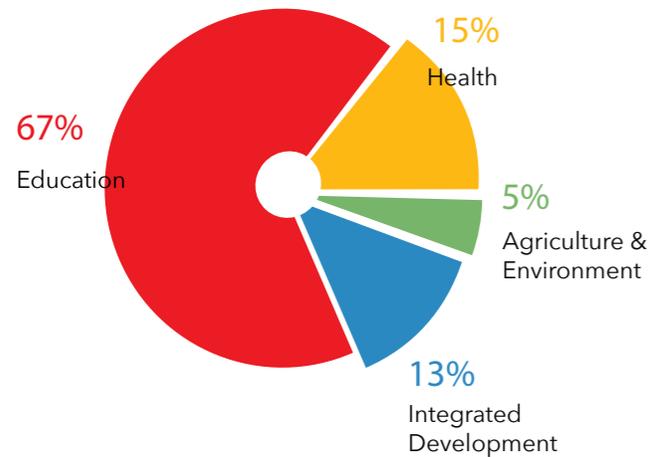
- To promote solidarity between people.
- To promote the economic and social development of Angola by implementing development projects in the areas of education, training, social well-being, health, culture, environment, production, agriculture, trade and other areas compatible with the objectives.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

NUMBER OF YEARS IN EACH PROVINCE:

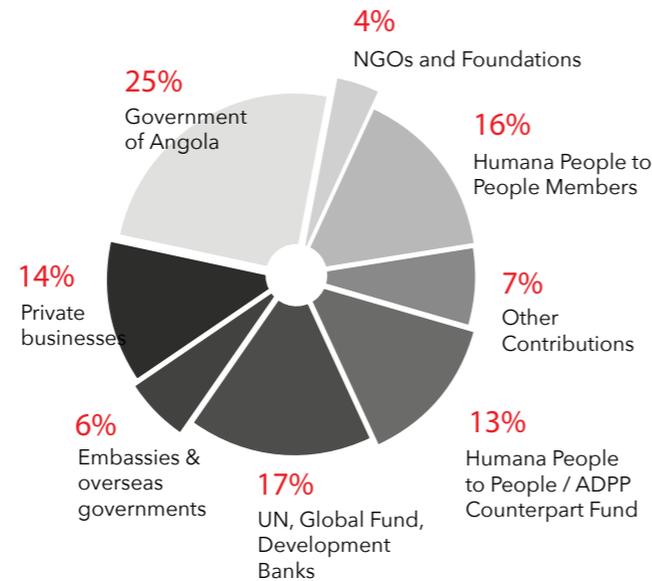


ADPP's **FINANCIAL STATEMENT** 2018 shows a solid mix of public and private partnerships which financed projects in all 18 provinces. Two thirds of expenditure was in the education sector, which expanded with an increasing number of skills training projects.

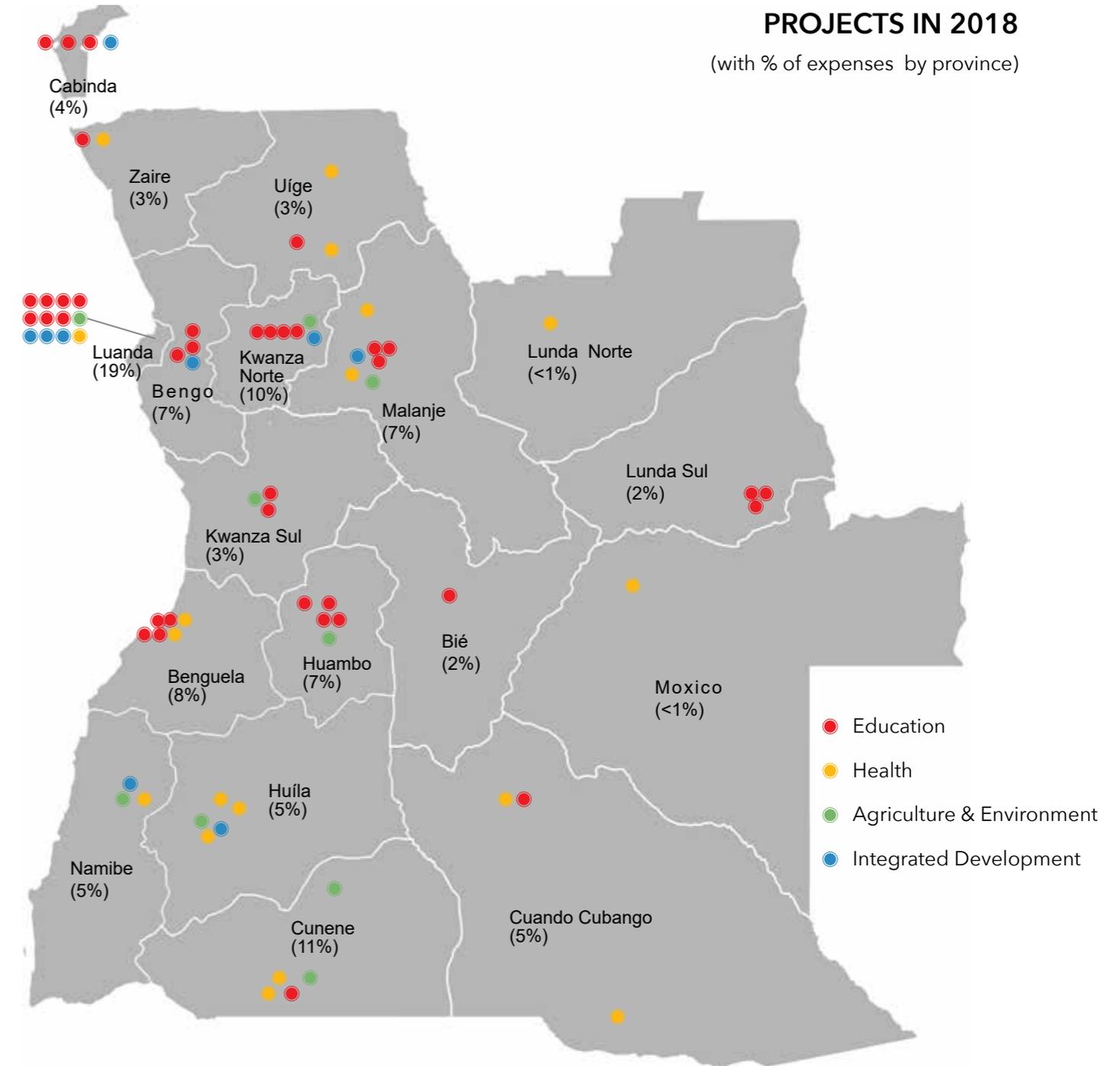
EXPENSES BY SECTOR



INCOME BY SECTOR



PROJECTS IN 2018 (with % of expenses by province)



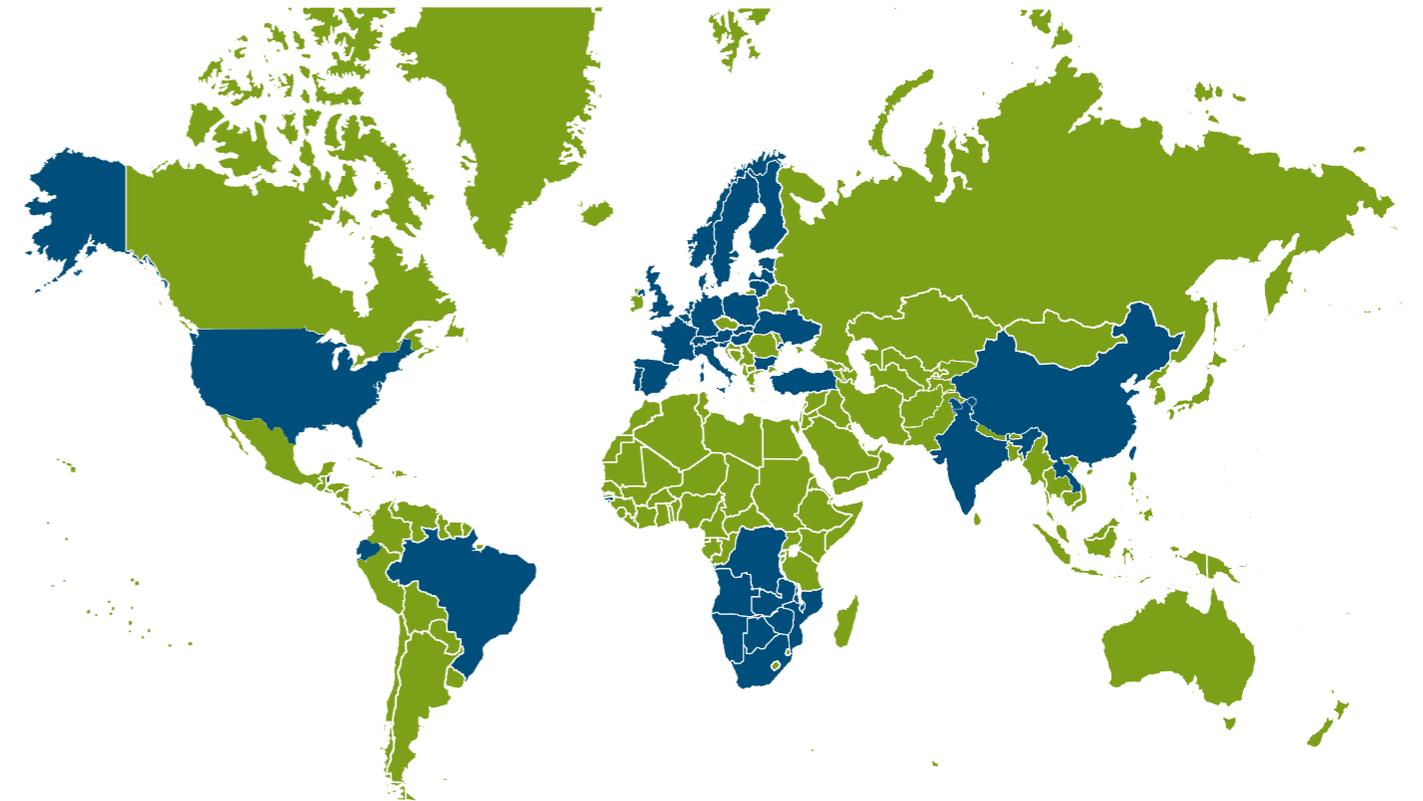
The Federation **HUMANA PEOPLE TO PEOPLE** is a membership network for organizations working with long-term, sustainable development.

Members of the Federation are independent national associations, who base their work on keen knowledge of the needs and potential of the communities where they are situated. Member organizations in Europe and North America collect, sort and sell second-hand clothes and shoes for reuse, 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.

The Federation was established in 1996 and currently has 30 independent member associations, spanning 45 countries on 5 continents.



THE FEDERATION HUMANA PEOPLE TO PEOPLE IN 2018



45

countries

5

continents

9,5

million people
reached

1,134

project units

www.adpp-angola.org



#Angola

#ADPPANGOLA

#Education

#Health

#Agriculture

#Environment

#Integrated Development

#Entrepreneurship

#globalgoals

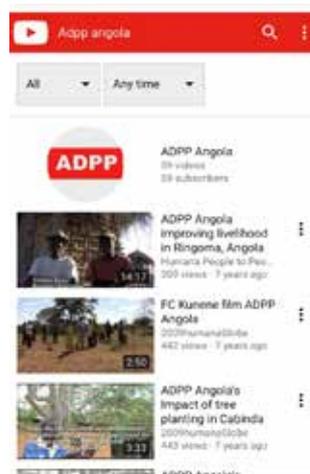
www.instagram.com/adppangola/



www.facebook.com/ADPPAngola



www.youtube.com/user/ADPPAngola



www.twitter.com/ADPP_Angola



PHONE

+244 912 31 08 60
+244 927 35 94 02

EMAIL

adpp@adpp-angola.org

ADDRESS

Rua João de Barros n° 28
Luanda, Angola